

Report on the Progress of Education in the Punjab.

during the quinquennium ending

1936-37.



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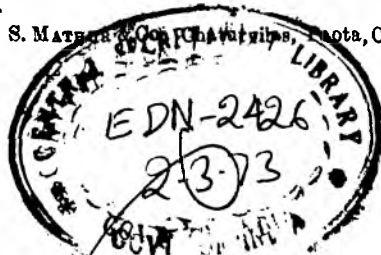
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**Proceedings of the Punjab Government No. 26549-G., dated
the 21st December, 1937.**

READ—

The report of the Director of Public Instruction for the quinquennium ending the 31st March, 1937.

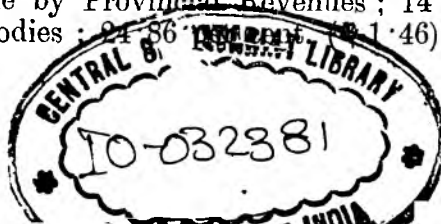
1. The existing financial stringency and economic depression have had unavoidable repercussions on the enrolment and number of schools. Although the number of institutions of all types, recognized and unrecognized, boys' as well as girls', has declined only by 6 to 18,466, the enrolment has gone down by as much as 47,885. The number of schools for boys, recognized and unrecognized, has decreased by 223, whereas that for girls has increased by 217. The prospect, however, is not so gloomy as it might at first sight appear, for it is only the first three years of the quinquennium that record an aggregate fall of 65,087 ; the last two years mark an increase of 5,952 and 11,250 in the number of scholars and of 207 and 240 in the number of schools. For this heavy numerical decline a number of cogent and convincing reasons have been enumerated on page 8 of the report, but Government hope that, with the changes that have recently been carried out in the curriculum of middle schools, with the improvements that have been effected in the training of teachers and with the gradual lifting of the clouds of economic depression the number of schools and their enrolment should show an upward trend. Although there has been a great fall in enrolment during the quinquennium, the persistent efforts of departmental officers to improve attendance in schools, have, it is encouraging to note, met with success. Average attendance in all types of schools, boys' and girls', has shown considerable improvement.

Main
statistics.
(a) Schools
and schol-

The rise and fall in the percentage of pupils under instruction on the total population naturally follow a similar tendency in enrolment. This percentage, for boys and girls together, fell during the first three years from 5·50 to 5·38, but rose during the succeeding years from 5·38 to 5·45. The percentage of girls has gradually risen from 2·07 in 1931-32 to 2·29 in 1936-37.

The total expenditure on education from various sources during the period under review has increased by Rs. 11,27,069 to Rs. 3,19,58,212. More than half of this increase, viz., Rs. 6,26,103 has been utilized on girls' education. 51·14 per cent. (—2·36 per cent. as compared with the figure for 1931-32) of the total cost has been borne by Provincial Revenues ; 14·32 per cent. (+1·29) by local bodies ; 24·36 (—1·46) by fees and

(b) Expendi-
ture.



9·68 per cent. (—·39) came from other sources. The cost per capita in boys' schools has gone up by Rs. 2-5-2 to Rs. 23-5-7 and has fallen in girls' schools by Re. 0-1-7 to Rs. 20-15-11. Towards this Government funds provided almost 50 per cent. and fees 25 per cent.

(a) Col-
legiate
education

2. The total number of collegiate institutions has gone up by 1 to 30. Eleven intermediate colleges, situated in mofussil towns, have been raised during the period under review to the Degree standard; 4 Government and 7 belonging to private organisations. The number of scholars in colleges has gone down by about 500. This decrease is by no means unwelcome as it is considered highly desirable that an indiscriminate rush of unsuitable and ill-prepared candidates to University courses should be definitely discouraged and counteracted. It is discouraging to note that the intermediate colleges have dwindled in popularity and have not been very successful as four-year institutions. Government cannot continue to spend large sums of money every year on institutions which have not justified their existence, especially when funds are badly needed for worthier and more urgent objects. Steps should, therefore, be taken at once to review carefully the whole position in regard to intermediate colleges.

(b) Univer-
sity.

The Punjab University has widened its activities by the organisation of an Honours School in Physics, and by the establishment of a department of Political Science and of a Public Service Examination Class. Useful research work has been done by both University and college professors in the departments of Science, Oriental learning and Economics. Government note with particular appreciation the very useful and laudable work done by Dr. S. S. Bhatnagar, O.B.E., Professor of Physical Chemistry and Director of Chemical Laboratories, in the domain of scientific research.

The Punjab Government whole-heartedly associates itself with the warm tribute paid by the Director of Public Instruction to Dr. A. C. Woolner, and to Professors S. R. Kashyap and Devi Dyal, whose deaths during the quinquennium are a heavy blow to education in the Punjab. Another great loss to the department has been Principal Garrett's retirement. All these gentlemen gave of their best to education in their respective spheres and the Punjab owes a deep debt of gratitude to them for the excellent work they did in the cause of higher education in the province.

Secondary
education.
(a) Statistics.

3. During the quinquennium the number and enrolment of secondary schools have decreased by 289 and 70,816, respectively. The fall in the number of institutions is attributable either to the closure or the reduction to the primary status of uneconomical and wasteful lower-middle schools, while the decline in enrolment

is ascribed to economic depression, unemployment among the educated classes and the abolition of 1,457 branches. The high schools continue to flourish.

This province has a comparatively large number of anglo-vernacular schools. This is due to the spirit of communal rivalry which has been responsible in the past for an unnecessary duplication of institutions and consequent wastage of funds. It is time that the department discouraged this undesirable spirit by making the application of the "educational necessity" clause of recognition rules more stringent and advised private organisations to divert their attention, energy and money into such desirable channels as the opening of girls' schools or to the starting of boys' schools in backward rural areas, or to the institution where a demand exists of industrial training centres for boys and girls. It is a relief to note that the introduction of new service rules and of agreement bonds has brought about a measure of improvement in stabilising service in private schools. All irregularities committed by managing committees should be dealt with strongly and firmly by the Department.

It is a matter for great satisfaction that life in schools, is being gradually made more congenial and pleasant by the introduction of a fairly large number of wholesome activities and useful hobbies. Medical inspection is receiving adequate attention and physical education has shown considerable improvement. Manual training centres have helped to impart a useful training of hand and eye. Personal hygiene, cleanliness and general health have received adequate stress. Strenuous endeavours have been made to give instruction an environmental, agricultural and vocational bias in village secondary schools.

Secondary schools in rural areas are making a valuable contribution to the spread of literacy, to the creation of a healthy public opinion on important social, economic, educational and political matters, to the introduction of improved methods of cultivation and to the retention of village youths in their natural environment during the impressionable years of their life. The organisation, in or through these schools, of such beneficent activities as village games and recreation clubs, village libraries, centres of village handicrafts and adult classes, is likely to make these institutions potent agencies in the fight against illiteracy, ignorance and superstition.

4. The number of primary schools has advanced by 200 but the enrolment has declined by 10,193 and the average attendance by 4,384. When to this is added the fall of 63,213 in the enrolment of primary departments of secondary schools, the total loss amounts to 73,406. This is disquieting, for although the decrease in

(b) Anglo-vernacular schools.

(c) Extramural activities.

(d) Rural secondary schools.

Primary education (boys).
(a) Statistics

enrolment is mainly due to the prevalence of economic depression in rural areas, the elimination of bogus enrolment, retrenchment in local body budgets and also to the closure of branch schools, yet it is obvious that the desirability of filling existing schools has not been sufficiently and strongly impressed on local bodies which often rush into wasteful educational expansion. All unnecessary and unwarranted waste must be checked and the indiscriminate opening of new schools rigorously controlled by the Department in future.

(b) Progress of literary.

The present position has been very carefully explained and summarised by the Director on page 10—13 of the report. It is gratifying to observe that wastage has continued to diminish in the three higher classes of the primary department and that the flow of promotion has been made regular and the distribution of scholars in the four classes more uniform. Government hope that, with continued and strenuous efforts the calculated maximum, viz., 60 per cent. of pupils reaching class IV after four years' schooling will soon be attained. It is suggested that a well designed five years programme for effecting further improvement should be drawn up and enforced by the Department.

(c) Single teacher primary schools and branch schools.

Government hold the opinion that the one-teacher primary school is a wasteful institution and of doubtful utility in the removal of illiteracy owing to its inefficiency and ineffectiveness. It is, therefore, disquieting, to note that the number of such schools has advanced throughout the period by 564 to 1,802 with the result that the percentage of such schools on the total number of primary schools for boys stands now at 30. Although for obvious reasons the retention or encouragement of such schools may be considered an unwelcome necessity in some sparsely populated backward areas, no encouragement should ordinarily be given to single-teacher schools in future. Branch schools have also failed to achieve the object for which they were instituted. Some districts have abolished such schools altogether with the consequence that their total number in all districts has been reduced from 2,429 to 972 in the past five years.

(d) Adult schools.

The large fall in the number of adult schools and their enrolment is an index of their unpopularity and failure. Government is in full accord with the Director's diagnosis and endorses the suggestion that Dr. Laubach's method of teaching adults, based as it is on sound psychological principles, may be adopted on a wider scale by the Department.

(e) Compulsion.

The unanimous verdict of the inspectors that compulsion under the present compulsory Primary Education Act has failed is a sad commentary on its progress in the province. Government is in complete agreement with the reasons given by the Director

for the failure of compulsion and considers, on the strength of the facts and figures supplied, that the Act should be so amended that a stricter application of compulsion along well-planned lines may prove an effective remedy for eliminating wastage in both boys' and girls' schools.

It is a relief to turn from these depressing facts to the encouraging features of the primary schools. Considerable improvement has been effected, during the quinquennium, in their instructional condition. Interesting methods of teaching infants such as 'activity,' 'playway' and 'project' have made instruction not only pleseant but attractive for children. Increased attention has been paid to the hygienic condition of school buildings and their environments, to the cleanliness of person and dress of pupils, and the introduction of creative work. The supply of better trained teachers conversant with child psychology and children's nature and requirements and the introduction of gardening, floriculture, hobbies and interesting games in school have all had the cumulative effect of attracting and retaining boys in schools longer than before.

(f) Instruction and other activities.

5. One of the most refreshing and striking features of the present quinquennium is the notable advance in girls' education. In contrast to an all-round decline in boys' schools and pupils it is encouraging to note that, with an addition of 279 to their number, recognized girls' schools have registered a welcome increase in enrolment of 30,440. This advance is still more gratifying in view of the acute financial stringency and the levy of tuition fees in anglo-vernacular schools for girls' during the period. This is a clear indication of the growing popularity of girls' education. Another noteworthy feature of this advance is that larger numbers have begun to be attracted to the higher stages. The increase in the number of girls appearing in the Middle School Examination during the quinquennium from 1,952 to 3,721 confirms this view. The vital problem of an adequate supply of suitably trained mistresses for primary as well as secondary schools is being satisfactorily tackled by the Department. The training of wives of teachers at Lyallpur and Jullundur in two batches of 20 is a hopeful experiment aiming at the supply of teachers in co-educational schools. The Lady Maclagan Training College for Women and the Kinnaird Training Centre, Lahore, continue to supply trained graduates and under-graduates for anglo-vernacular schools. Equally pleasing is it to note that the qualification for admission to women's normal schools is gradually being raised and that more intensive and helpful inspection of vernacular schools, with an increase in the number of assistant inspectresses and the organisation of refresher courses for teachers, has contributed to the efficiency of schools. With a better type of teacher, schools are bound to

Girls' education.

become more attractive. The important questions of having girls' schools in sanitary buildings, of providing accommodation for games and physical activities and of introducing a regular system of medical inspection and treatment in all girls' schools should be taken up seriously. Other innovations of note are the opening of co-educational institutions, staffed by women teachers, in the Amritsar and Sheikhpura districts and the opening of a larger number of middle schools with normal classes attached to them in backward rural areas. These experiments will be watched with interest. Physical training, Girl guiding and Junior Red Cross branches continue to flourish.

**Training
of teachers.**

6. It is gratifying to note that the percentage of trained teachers has, during the past five years, gone up by 1.4 to 86.8. This percentage shows a marked decline in private aided and unaided primary schools. Government is of the opinion that in the interests of instructional efficiency, and with a view to reducing unemployment among trained teachers, the employment of untrained teachers in recognized schools should be restricted to the barest minimum. Equally pleasing is the improvement effected in the training of teachers, both vernacular and anglo-vernacular. Imbued with the spirit of a new learning, trained in newer activities and possessed of a wider outlook on life and their vocation, the teachers are causing a commendable transformation in the schools. The reorganisation of normal schools is another important problem to be tackled. Such points as the qualifications of candidates for admission to the classes, revision of the courses of studies to suit changing conditions and requirements and a re-classification of the current courses, are some of the points deserving careful consideration.

**Profes-
sional, techni-
cal and voca-
tional
education.**

7. The popularity of institutions for professional and technical instruction is evidenced by the steadily increasing number of applicants for admission.

Agricultural training has gained popularity in secondary schools situated in rural areas. This is apparent from a steadily growing demand for farms and plots attached to schools and from the keenness with which pupils and their parents interest themselves in this activity. It is gratifying to note that these farms have, on the whole, been able to maintain a credit balance. Some of the notable offshoots of this valuable training are the laying out of flower gardens in school compounds and the growth of 'home plots,' the organisation of labour days, flower shows and old boys' farming associations in several districts and the introduction of useful activities such as lac-culture, sericulture, vegetable growing, fruit farming, and poultry farming.

Post-matriculation clerical classes do not appear to be very successful. If they are to attain popularity with business houses and offices, the qualifications of candidates for admission and the syllabus should undergo radical revision.

8. The generous financial assistance and other ameliorative measures such as special concessions, etc., awarded to backward communities have continued unabated during the quinquennium. It is disquieting, therefore, to observe a decline of 59,479 in the number of Muslim pupils in the primary and secondary stages. The reasons given are the lukewarm and apathetic attitude of the Muslims towards general education and the economic slump which has hit the Muslims, an agricultural community, hardest. It is depressing also to note a fall of 4,888 in the number of depressed class boys and girls in all types of recognized schools. Here again the main reason is stated to be economic depression. More sympathetic treatment of these children and continued propaganda work among the community are likely to attract a larger number of pupils from this backward class and bring about, as a result, the much-desired social, economic and intellectual awakening among these unfortunate people.

9. One of the recommendations of the Punjab Text-Book Enquiry Committee, appointed on 22nd May, 1934, as a result of a resolution passed in the Punjab Legislative Council, led to the dissolution of the Punjab Text-Book Committee in March, 1936, and the constitution in its place of the Punjab Advisory Board for Books from that date. The recommendations regarding the newly formed Board have already been accepted by Government while others are yet under consideration. Due to uncertainties involved in the evolution of the new Board, most of the activities of the Text-Book Committee had either to be curtailed or suspended. Such activities as the free display of educational films to schools and colleges, the preparation of maps, and the free distribution of books translated by the committee were continued at the previous level.

10. During the major portion of the quinquennium the post of Director of Public Instruction was held by Mr. Sanderson, whose services have been suitably acknowledged in last year's report. Mr. Parkinson, now Educational Commissioner with the Government of India, remained Director of Public Instruction from 1st November, 1935, to 6th November, 1936, but during this brief period he exhibited great ability, keenness and insight in the discharge of his duties. Mr. Armstrong held charge with success of the Department for about five months of the last year of the quinquennium. The thanks of the Government are also due to

the other officers who have helped in the work of the Department during the period and also to Mr. P. D. Bhanot, Inspector of Training Institutions for help in drafting the quinquennial report. Government appreciates in particular the services of Miss Thomas as Deputy Directress of Public Instruction, Khan Bahadur Sheikh Nur Elahi, and Rai Bahadur Mr. Man Mohan as Assistant Director of Public Instruction, whose hard work and advice on important matters have been of immense help to the Department.

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

By order of the Governor of the Punjab,
 W. H. F. ARMSTRONG,
Under-Secretary to Government, Punjab.

CHAPTER I.

General Summary.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

			PERCENTAGE OF SCHOLARS TO POPULATION.						
			<i>Recognized institutions.</i>			<i>All institutions.</i>			
			1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.	
Area in square miles	99,866								
Population—									
Males ..	12,880,510	Males ..	8.25	7.40	7.42	8.82	8.01	8.07	
Females ..	10,700,342	Females ..	1.28	1.66	1.72	1.85	2.26	2.29	
Total ..	23,580,852	Total ..	5.09	4.80	4.83	5.61	5.40	5.45	

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.					SCHOLARS.					Stages of instruction of scholars entered in column 8.
	1931-32.	1935-36.	1936-37.	Increase or decrease.		1931-32.	1935-36.	1936-37.	Increase or decrease.		
				Since 1931-32.	During 1936-37.				Since 1931-32.	During 1936-37.	
	1	2	3	4	5	6	7	8	9	10	11
RECOGNIZED INSTITUTIONS.											
A.—Universities ..	1	1	1	..	..	20	10	8	-12	-2	
<i>For males.</i>											
B.—Arts Colleges ..	31	32	32	+1	..	12,900	13,650	13,132	+232	-518	(a) 4,616 (b) 7,240 (c) 1,124 } *
Professional Colleges	8	8	8	..	..	1,952	2,380	2,032	+80	-348	(a) 1,569 (b) 463
High Schools ..	323	338	343	+20	+5	131,655	139,149	144,986	+13,331	+5,837	(c) 106,590 (d) 38,396
Middle Schools ..	3,470	3,231	3,161	-309	-70	507,527	433,720	423,622	-83,905	-10,098	(c) 105,608 (d) 318,014
Primary Schools ..	5,611	5,675	5,811	+200	+136	386,870	369,882	376,687	-10,183	+6,805	(d) 376,687
Special Schools ..	694	303	289	-405	-14	22,258	11,962	12,360	-9,898	+398	
Total ..	10,137	9,587	9,644	-493	+57	1,063,162	970,743	972,819	-90,343	+2,076	

<i>For females.</i>											
C.—Arts Colleges ..	2	4	4	+2	..	240	579	648	+408	+69	{ (a) 149 (b) 355 (c) 150
Professional Colleges	1	2	2	+1	..	29	116	119	+90	+3	{ (a) 37 (b) 82
High Schools ..	40	40	42	+2	+2	12,263	11,670	11,558	-705	-112	{ (c) 4,487 (d) 7,071
Middle Schools ..	135	177	195	+60	+18	28,135	40,733	44,113	+15,978	+3,380	{ (c) 6,884 (d) 37,229
Primary Schools ..	1,627	1,779	1,830	+203	+51	94,050	106,453	108,431	+14,381	+1,978	(d) 108,431
Special Schools ..	57	60	68	+11	+8	2,701	2,572	2,989	+288	+417	
Total ..	1,862	2,062	2,141	+279	+79	137,418	162,123	167,858	+30,440	+5,735	
UNRECOGNIZED INSTITUTIONS.											
For males ..	3,292	3,603	3,562	+270	-41	72,241	80,641	83,587	+11,346	+2,946	
For females ..	3,180	2,973	3,118	-62	+145	60,726	60,915	61,410	+ 684	+495	
Total ..	6,472	6,576	6,680	+208	+104	132,967	141,556	144,997	+12,030	+3,441	
GRAND TOTALS ..	18,472	18,226	18,466	-6	+240	1,333,567	1,274,432	1,285,682	-47,885	+11,250	

(a) Graduate and post-graduate classes.

(b) Intermediate classes.

(c) Secondary stage.

(d) Primary stage.

*Does not include 152 scholars in the Oriental College, Lahore, of whom 26 attend the post-graduate classes and 126 Oriental Titles' Classes.

GENERAL SUMMARY OF EXPEN-

	TOTAL EXPENDITURE.					PERCENT
	1931-32.	1935-36.	1936-37.	Increase or decrease		Government funds.
				Since 1931-32.	During 1936-37.	
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction and Inspection.	12,45,678	14,48,083	14,56,838	+2,11,160	+8,755	..
Universities ..	10,81,075	16,44,642	11,75,083	+94,008	-4,69,559	..
Miscellaneous (including expenditure on buildings).	32,52,233	30,54,755	30,87,098	-1,65,135	+32,343	..
Total ..	55,78,986	61,47,480	57,19,019	+1,40,033	-4,28,461	..
<i>Institutions for males.</i>						
Arts Colleges ..	23,72,703	25,91,429	26,18,909	+2,46,206	+27,480	28·86
Professional Colleges	12,43,352	13,04,382	12,66,040	+22,688	-38,342	76·33
High Schools ..	58,22,730	60,36,281	61,98,755	+3,76,025	+1,62,474	31·0
Middle Schools ..	77,02,125	74,80,988	73,86,160	-3,15,965	-94,828	64·28
Primary Schools ✓ ..	37,98,489	40,73,590	40,88,593	+2,90,104	+15,003	60·76
Special Schools ..	14,14,152	11,89,633	11,56,027	-2,58,125	-33,606	73·27
Total ..	2,23,53,551	2,26,76,303	2,27,14,484	+3,60,933	+38,181	51·61
<i>Institutions for females.</i>						
Arts Colleges ..	89,727	1,72,566	1,94,180	+1,04,453	+21,614	57·11
Professional Colleges	21,585	54,907	50,161	+28,576	-4,746	82·06
High Schools ..	8,01,549	8,40,309	8,87,916	+86,367	+47,607	58·71
Middle Schools ..	6,13,171	8,36,054	9,14,867	+3,01,696	+78,813	34·14
Primary Schools ..	9,99,639	11,49,721	11,43,118	+1,43,479	-6,603	48·05
Special Schools ..	3,72,935	3,31,704	3,34,467	-38,468	+2,763	59·37
Total ..	28,98,606	33,85,261	35,24,709	+6,26,103	+1,39,448	49·20
GRAND TOTAL ..	3,08,31,143	3,22,09,044	3,19,58,212	+11,27,069	-2,50,832	51·14

DITURE ON EDUCATION.

AGE OF EXPENDITURE IN 1936-37 FROM			COST PER SCHOLAR IN 1936-37 TO				Total cost per scholar.
D. B. and M. B. funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
7	8	9	10	11	12	13	14
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..
..
..
..
..15	54.90	16.09	57 8 10	0 4 9	109 7 11	32 1 4	199 6 10
..	23.09	.58	475 9 2	..	143 13 4	3 10 3	623 0 9
5.7	53.40	9.90	13 4 0	2 6 11	22 13 4	4 3 9	42 12 0
19.73	13.64	2.34	11 3 4	3 7 0	2 6 1	0 6 6	17 6 11
33.17	1.74	4.33	6 9 6	3 9 7	0 3 0	0 7 6	10 13 7
.74	20.26	5.73	68 8 5	0 11 1	18 15 2	5 5 9	93 8 5
13.99	27.98	6.42	12 0 10	3 4 4	6 8 6	1 7 11	23 5 7
..	42.73	.16	171 2 0	..	128 0 7	0 7 11	299 10 6
..	11.30	6.64	345 14 3	..	47 10 4	27 15 9	421 8 4
1.41	31.20	8.68	45 2 9	1 1 4	23 14 5	6 10 8	76 13 2
26.26	9.10	30.50	7 1 3	5 7 2	1 13 10	6 5 6	20 11 9
38.61	.73	12.61	5 1 0	4 1 2	0 1 3	1 5 3	10 8 8
3.97	6.24	30.42	66 6 10	4 7 3	6 15 7	34 0 8	111 14 4
20.00	13.52	17.28	10 5 4	4 3 5	2 13 5	3 9 9	20 15 11
14.32	24.86	9.68	12 11 5	3 8 11	6 2 10	2 6 6	24 13 8

Institutions.

During the quinquennium the number of schools of all grades, recognized and unrecognized, boys' as well as girls' has declined by 6 to 18,466. The number of institutions for boys has declined by 223 to 13,206 and those for girls has increased by 217 to 5,259. Unrecognized institutions for boys record a rise of 270 or almost 9 per cent. (from 3,292 to 3,562) and those for girls a fall of 62 or 2 per cent. (from 3,180 to 3,118). The number of recognized institutions for boys has fallen by 493 to 9,644, and that for girls has risen by 279 to 2,141 giving a total decrease of 214 from 11,999 to 11,785. The chief fall in the number of boys' schools is noticeable in the case of middle schools (—309) and of special schools (—405). It is very pleasing to note that the girls' schools show an all round increase.

The drop of 493 in the number of recognized schools for boys is wholly due to the closure, and reduction in status of a large number of uneconomical and unsuccessful lower middle schools and to the abolition of unnecessary and wasteful adult schools. It is disquieting to note that unrecognized schools are 27 per cent. and 59 per cent. of the total number of institutions for boys and girls respectively.

The subjoined comparative statement classifies institutions according to management :—

Type of institutions.	1931-32.		1936-37.	
	Publicly managed.	Privately managed.	Publicly managed.	Privately managed.
(A)—Recognized—				
1. Arts Colleges	14	19	16	20
2. Professional Colleges ..	6	3	7	3
3. Secondary Schools ..	3,542	426	3,285	456
4. Primary Schools ..	5,280	1,658	6,256	1,385
5. Training Schools ..	30	8	24	4
6. Special Schools ..	562	151	281	48
Total ..	9,434	2,165	9,869	1,916
(B)—Unrecognized	2	6,470	..	6,680
GRAND TOTAL ..	9,436	8,635	9,869	3,596

In 1931-32 there was one recognized school for every 9·8 square miles ; now there is one for 10·3 square miles. This is due to a fall in the number of boys' schools from 10,137 to 9,644. With the rise in the number of schools for girls, there is now one girls' school for every 46·3 square miles as against 53·6 square miles in 1931-32.

Enrolment in all types of schools for boys and girls, recognized ^{Scholars.} and unrecognized, shows a decline of 47,885 : from 1,333,567 in 1931-32 to 1,285,682 in 1936-37. The rise and fall in enrolment during the past five years is illustrated in the following table :—

Year.	Number of scholars.	Increase or decrease.
1932-33	1,295,770	—37,797
1933-34	1,280,754	—15,016
1934-35	1,268,480	—12,274
1935-36	1,274,432	+ 5,952
1936-37	1,285,682	+11,250
		—47,885

It is noticeable that the numerical retrogression of the first three years of the quinquennium which contributed a fall of 65,087 to the aggregate has been definitely counteracted by a steady increase during the last two years. With renewed efforts it should not be long before we regain our position of 1930-31 when enrolment was the highest, *viz.*, 1,385,841. Coming to details, the boys' schools register during the quinquennium a decline of 90,343 while the girls' schools and unrecognized institutions give an increase of 30,440 and 12,030 respectively. The girls' institutions indicate increase at all stages except in the high schools where, despite an addition of 2 in their number, enrolment has gone down by 705. The unrecognized girls' schools have decreased by 62 and yet their enrolment has increased by 684. The primary and middle schools have added 30,359 pupils to the total increase in girls' schools. The Arts and Professional Colleges and high schools for boys record a total increase of 13,643 while the middle, primary and special schools show a decrease of 83,905, 10,183 and 9,898 respectively. The position

of the various divisions with respect to rise or fall in the enrolment of the vernacular schools is :—

Division.	Middle Schools.	Primary Schools.	Special Schools.
Ambala	—2,192	+4,799	—794
Jullundur ..	—20,156	—1,801	—1,594
Lahore	—18,218	—275	—1,714
Rawalpindi	—10,827	—382	—839
Multan	—82,591	—12,584	—3,788
Total ..	—88,984	—10,198	—8,729

Multan Division registers the largest fall in enrolment in the three types of schools, while Ambala Division shows the least fall in the case of middle and special schools where decrease is shared by all divisions.

A number of causes have been suggested for the numerical decline. The fall in the enrolment of special schools, which is due to the closure of wasteful adult schools, should not give any cause for perturbation. During the five years 405 of these extravagant—and perhaps bogus—schools were closed down. In the primary schools the enrolment has decreased mainly because of the prevalence of economic depression in rural areas, retrenchment in local body budgets and partly due to the closure of unnecessary schools, to efforts at consolidation and concentration, stricter vigilance over regularity of attendance and genuineness of enrolment and to insistence on an even and well regulated flow of class promotions. In the secondary schools the fall is accounted for by financial stringency and the closure or reduction of a number of unnecessary lower middle schools to the primary status for lack of adequate enrolment. It is hoped that the revised syllabus for the Vernacular Final Examination introducing Rural Science as one of the compulsory subjects may help in popularizing education in rural areas.

The divisional enrolment in recognized institutions for the year 1931-32 and 1936-37 is given below :—

Division,	1931-32.	1936-37.	+ or —
Ambala	144,871	150,385	+6,014
Jullundur	229,004	210,657	—18,347
Lahore	302,111	298,798	—3,313
Rawalpindi	234,842	234,593	+251
Multan	264,114	219,220	—44,894
Total	1,173,942	1,113,653	—60,289

The percentage of pupils under instruction on the total population shows a decline of $\cdot 16$ (from $5\cdot 61$ in 1931-32 to $5\cdot 45$ in 1936-37). For the first three years there was a steady fall of $\cdot 12$ from $5\cdot 50$ to $5\cdot 38$, but during the last two years there was a rise of $\cdot 07$. The rise and fall in the percentage naturally follow the increase and decrease in enrolment. The percentage of pupils under instruction in all institutions for the past five years is as follows :—

Year.	Boys.	Girls.	Boys and girls.
1932-33	8·35	2·07	5·50
1933-34	8·38	1·88	5·43
1934-35	8·03	2·19	5·38
1935-36	8·01	2·26	5·40
1936-37	8·07	2·29	5·45

Much leeway has yet to be made by boys to attain the high percentage of 1930-31 which was $9\cdot 32$. It is pleasing to note,

however, that there has been a steady increase of $\cdot 22$ to $2\cdot 29$ in the percentage of girls during the quinquennium.

Average attendance.

With a decrease of 47,885 in enrolment, the average attendance has kept steady. This clearly shows that efforts at consolidation have in a large measure secured regularity of attendance among boys. The figures below show that average attendance in recognized schools has increased appreciably in all types of schools :—

	1931-32.		1936-37.	
	Males.	Females.	Males.	Females.
Anglo-Vernacular Middle ..	91·0	88·6	91·9	89·1
Vernacular Middle	84·9	84·8	85·8	87·5
Primary	84·5	83·3	85·5	85·7

Expenditure.

The main figures showing total expenditure on institutions of different types, the expenditure from the various sources, and the total cost per scholar in the various grades of schools are tabulated in the beginning of the chapter. The table shows at a glance that the total expenditure on education during the quinquennium has advanced by Rs. 11,27,069 to Rs. 3,19,58,212 there being an increase of Rs. 1,40,033 in indirect expenditure, of Rs. 3,60,933 on institutions for boys and of Rs. 6,26,103 on that for girls. The percentage of expenditure from Government funds on boys' and girls' schools has gone down by 3·47 per cent. (from 55·08 to 51·61) and 2·47 per cent. (from 51·67 to 49·20) respectively. The cost per scholar in boys' institutions has increased by Rs. 2-5-2 in girls' schools has decreased by Re. 0-1-7.

Progress of literacy.

The following table gives figures of enrolment in the primary classes of schools for boys for the last six years :—

YEAR.	I.	II.	III.	IV.
1931-32 ..	393,523	182,898	120,186	97,685
1932-33 ..	375,819	165,393	124,447	96,938
1933-34 ..	361,276	162,080	123,306	99,289
1934-35 ..	343,368	159,780	122,192	98,947
1935-36 ..	332,133	163,845	123,703	99,082
1936-37 ..	317,350	168,197	130,217	101,616

It is gratifying to note that Classes III and IV record an increase of 10,031 and 3,931 respectively during the quinquennium. This is an unmistakable proof of the fact that wastage has been decreased and class to class promotions have been rendered steady and regular. Class II shows a fall of 14,701. During the first three years of the quinquennium the decrease amounted to 23,118, but in the succeeding two years a gradual rise is noticeable. It is hoped that enrolment will assume an upward tendency in this class also during the next few years. Enrolment in Class I has decreased steadily by 76,173 from 393,523 in 1931-32 to 317,350 in 1936-37 or of almost 15,234 per year. This fall is not disappointing as it is due solely to the weeding out of the inflated figures, the elimination of bogus enrolment, and the cancellation of the names of irregular students. Another reason is perhaps also the reluctance on the part of the teachers in making admissions to Class I during the second session of the year (October and November).

The following table shows another aspect of enrolment, *viz.*, the extent of diminution between the classes :—

Diminution between	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
Class I and II	209,926	199,196	183,588	168,288	149,153
Class II and III	40,946	38,774	37,588	40,142	37,980
Class III and IV	27,509	24,017	23,245	24,621	28,601

These figures indicate that much improvement has resulted from the persistent efforts to reduce wastage. The amount of wastage between classes I and II, and II and III has almost continued to decrease throughout the quinquennium. The progress was satisfactory between classes III and IV during the first three years of the quinquennium, but the difference has tended to rise during the years 1935-36 and 1936-37 from 23,245 to 28,601. The cause of leakage at this stage is that owing to dire economic distress, pupils in these classes of the department are withdrawn by the parents for their own help in the fields or in house work.

Taking 12 per cent. as the percentage of school-going boys of the total male population we find that 46·5 per cent. of such boys already attend the primary classes of schools. The actual average strength of a primary school works out at 64·7 pupils. If this number could be doubled we shall have practically universal boys' education in the Province.

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

YEAR.	I.	II.	III.	IV.
1931-32 ..	49·6	23·0	15·1	12·3
1932-33 ..	49·8	21·7	16·3	12·7
1933-34 ..	48·4	21·7	16·6	13·3
1934-35 ..	47·4	22·0	16·8	13·6
1935-36 ..	46·2	22·8	17·2	13·8
1936-37 ..	44·2	22·1	18·1	14·1

The above figures show that marked success has been achieved during the quinquennium in reducing the disproportionate base of the pyramid at class I and in producing a slightly more uniform distribution of scholars in the four classes. The percentage of class I on the total enrolment in all the four classes has been reduced in five years from 49·3 to 44·2 or by 5·1. The proportion has increased by ·4, 1·8 and 1·4 in class II, III and IV respectively.

If we approach this problem from another angle, we find that we are slowly but steadily nearing the ideal state of affairs. Reckoning the normal decrease from class to class at a sixth which would include incidence of mortality and losses from other causes, and taking 100 as the enrolment of class I we have the following number in different classes; class I, 100, class II, 84, class III, 70 and class IV, 58. This ideal classification gives the following proportion to the total enrolment; class I, 32 per cent., class II, 27 per cent., class III, 22 per cent. and class IV, 19 per cent. We are thus short of these figures by 12 per cent. in class I, 5 per cent. in class II, 4 per cent. in class III and 5 per cent. in class IV. Proceeding at the rate we have done during the past five years it may be possible to achieve this ideal before long.

The percentage of boys in class I in 1933-34 (361,276) who reached class IV in 1936-37 (101,616) works out at 28·1. Divisionwise the position is :—

Rawalpindi 33·5; Jullundur 31·5; Lahore 27·2, Multan 26·8 and Ambala 25. Here a word of explanation is necessary.

Admissions to class I in the Punjab are made in the months of April, May and June and then again in October and November. It has been estimated that the number admitted in the latter session is about 25 per cent. of the total for the year. Deducting, therefore, at least 20 per cent. of the total admitted, from the total figures, *viz.*, 361,276, as unpromotable, the number who reach class IV after four years stands at 35 per cent.

The prime cause of all wastage at the primary stage is irregular attendance of the pupils, as this leads through unsatisfactory progress to stagnation and consequently to leakage. Irregular attendance is caused by reasons both internal and external. Ineffective and uninteresting teaching methods; infliction of corporal punishment by teachers; over-crowded classes leading to inattention by teachers; inefficient, incompetent and indifferent teachers; wooden and stereotyped methods of instruction and biennial admissions are some of the internal causes. The apathy of an average rural parent towards education, arising from lack of employment for his children after schooling and growth of unemployment among the educated, lack of perceptible effects of literacy on boys and the greater economic value of a boy on the farm or in the house are some of the external reasons. Most of the Inspectors suggest the restriction of admission of boys to class I to one session and the reduction of the number of boys for a teacher in class I to 25.

During the quinquennium under report the number of single-teacher schools has gone up by 564 (or 45 per cent.) to 1,802. Their present number and increase divisionwise is given below :—

Ambala	640	+171
Jullundur	238	+140
Lahore	216	+29
Rawalpindi	258	+67
Multan	450	+157
Total ..	1,802	+564

The increase in the number of these schools in the province throughout the last five years has been unabated as is clear from the following table :—

1932-33	1,442
1933-34	1,507
1934-35	1,538
1935-36	1,585
1936-37	1,802

The year 1936-37 has added the largest number—217—during the quinquennium. The percentage of single teacher schools on the total number of primary schools for boys in the province works out as 30 and is as follows :—

DIVISION.	Primary schools.	Single teacher schools.	Percentage.
Ambala	1,068	640	60
Jullundur	1,125	238	21
Lahore	1,261	216	17
Rawalpindi	1,015	258	25·4
Multan	1,338	450	33
Total	5,807	1,802	30

Efforts at minimising or gradually reducing the number of these schools have not met with much success during this period of financial stringency and economic distress. A single-teacher school admittedly bears the hall-mark of inefficiency and wastefulness educationally and economically, but its retention or even its encouragement in some sparsely-populated backward tracts is bound to remain a necessary evil for some time to come. In the districts of Multan, Muzaffargarh and Dera Ghazi Khan the percentage of such schools on the total number of primary schools in the districts is as high as 41·8, 57 and 51 respectively. The Inspector of Schools, Multan, ascribes this high percentage to the peculiar geographical features of the district, scattered population, difficult means of communication between villages, and to extreme climatic conditions. The elevation of branch schools to the primary status without adequate enrolment is another cause of increase in the number of single-teacher schools. Retrenchment in school staff effected by some district boards for the sake of economy is yet another contributory cause. The Inspector of Schools, Lahore, suggests the reduction in the number of single-teacher schools by converting them into "mixed" schools.

It is significant that wastage is the largest in those divisions where the single-teacher schools preponderate. For instance, in the Ambala Division, with the largest number of single-teacher schools—60 per cent. of the total number of primary schools—the percentage of boys of class I reaching class IV in 4 years is the lowest in the Province—25, whilst in Jullundur, with 21 per cent. of such schools 31·5 is the percentage of literacy.

Out of 33,652 teachers employed in schools of all types for Indian boys 29,241 or 86·8 are trained. If the untrained teachers who have, for their long and satisfactory service, been awarded special departmental certificates be included, the percentage would be enhanced to 90·2 per cent. The total number of teachers has fallen, during the quinquennium, by 621 to 33,652 because of the retrenchment and economy in staffs necessitated by financial stringency. The percentage of trained teachers divisionwise is :—

Division.	Total.	Trained.	Percentage in 1931-32.	Percentage in 1936-37.
Ambala ..	4,816	4,190	84·5	87·0
Jullundur ..	6,462	5,646	85·6	87·3
Lahore ..	8,368	7,330	85·9	87·6
Rawalpindi ..	6,977	5,886	79·0	84·3
Multan ..	7,088	6,233	79·2	87·9

The provincial percentage for the five years is given below :—

1932-33	..	..	..	..	85·2
1933-34	..	..	..	..	85·3
1934-35	..	..	..	..	86·3
1935-36	..	..	..	..	87·09
1936-37	..	..	..	..	86·8

The percentage of trained teachers in schools under various managements is illustrated by the following table :—

Management.	HIGH.		MIDDLE.		PRIMARY.	
	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.
Government ..	95·3	97·3	91·2	91·0	93·3	96·4
Local body ..	88·5	93·2	93·4	89·4	89·8	91·9
Aided	78·9	78·4	76·0	77·5	42·7	33·6
Unaided ..	64·5	64·1	73·3	71·7	35·4	25·2

Government and local body schools, both anglo-vernacular and vernacular are suitably staffed with trained and certificated teachers. The privately managed schools have yet much leeway to make up. In the Multan Division the number of trained teachers employed in aided and unaided primary schools is 25·7 and 9·1 respectively. The Lahore Inspector suggests that no school should in future be treated as an elementary school. This measure, he thinks, is likely to improve the efficiency of these schools, as also help quite a number of trained unemployed teachers to find employment. The Multan Inspector stressing the need for improving the training qualifications of junior vernacular teachers observes thus :—“ He (the junior vernacular) is only a middle-pass, with a few months' training in a normal school and his mental and intellectual developments is much too poor to enable him to do his work efficiently. This factor is retarding the progress of literacy, and it is strongly urged that the period of training be extended from one to two years”.

During the quinquennium a large number of refresher courses were organized for the vernacular teachers in almost all districts. Two provincial courses were also held for inspecting officers at the Central Training College, Lahore and Training School, Moga.

Extra mural
activities in
schools.

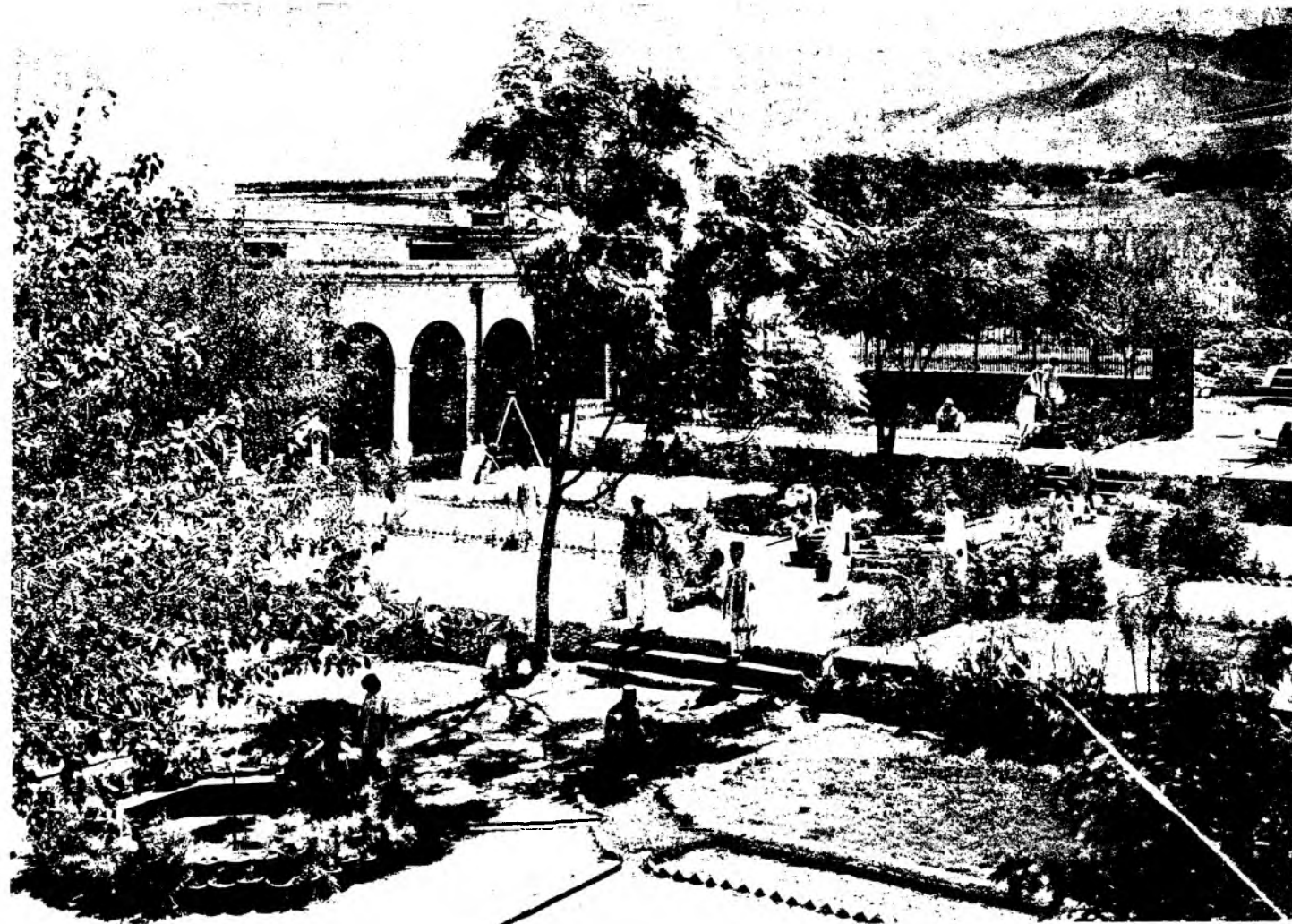
Our schools to-day are full of life and activity and an average boy is happier and healthier, has a larger number of wholesome occupations and pastimes for leisure hours than a boy ten years ago. Modern teaching methods are rendering the process of instruction brighter and more attractive. Useful handicrafts and hobbies tend not only to impress upon pupils the practical aspect of literary studies, but help to remove to some extent the tedium and monotony of book-learning. Physical training and games occupy a prominent place in the daily programme of schools. Minor games are played during school hours while major games are compulsory for all boys in most schools. Gardening and floriculture are beautifying the environments of schools and developing the aesthetic taste of the pupils. Music, both vocal and instrumental, affords healthful recreation. Co-operative, and Red Cross Societies are receiving encouragement; their number in schools of all types is 172, and 5,287 respectively. Rural uplift work is being taken up by most village schools, primary as well as secondary, with zeal and earnestness and intensive work in this direction is carried on in selected areas or villages.

Scouting continues to flourish. There are 1,852 troops with a membership of 54,449. The record of social service rendered by these troops at local or provincial functions, public fairs and festivals is a glowing one, and unsolicited tributes have been

**MANUAL TRAINING AND HANDICRAFTS.
(Government High School, Shahpur District).**



GARDENING AND FLORICULTURE IN SCHOOLS.
(Government High School, Naushera, Shahpur District).



paid on various occasions by private persons as well as officials of all ranks to the scout's eagerness to help, promptness in service and smartness of bearing and behaviour.

Facilities for the expansion of education in rural areas and experiments in the instructional improvement of vernacular education have been continued with zeal and vigour throughout the period under review. Instruction has as far as possible been co-ordinated and adjusted to the environments and needs of rural pupils. Ruralisation of village schools is being attempted by requiring boys to write receipts, *parwana rahdaris*, money orders, petitions, etc., giving sufficient practice in the reading of patwaris' records and of manuscripts such as post cards and letters; associating geography with the study of local conditions; selecting topics for composition from familiar scenes of village life and basing sums in arithmetic on daily marketing and other problems of rural life.

In actual teaching, the latest scientific and psychological methods for teaching the 3 R's—the "play-way", "the project", "the story", and "the activity"—are being employed with success. Simple games and motion-stories help in attracting boys to school and retaining them there longer than before. The teaching of the 3 R's is being attempted by a large number of improvised and well-designed mechanical contrivances. Handicrafts and agricultural training encourage manual labour among boys. Propaganda work for rural uplift in the primary classes and intensive work in "community welfare" is attempted in rural secondary schools.

A perusal of sub-section III (vocational education) of chapter VII (Technical and Professional education) of this report will bear out the contention that agricultural education in high and vernacular secondary schools of the Punjab is advancing by leaps and bounds and is gaining in popularity among our rural boys. The number of farms and plots attached to the rural secondary schools has increased; farm finances have improved and this activity is being increasingly appreciated by agriculturists. The school farms are gaining in popularity as a means of instruction as well as of demonstration for the adjoining rural areas. The exhibitions and educational fairs held from time to time demonstrate to the illiterate villagers the value of using improved implements, seeds, scientific methods of cultivation and of preserving manure. Agricultural training in schools has led also to some other notable developments, and keenness for floriculture is apparent in the laying out of flower gardens in schools and homes. 'Home plots' have been started by several pupils on their farms. Arbor days, flower shows, and old boys' agricultural-associations have been organized in

almost all districts. The introduction of 'rural science'—a subject comprising agriculture, elementary physics and chemistry, civics, sanitation and co-operation—in the Middle Examination is likely to bring about a welcome change in the attitude of the village masses towards education. Several subsidiary agricultural industries are encouraged in schools having farms and plots.

(c) Village libraries.

The number of village libraries is 1,594 as against 1,773 in 1931-32 and they are attached as before to vernacular lower and upper middle schools. As an effective means of counteracting the serious evil of relapse into illiteracy in rural areas, the provision of libraries for village literates cannot be over-emphasised. Unfortunately scant encouragement could be extended to these owing to financial stringency. In spite, however, of these and several other handicaps the teachers have continued to issue books to the literate public, to read aloud useful papers and articles, arrange lectures on village welfare, economic problems and social reforms and to try as far as possible to make the school a really useful and helpful place.

As regards the importance and value of village libraries to the village masses, the Deputy Commissioner, Dera Ghazi Khan, writes thus :

“ If we are to continue persuasive methods we must be more honest about the economic advantages of education and lay more stress on the advantage of being literate as a form of recreation. Until our village libraries stock some readable literature we cannot press this point”.

(d) Adult education.

During the quinquennium, the number of adult schools has decreased from 585 to 189 and the scholars from 12,696 to 4,988. The past decade has witnessed a large fall in the number of these schools ; in 1926-27 the number of such schools was 3,784 and of scholars 98,761. The following comparative statement indicates the position in the different divisions :—

Division.	SCHOOLS.		SCHOLARS.		LITERACY CERTIFICATES ISSUED.	
	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.
Ambala ..	75	45	1,867	1,143	234	165
Jullundur ..	89	16	1,864	429	139	17
Lahore ..	111	58	2,804	1,389	590	120
Rawalpindi ..	64	31	1,525	808	166	..
Multan ..	246	39	4,636	1,219	1,156	208
Total ..	585	189	12,696	4,988	2,285	510

In the last quinquennial report a hope was expressed that "with the closing down of unsuccessful schools the remaining schools should be able to do better work as a result of more frequent inspections". The actual facts, however, tell a different tale. In 1931-32 the average enrolment per school was 21·7 : in 1936-37, it was 12. Five years ago 18 per cent. of the total enrolment secured literacy certificates ; in 1936-37, only 10 per cent. In 1931-32 almost 4 literacy certificates were issued per school : in 1936-37, 2·7. This deterioration is very disappointing.

The abnormal decrease in the number of adult schools is partly due to the departmental order of 1932 that grant would not be paid to district boards for more than 10 adult schools per district. But the real causes of the decline appear among others to be : lack of public interest ; application of unsuitable methods of instruction, viz., those used in the case of immature minds ; unsuitable courses of instruction ; non-existence of appropriate literature for the upkeep of adults' interest in reading ; collective teaching and placing the adult in the hands of teachers who are ignorant of adult psychology and who are too tired after a hard day's work in school to do anything substantial later. The Inspectors of Schools, Jullundur and Lahore who started the experiment of placing adult schools in the hands of whole-time teachers in some districts are of the view that even this experiment has not met with any appreciable success. The District Inspector of Schools, Gujrat, suggests that a refresher course for retired trained teachers in the method of teaching adults would partially solve the difficulty. The Inspectors of Schools, Jullundur and Multan, are of the opinion that in view of the vital need of adult education in the scheme of rural economy the problem must be tackled seriously and scientifically on the provincial basis by a committee of departmental officers.

It is gratifying to note that a new experiment was started in February, 1937, and is being tried at Mission School, Moga. It is based on the technique and psychological approach of Dr. Laubach's method of 'Each one teach one'. The reports on the results of the experiment in 12 different centres are very encouraging and give promise of success. The main features of the method are its firm foundation of a sound psychology of the adult mind, the interesting method and matter of instruction and the easy and inexpensive approach of one individual through another. Preliminary charts have already been prepared in Urdu, Hindi and Punjabi and tried on adults. A special refresher course has been held at Moga for village teachers. Basic vocabularies have been collected in the three languages and it is hoped that before the close of the year 1937-38 the scope of the experiment will be widened with the co-operation of the Education Department.

(e) Compulsion.

The number of urban and rural areas under compulsion has gone up by 9 and 57 to 64 and 2,981, respectively. The position in this respect is as follows :—

Division.	1931-32.		1936-37.		INCREASE OR DECREASE.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	20	900	24	878	+4	-22
Jullundur ..	2	37	6	182	+4	+145
Lahore ..	4	539	9	515	+5	-24
Rawalpindi ..	2	615	4	694	+2	+79
Multan ..	26	833	20	712	-6	-121
Total ..	54	2,924	63	2,981	+9	+57

It is a disappointing commentary on the progress of compulsion in as many as 2,981 rural areas if the Inspectors can arrive at the almost unanimous conclusion that the areas brought under the operation of the Compulsory Primary Education Act have failed to attain a satisfactory percentage either in enrolment or in average attendance and to produce a higher percentage of literacy than in the non-compulsory areas. The distribution of boys in the four classes of schools situated in such areas is uneven, class to class promotions lack uniformity and the percentage of boys reaching Class IV is as low as in non-compulsory areas. The Inspector of Schools, Ambala, frankly admits that "it is only in a few cases that we have been able to bring to school more than 50 per cent. boys of school-going age". The value of compulsion lies primarily in reducing waste brought about by stagnation and leakage. It is fairly clear from the reports that compulsion has failed woefully in this respect. Regularity of attendance which is, perhaps, the most important factor in the progress of children is often neglected both by teachers as well as the attendance committees. The main causes of our failure appear to be inefficient and apathetic attendance committees, unsuitable and indiscriminating choice of localities; uninteresting and wooden methods of teaching; incompetent and indifferent teachers; uninspiring and casual supervision; insufficient propaganda to awaken public opinion; lack of co-operation from the executive authorities in the enforcement of the penal clauses of the Act,

and a cumbersome, dilatory, intricate, and expensive procedure for the conviction of defaulting and recalcitrant parents. To illustrate the ineffective enforcement of the Act, the Inspector of Schools, Multan Division, states that out of 3,111 defaulters on whom notices were served in 1934-35, 748 or 25 per cent. were prosecuted and only 331 or 10 per cent. convicted. The total fine imposed amounted to Rs. 76-8-0 or Re. 0-4-0 per conviction.

Persuasion has so far been the main weapon of recruiting boys to schools, but there is a growing feeling among District Inspectors that greater resort should be had to coercion. The Lahore Inspector holds a different opinion. He is of the view that it is not advisable to have recourse to law in every individual case as it will entail unnecessary expenditure and antagonise the rural public of that area. He suggests the summary trial of one or two outstanding persons who are responsible for putting obstacles in the way of the successful operation of the Act. The Amritsar District has selected 16 areas (out of 192) for intensive work and defaulters in these areas are prosecuted by Attendance Committees and tried by village panchayats.

The lukewarm and vacillating attitude of urban areas towards compulsion is very depressing indeed, although encouraging results can easily be achieved in such areas where enrolment and attendance are already high. The main draw-back in their case is reported to be paucity of funds.

Rural uplift and community work have occupied a prominent place among the extra-mural activities of rural schools and in the regular programmes of the District Community Councils throughout the quinquennium. The inspecting and teaching staffs have invariably accorded whole-hearted co-operation to officers of the beneficent departments—Co-operative, Veterinary, Agriculture and Health. There is not a public fair, festival or gathering when the neighbouring schools do not willingly band together and organize themselves for carrying out propaganda work on behalf of the other beneficent departments through processions, posters, dramatic performances, magic-lantern lectures, informal talks and singing parties. The rural public is also urged to do practical work—to pit manure; pave streets, lanes and parapets of wells; get themselves vaccinated and inoculated, take quinine, use mosquito nets during the malarial season; use improved ventilators and bore-hole latrines and keep their houses and environments clean. Parents' Days, Red Cross Days and Zamindar Days are organized for the purpose of collecting the villagers and of talking to them on useful topics, such as the advantages of education, the necessity of employing scientific methods of cultivation, the abolition of evil social customs, the uses of thrift,

(f) Rural
Reconstruction
tion work.

etc. In the Mianwali District about 1,000 school boys and 200 outsiders discarded ear-rings as a result of propaganda. The use of fire-works by boys at festivals has also been discontinued in some places. The Gujrat District has established 369 uplift societies under the name of "Anjuman-i-Taraqi-i-Islah". The Anjuman has started 7 welfare centres which are in charge of qualified lady health visitors and has trained 200 *dais*.

Most of the districts have their own uplift journals which are proving very useful in disseminating valuable knowledge on vital matters to the rural masses.

The Education Department does not grudge its co-operation with other beneficent departments in all matters pertaining to the general welfare of the people, but there is a growing feeling that excessive enthusiasm in these activities has a tendency to divert the attention of the teachers and scholars from schools and is thus apt to lower instructional efficiency.

Village games clubs and other recreational activities are also organized by the uplift workers with the co-operation of the assistant district inspectors of schools for physical training. In some districts this success is quite marked. The Lahore Division has a very creditable record in this direction. There are in this division 932 village clubs with a membership of 12,063 (in 1931-32 there were 4,377 members only). The number of rural tournaments arranged and held in 1936-37 was 1,797.

Girls' education.

A refreshing and encouraging feature of the present quinquennium is the remarkable advance in the number of girls' schools and their enrolment. The number of recognized institutions has gone up by 279 or 15 per cent. to 2,141, there being an increase of 3 in the number of colleges, 62 in secondary schools, 203 in primary schools and of 11 in special schools. The number of unrecognized schools, which still form 59 per cent. of the total number of girls' institutions, has dwindled by 62 to 3,118. The total increase in the number of institutions is thus 217. More pleasing still are the figures for enrolment. With the exception of high schools, which register a fall of 705 scholars with an increase of 2 schools, all other types of institutions record a very welcome rise. With the addition of 3 colleges the number of students has gone up by 498, while the enrolment in middle, primary and special schools has risen by 15,978 ; 14,381 and 288, respectively. In the 217 additional schools of all types the enrolment has gone up by 31,124 or 143 per school. The enrolment in unrecognized schools, despite a fall of 62 in their number, has risen by 684. The increase of 15,978 in the enrolment of 60 additional middle schools or 266 per school is very striking and indicates that girls' education is becoming popular in rural areas. This advance in

education is rendered still more striking by the fact that neither economic depression nor the levy of fees in anglo-vernacular schools during the quinquennium has had any adverse affect on the steady development.

During the quinquennium efforts have been made to remedy the more serious defects and meet the urgent requirements of girls' education. The schools have been staffed with a larger number of qualified and competent teachers. The number of assistant inspectresses has been increased with the result that more intensive supervision is now possible. Government middle schools with normal classes attached to them have been started in rural areas. The Lady Maclagan Training College for women, Lahore was started during the quinquennium for the training of anglo-vernacular teachers. Larger grants are being apportioned by local bodies to girls' education. The Gujrat District Board, for instance, has almost doubled its grant for female education from Rs. 12,000 to Rs. 21,000 during 1936-37.

The following table supplies comparative figures for co-education divisionally :—

Number of girls reading in boys' schools.

Division.	1931-32.	1936-37.	+ or —.
Ambala	1,386	1,607	+221
Jullundur	3,720	4,203	+483
Lahore	2,181	4,448	+2,267
Rawalpindi	5,014	4,194	—820
Multan	1,770	2,968	+1,198
Total	14,131	17,420	+3,349

The number of girls reading in boys' schools has gone up by 3,349 or 23·6 per cent. to 17,420. The Ambala Division still lags behind in this respect. The Gurgaon district, which was one of the pioneer districts in the matter of co-education, has now only 252 girls (against 656 in 1931-32) reading in boys schools. With the exception of Rawalpindi all other divisions show an increase. Lahore Division has more than doubled its figures in five years while Multan has gone up by 70 per cent. Mianwali district still leads the other districts in the Rawalpindi Division with 1,966, out of a total 4,194 or almost 50 per cent. girls reading in boys school.

Co-education is at all times, perhaps more so in these difficult times of scarcity of money, the most economical method of

encouraging education among boys and girls in rural areas. Local conditions, social obstacles, caste distinctions and religious feelings are gradually losing their force and people are clamouring for girls education. Times are, therefore, ripe for launching a campaign for co-education in all districts. The ideal condition would undoubtedly be to have mixed schools under the charge of a lady teacher as is being tried with success in certain areas of the Amritsar and Sheikhpura districts, but until a sufficient number of competent women teachers willing to work in rural areas is available, it would be in the interests of economy and efficiency to encourage co-education in boys schools staffed by old and experienced teachers who enjoy the confidence of the people and have an unimpeachable character and reputation. It is better far to have a single strong school for boys and girls with two teachers than to have two small and poor schools—one for boys and one for girls.

During the last two years of the quinquennium co-education has been tried with success as stated above in the Amritsar and Sheikhpura districts. There are now eight flourishing co-educational schools in the Amritsar district with an enrolment of 579 (317 boys and 262 girls) against four in 1935-36 with an enrolment of 320 (178 boys and 142 girls). There are 18 mistresses working in these schools, all trained and qualified (eight senior vernaculars and ten junior vernaculars). The scheme is started only in very carefully selected areas after a written application is received from all the responsible people of the village. The supervision of the schools is entrusted to assistant inspectresses, but the male inspecting staff actively helps and co-operates in educating public opinion and solving local problems.

Education of
Special
Classes.

Backward areas and communities have continued to receive generous financial assistance and special concessions.

The number of Muslim pupils has decreased by 51,902 in the primary stage and by 7,577 in the secondary stage. This decline in their number is due to the fact that the community being mostly agricultural, has been particularly hard hit by the unprecedented slump in prices and by the general economic depression. To a certain extent the slow progress of the community is due also to its own conservatism and apathy towards education in general. It is a matter for satisfaction, however, that at the college stage the percentage of Muslim scholars has gone up from 26.1 to 29.4.

The number of depressed class boys and girls in all types of recognized schools for general education has gone down during the quinquennium by 4,677 from 31,949 to 27,272 and by 211

from 1,309 to 1,098 respectively. The increase or decrease divisionally is shown by the following statement :—

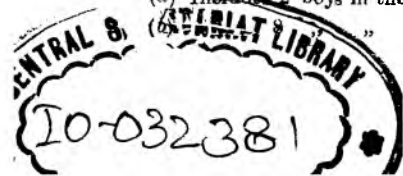
Division.	MALES.			FEMALES.		
	1931-32.	1936-37.	+ or —	1931-32.	1936-37.	+ or —
Ambala ..	8,094	9,367	+1,273	181	213	+32
Jullundur ..	17,412	11,008	—6,404	459	450	—9
Lahore ..	4,258	2,973	—1,285	621	192	—429
Rawalpindi ..	485	907	+422	31	94	+63
Multan ..	1,700	3,017	+1,317	17	149	+132
Total ..	31,949	27,272	—4,677	1,309	1,098	—211

The fall of 4,888 in the number of boys and girls, despite pecuniary facilities, is very disquieting indeed. The main reason for the drop is the poverty of the parents to whom the economic value of their children as helpers in their work is great. It is gratifying to note that “segregate” schools have been abolished altogether and that the obstacles of social bigotry and religious prejudice are almost extinct. Untouchability, insofar as the schools are concerned, is a matter of the past now. Preferential treatment is given to depressed class children in the matter of training as teachers and their subsequent employment.

The subjoined table shows the enrolment of depressed class students in all kinds of schools :—

Institutions.	MALES.			FEMALES.		
	1931-32.	1936-37.	+ or —	1931-32.	1936-37.	+ or —
Recognized Schools ..	31,949	27,272	—4,677	1,309	1,098	—211
Unrecognized Schools	329	335	+6	57	41	—16
Special Schools ..	903	774	—129	102	374	+272
Colleges (Arts) ..	(a) 14	(b) 31	+17	..	..	..
Colleges (Special) ..	1	1	..	..	..	..

(a) Includes 2 boys in the high classes of intermediate colleges.



CHAPTER II.

Controlling Agencies.

Changes in
the Head
Office.

(a) The
Directorate.

The post of the Director of Public Instruction, Punjab, and Under-Secretary to Government, Punjab (Ministry of Education) was held by Mr. R. Sanderson, M.A., C.I.E., I.E.S., up to 31st October, 1935, when he proceeded on leave preparatory to retirement, and was succeeded by Mr. J. E. Parkinson, M.A., I.E.S., Principal, Central Training College. On the 6th of November, 1936, Mr. Parkinson's services were placed at the disposal of Government of India for employment as Educational Commissioner, and Mr. W. H. F. Armstrong, Assistant Director of Public Instruction, Punjab, was appointed in his place.

Assistant
Director
of Public
Instruction,
Punjab.

Khan Bahadur Shaikh Nur Elahi remained Assistant Director till 31st October, 1935, when on the appointment of Mr. Parkinson as Director of Public Instruction, he was appointed Principal of the Central Training College, and Mr. W. H. F. Armstrong became Assistant Director. On the 10th of November, 1936, Rai Bahadur Mr. Man Mohan, Inspector of Schools, Lahore Division, succeeded Mr. Armstrong as Assistant Director.

Deputy
Directress
of Public
Instruction,
Punjab.

Miss L. M. Stratford, I.E.S., remained Deputy Directress of Public Instruction, Punjab, till 31st March, 1933, when, after a long and distinguished service of 31 years, she proceeded on leave preparatory to retirement and Miss L. E. Thomas succeeded her and continued to hold the post throughout the period.

Inspector of
Vernacular
Education,
Punjab.

Chaudhri Mohammad Husain continued to work as Inspector of Vernacular Education, Punjab, till the 20th August, 1936, when his tragic and untimely death deprived the Department of the services of a very capable, energetic and enthusiastic officer. This post was filled after his sad demise by the appointment of Malik Ghulam Rasul Shauq, M.A., on the 11th of September, 1936.

Inspector of
Training
Institutions,
Punjab.

With the exception of an interval of about a year and a half (from 26th June, 1935, to the middle of October, 1936) when Lala Rang Behari Lal, Dr. K. C. Khanna, Mr. Barnes and Mr. M. G. Singh, officiated as Inspector of Training Institutions, Punjab,—M. Abdul Hamid, P. E. S. continued to work in the latter capacity till the 2nd January, 1937, when he proceeded on two months' leave preparatory to retirement, and Mr. P. D. Bhanot, Deputy Inspector of Schools, Lahore Division, was appointed in his place.

Registrar,
Departmental
Examina-
tions,
Punjab.

Lala Rang Behari Lal worked as Registrar, Departmental Examinations, up to 26th June, 1935, when he proceeded on four months' leave and the appointment was held by M. Abdul Hamid up to 2nd July, 1936, after which M. Zafar Iqbal officiated for him up to 28th February, 1937. From 1st March, 1937, the post

of Registrar, Departmental Examinations, reverted to P. E. S., Class II cadre and M. Zafar Iqbal was appointed to it permanently.

In 1935 the designations of the Senior Superintendent and of the two Junior Superintendents of the Director of Public Instruction's office were changed into Registrar, Education Department, and Superintendents respectively. Mr. W. E. McMurray held charge of the office throughout and discharged his duties very efficiently. A leave reserve was created in the head office with effect from 1st April, 1936.

The subjoined table supplies comparative figures of the number of candidates who appeared in the various examinations held by the Department :—

No.	Name of Departmental Examination.	NO. OF CANDIDATES.	
		1931-32.	1936-37.
1	Vernacular Final Examination ..	19,873	14,208
2	Middle Standard Examination for Indian Girls.	1,952	3,721
3	Junior Vernacular Certificate Examination for Men Teachers.	1,047	216
4	Senior Vernacular Certificate Examination for Men Teachers.	600	95
5	Junior Vernacular Certificate Examination for Women Teachers.	360	438
6	Senior Vernacular Certificate Examination for Women Teachers.	163	166
7	Junior Anglo-Vernacular Certificate Examination for Teachers	253	56
8	Senior Anglo-Vernacular Certificate Examinations for Teachers.	132	117
9	Oriental Teachers' Certificate Examination	1	..
10	Trained Teachers' Certificate Examination ..	14	34
11	Diploma Examination of Chelmsford Training College, Ghoragali.	14	14
12	Giani Teachers' Certificate Examination ..	2	..
13	Middle School Examination for Europeans ..	188	225
14	One Year Post Matric Clerical Examination	358	259
15	Night Classes Clerical Examination ..	..	19
16	Physical Training Instructor Certificate Examination.	..	77
		(a) 24,932	(b) 19,645

If the figures relating to candidates from outside the British Punjab are taken into account the grand total amounts to (a) 28,802, (b) 21,672.

It will be observed that while the number of examinations conducted by the Department has remained unaltered at 14 during the quinquennium, the total number of candidates for the examinations has declined by 5,287 or 21 per cent. to 19,645. There is a fall of 5,665 and 1,336 in the Vernacular Final and Middle School Examination and Junior and Senior Vernacular Certificate Examinations, respectively. The drop in the number of candidates for the Vernacular Final Examination is accounted for by the economic strain in the rural areas and that for the men teachers' certificate examination by the reduction of 15 in the number of training classes. The increase of 1,769 in the number of girl candidates for the Middle Standard Examination is an indication of the expansion and the increasing popularity of girls' education in the province.

Inspectors.

The post of Inspector of Schools, Lahore Division, was held by Shaikh Muhammad Zahur-ud-Din till November, 1932; by Rai Bahadur Mr. Man Mohan till November, 1936, and by Mr. M. G. Singh till May, 1937. In the Jullundur Division Rai Bahadur Mr. Man Mohan worked till November, 1932; Raja Fazil Muhammad Khan till 16th July, 1934; Shaikh Muhammad Zahur-ud-Din, Mr. Wilson and Mr. Barnes and Khan Sahib Shaikh Ghulam Mohy-ud-Din from 16th July, 1934, to 17th October, 1936, when Mr. U. Kramet was appointed to the post. The charge of the Multan Division was held by Raja Fazil Muhammad Khan till the 1st November, 1932; by Shaikh Muhammad Zahur-ud-Din till 12th July, 1934, and by Mr. Sharif thereafter. Five incumbents held charge of the Rawalpindi Division during the five years. Shaikh Muhammad Zahur-ud-Din, the present Inspector, took charge on 16th November, 1934. Mr. Wilson, Sardar Deva Singh and Mr. Barnes held charge of the Ambala Division from 1st April, 1932 to 22nd December, 1935, and Sardar Deva Singh from 2nd January, 1935, onwards.

Deputy Inspectors of Schools.

Several transfers took place among the Deputy Inspectors. At the end of the year 1936-37 the following officers held these posts in the different divisions :—

Bawa Barkat Singh and Shaikh Rahim Bakhs at Lahore, B. Bikram Singh and M. Mahmud Hasan at Ambala, Lala Diwan Chand and Shaikh Safdar Ali at Multan; Dr. Tirlochan Singh and Khan Sahib Shaikh Ghulam Mohy-ud-Din at Jullundur and Pandit Murlī Dhar and Shaikh Muhammad Husain at Rawalpindi. Of the two deputies in each division, one works as Deputy Inspector for vernacular education. Four out of the five Inspectors holding charge of divisions worked at different times as deputy inspectors, while seven out of the ten deputies were promoted from district inspectorships.

In 1934 the designation of Assistant Inspectors of Agriculture, Eastern Circle, Lahore and Western Circle, Lyallpur, was changed into Deputy Inspectors of Schools for Rural Science, Eastern and Western Circles, Lahore and Lyallpur, respectively.

There were as usual several changes in the district staffs as a result of promotions, leave arrangements, retirements and temporary appointments. The experiment was tried during the quinquennium of recruiting lecturers and teachers from the intermediate colleges and efficient head masters of high schools and normal schools as inspecting officers. Efforts have also been made to cause an interchange between teachers and the district inspecting officers so that the latter might be able to remain in touch with the latest methods of teaching. Refresher courses were held for inspecting officers at Moga and the Central Training College Lahore. It is gratifying to hear from educational as well as district officers, of the commendable work done by the district staffs in the matter of improving and popularising education among all grades of people in the rural areas, in carrying on propoganda and practical work in rural uplift and in co-ordinating the activities of, and co-operating whole heartedly with, the other beneficent departments. Most of the spade work in these activities is invariably done by school masters under the guidance of the district educational staff. A number of physical training supervisors, who are working in high schools, were transferred to districts and posted as assistant district inspectors of schools for physical training. These officers have proved very useful in giving an impetus to physical training work in the districts and have also been extremely helpful in running district tournaments, olympic meets, physical training refresher courses for the benefit of vernacular teachers, organization of scouting, village games and clubs, and allied activities.

Miss K. B. Feroze-ud-Din remained in charge of the Central Circle throughout the quinquennium and Mrs. O'Gorman of the Rawalpindi Circle up till 25th January, 1937, when she proceeded on leave *ex-India* and Mrs. Didar Singh officiated for her. Miss Bhan worked in the Eastern Circle throughout except for the brief period 28th October, 1936, to 27th January, 1937, when she was on leave and Miss Mitra officiated.

The annual Inspectors' Conference for the consideration of educational problems has, as usual, been regularly held in Lahore under the chairmanship of the Director of Public Instruction. Some educational committees were appointed by the Department and the Punjab Legislative Council for the investigation of various educational problems. The report of the committee appointed by the Punjab Government (Ministry of Education) in pursuance of a resolution passed by the Punjab Legislative Council in 1930

to enquire into the possibilities of introducing compulsory education throughout the province and to devise ways and means for achieving this object was published in 1933-34 and the Government resolution thereon in 1935-36. The most important committee of the quinquennium was the Punjab University Enquiry Committee under the chairmanship of Sir George Anderson. The report has been considered by the University, but the Punjab Government has not yet pronounced its final judgment on it. A departmental committee was appointed in 1933-34 for the revision of courses in History with a view to expunging passages calculated to arouse or intensify communal feelings. The report has been submitted to Government. The departmental committee for revising the scheme of studies for the Vernacular Final Examination has devised a fresh syllabus with "Rural Science" as a compulsory subject for all rural schools. This scheme has been put into operation, and the first examination under the new regulations was held in February, 1936. Another departmental committee was appointed in 1933 to overhaul the system of clerical education in the province and its report is under the consideration of Government. Yet another important committee called the Punjab Text Book Enquiry Committee was appointed by the Punjab Government (Ministry of Education) in May, 1934 to examine *inter alia* the existing system of prescribing and providing text books in schools and to suggest a suitable method for the selection of books and for the elimination of canvassing by the publishers. The report has been considered by Government, but final orders have not yet been passed.

**Scope and
methods of
inspection
of schools.**

The method of inspection of schools has undergone a wholesome change during the quinquennium, and a distinct improvement is reported by all Inspectors. The departmental officers go to schools now as helpers, friends and guides rather than as carping critics and there is, therefore, less of the old fashioned attitude of inflexibility and opinionativeness and more of a spirit of helpfulness and sympathy on the one side and less of fear and suspicion on the other. Full dress annual inspections, which not unoften encourage window dressing and spectacularism are supplemented by surprise visits. Opportunity is taken during visits to schools to discuss with the head-masters their local and other administrative problems and to offer them advice ; of carrying out in the class room demonstrative teaching work ; of scrutinising the teaching methods adopted by teachers and of examining the written work of the pupils. A conference of the teaching and inspecting staffs at the close of the inspection is held to discuss the general impression formed of the instructional condition of classes and also the teachers' difficulties in methods and discipline.

With the appointment of a deputy inspector of schools for vernacular education in each division greater attention has been devoted to vernacular education in rural areas. This officer is expected to co-ordinate the educational activities of the various districts; to visit vernacular schools and to hold conferences of the district staffs and vernacular teachers for the discussion of important problems. Surprise visits to village schools have also been considerably increased. The inspectors themselves have been able to find time to pay more visits to vernacular schools and have thus been able to study at first hand important rural problems. There is, however, a feeling among the inspectors that efficient and effective supervision of schools is handicapped to a great extent by the inadequate provision for travelling allowance.

The vexed problem of delegation of powers by local bodies to educational officers has not yet reached a satisfactory solution and the inspectors continue to comment very feelingly on the subject. The Ambala Inspector reports that all the district boards have delegated powers to the inspector and, in almost all cases, to the district inspectors also, but in actual practice the exercise of these powers is marred by hindrances, obstacles and squabbles. Even petty matters of general routine are given a personal, party or communal complexion, and these differences sometimes culminate in threats of withdrawal of powers. The Inspectors are generally agreed that the delegation of powers should be unqualified, clear and unequivocal or there should be no delegation at all. Delegation of powers.

The Department fully recognises the fact that as responsible local administration is the most suitable training ground for higher political and public life of the country, the local bodies must perforce learn wisdom by making their own mistakes. But there must certainly be limits to the extent to which education can be allowed to form the training ground of our local administrators. There is little evidence to show either that local bodies generally are developing a higher sense of civic responsibility or that the provincial Government exercises the power it possesses in cases of maladministration of local education. In the circumstances it is generally felt that, if it is finally decided to adhere to the accepted policy of transferring complete popular control to local bodies and if delegation of powers regarding appointments, transfers, promotions, etc., is to be made subject to the provision of section 33 of the Punjab Municipal Act and section 19-A of the Punjab District Boards Act, and if powers so delegated are to be

exercised as laid down in Article 48, Punjab Education Code, in consultation with the President or Chairman of the local body concerned, there ought at least to be some provision for an appeal in case there is a difference of opinion between the Chairman or the President and the Inspector or Inspectress concerned. It would, perhaps, be conducive to better administration and would obviate friction to a very large extent if the head of the Education Department or the Commissioner of a division could be made the final authority in case of a difference of opinion.

Educational
administration
by local
bodies.

The efficiency of administration by district boards has been commented on adversely by Inspectors of Schools throughout the quinquennium. Little effort, it is stated, is made to tackle the real problems such as wasteful educational expansion and its financial implications. Efficiency and merit in services are sacrificed at the altar of favouritism. One of the Inspectors states that in spite of the training the district board members have had in administering their own affairs during the past many years no improvement is visible in regard to general administration. Personal considerations and personal interests continue to be frequently placed above merit or efficiency.

As regards the administration of the municipalities the opinion of two Inspectors is quoted below—

“ A few committees have delegated certain powers but, as these have been hedged around by provisos and conditions, effective administration is not possible. Moreover, pressure of local influence is so great that it becomes impossible to take any disciplinary action purely in the interests of efficiency and not merely to please one faction or the other of the local body. Many of the teachers, usually of the inefficient type, cover up their inefficiency by paying homage to individual members of the committee to whom they look for protection and assistance. These teachers defy their headmasters, ignore work and take shelter with the members. Discipline and efficiency accordingly are very poor.”

“ In the case of municipal committees the delegation is only nominal. The teachers serving under these bodies become victims of a factious spirit and their position is made insecure. The schools become the battle-ground of party politics and the resultant mismanagement tells adversely upon the discipline and instructional conditions.”

The following statement gives the number of institutions for males of all types run by district boards and the enrolment therein :—

District Board Institutions (kind of)	INSTITUTIONS IN			SCHOLARS.		
	1931-32.	1936-37.	Increase or decrease. + or —	1931-32.	1936-37.	Increase or decrease. + or —
High Schools ..	28	32	+4	9,824	9,980	+156
Anglo-Vernacular Middle Schools.	91	84	—7	23,111	19,353	—3,758
Vernacular Middle Schools .	3,224	2,921	—303	454,741	374,687	—80,054
Primary Schools ..	4,191	4,546	+355	200,943	254,393	+53,450
Adult Schools ..	446	164	—282	9,915	4,280	—5,635

Owing to financial stringency and economic depression the number of district board vernacular middle schools has fallen by 303 and that of adult schools by 282. Of the total number of high, middle and primary schools in the province the district boards control and manage 9 per cent., 95 per cent. and 78 per cent., respectively. Enrolment has followed the rise or fall in the number of institutions. Four additional high schools have added 156 scholars to the total enrolment or 39 per school, while the increase of 355 primary schools has added 53,450 scholars or 150 per school. In the middle and adult schools the fall in enrolment per school is 264 and 20 respectively.

The expenditure of district boards from their own funds on schools maintained by them has increased from Rs. 23,42,957 to Rs. 24,59,305 and the Government grants have decreased from Rs. 75,10,920 to Rs. 74,40,727.

The following comparative statement illustrates the position division-wise :—

Division.	FROM DISTRICT BOARD FUNDS.		PERCENTAGE.	
	1931-32.	1936-37.	1931-32.	1936-37.
Ambala	3,27,730	3,68,030	21·8	23·6
Jullundur	4,18,106	4,64,261	19·0	23·0
Lahore	5,38,645	5,26,779	25·0	24·4
Rawalpindi	3,26,777	3,05,696	14·0	13·4
Multan	7,31,699	7,94,539	28·0	28·3

Municipal
Committees.

The following table shows the percentage of expenditure spent on municipal schools from municipal funds :—

Division.	MUNICIPAL FUND.			PERCENTAGE.	
	1931-32.	1936-37.	Increase or decrease. +or—	1931-32.	1936-37.
Ambala	98,113	1,37,587	+39,474	55·1	56·3
Jullundur	69,393	99,261	+29,868	48·14	58·6
Lahore	4,65,375	5,26,448	+61,073	60·8	65·0
Rawalpindi	75,660	62,675	—12,985	46·4	53·8
Multan	2,26,365	2,92,961	+66,596	56·6	50·2

The financial outlook of the municipal committees during the quinquennium has been gloomier than in the previous one. The abnormal fall in prices of commodities and its depressing effect on business and trade have caused a decline in the total income of the municipal committees. To this may be added the reduction in Government grants due again to financial stringency. Both these factors have compelled the municipal committees to effect retrenchment and to adopt measures of economy on a fairly large scale. Teachers' salaries have been reduced ; equipment, furniture and other appliances have been allowed to deteriorate and buildings have for years remained in a state of total disrepair. This has considerably impaired the efficiency of schools.

Cantonment
Boards.

The cantonment boards have evinced keener interest in the expansion of educational facilities. The total expenditure on schools maintained by these boards has during the quinquennium increased from Rs. 48,826 to Rs. 1,22,635. Contributions from Government funds have also gone up from Rs. 11,769 to Rs. 29,470. The Hindu-Muslim School, Ambala, which was taken over by the Cantonment Board in April, 1932, had to be handed over to the newly constituted municipal committee on the separation of the civil area from the cantonment limits Ambala.

Private
enterprise.

Anglo-vernacular education in the province is largely controlled by private bodies. Out of 627 anglo-vernacular schools for males and females 347 are under private management whether aided or unaided. Five years ago it was anticipated that the levy of uniform rates of tuition fees, introduced with effect from January 1932, would react on the enrolment of private schools. Figures reveal, however, quite a different position. During the quinquennium

the Government and board schools have registered a drop of 1,741 and 515 boys, respectively. The privately managed aided and unaided schools, on the other hand, have recorded an advance of 9,925 or nearly 10 per cent. to 118,223.

The administration of these schools still leaves much room for reform and improvement. Some of the defects noticed by the Inspectors will be mentioned at length in the appropriate section dealing with secondary education.

The comparative statement below gives the total expenditure, both direct and indirect, incurred on institutions of all types, and the contributions made thereto by the several controlling agencies and other sources:—

Expenditure
on education.

Year.	Government funds.	District Board funds.	Municipal Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 ..	1,64,92,681	27,21,458	12,97,490	72,15,027	31,04,487	3,08,31,143
1936-37 ..	1,63,44,455	28,92,777	16,84,068	79,43,025	30,93,887	3,19,58,212
Increase or decrease.	-1,48,226	+1,71,319	+3,86,578	+7,27,998	-10,600	+11,27,069

CHAPTER III. Collegiate Education.

Number of
institutions.

Statement A gives the number of collegiate institutions for the last five years :—

Statement A.

Year.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Total.
1932-33 ..	12	11	6	29
1933-34 ..	12	11	7	30
1934-35 ..	12	11	7	30
1935-36 ..	12	12	6	30
1936-37 ..	12	10	8	30

It will appear from the above that the number of Government colleges has remained unaltered, aided colleges have decreased by one, and unaided colleges increased by two, bringing the total number of collegiate institutions to thirty. While the total number of institutions has increased only by one, eleven intermediate colleges have been raised to the Degree standard, four of which belonged to Government, and seven to private organisations. All of these colleges are in mufussil towns. Thus it can no longer be maintained that degree teaching in the main is concentrated in Lahore.

Enrolment
of scholars.

Statement B shows the number of scholars in colleges during the last five years :—

Statement B.

Year.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Total.	REMARKS.
1932-33 ..	3,362	6,338	3,607	(a) 13,307	(a) Includes 61 female scholars.
1933-34 ..	3,608	6,017	4,048	(b) 13,673	(b) Includes 71 female scholars.
1934-35 ..	3,790	5,737	4,032	(c) 13,559	(c) Includes 84 female scholars.
1935-36 ..	3,802	6,238	3,498	(d) 13,538	(d) Includes 119 female scholars.
1936-37 ..	3,707	5,189	3,972	(e) 12,868	(e) Includes 149 female scholars.

It is noteworthy that in spite of the increase in the number of colleges, and the transformation of several intermediate colleges into Degree institutions, the number of scholars has decreased by more than five hundred. The decrease in the male scholars is still more striking, when it is borne in mind that the total includes 149 women students reading in men's colleges, whereas the number of such students in 1932-33 was only 61. This decrease will be welcomed by all interested in the question of university reform, the greatest obstacle in the way of which is the influx of unsuitable and ill-prepared candidates for University studies. The University authorities themselves have so far done nothing to counteract this evil, but are still prepared to recognize new institutions without enforcement of stricter standards. Nor can the problem be really solved by the mere imposition of more stringent standards of affiliation and examination, though of course these are desirable for the elimination of the laxity which has so long prevailed. The real solution can only come with a complete recasting of the educational machinery of the Province, and with the expansion not only of vocational and technical education, but also of industry and commerce, so that those trained for these purposes, find ready absorption.

Statement C gives the number of candidates appearing in the different University examinations and the pass percentages for the last quinquennium:—

Statement C.

			1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
Matriculation.	Male	Appeared ..	14,872	14,969	15,097	15,324	16,566
		Passed ..	10,746	10,399	11,329	0,503	12,851
		Pass percentage ..	72·4	69·4	75·0	68·6	77·6
	Female	Appeared ..	658	865	1,137	1,248	1,394
		Passed ..	456	590	823	813	1,176
		Pass percentage ..	69·3	68·2	72·4	65·1	84·4
F. A	Male	Appeared ..	3,335	3,245	3,306	3,191	3,271
		Passed ..	1,556	1,771	1,879	1,783	1,944
		Pass percentage ..	46·6	54·5	56·8	55·9	59·4
	Female	Appeared ..	162	233	265	342	337
		Passed ..	105	160	183	242	244
		Pass percentage ..	64·8	68·6	69·1	70·8	72·4

			1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
F. Sc.	Male	Appeared ..	1,482	1,327	1,175	1,105	1,056
		Passed ..	668	787	721	752	681
		Pass percentage ..	45·1	59·3	61·4	68·1	64·5
	Female	Appeared ..	34	46	41	27	65
		Passed ..	23	34	26	20	51
		Pass percentage ..	67·6	73·9	63·4	74·1	78·5
B.A.	Male	Appeared ..	2,541	2,783	2,970	2,746	2,510
		Passed ..	1,048	1,404	1,566	1,437	1,402
		Pass percentage ..	41·2	50·4	52·7	52·3	55·9
	Female	Appeared ..	73	109	145	132	152
		Passed ..	42	73	91	81	130
		Pass percentage ..	57·5	66·9	62·8	61·4	85·5
B.Sc.	Male	Appeared ..	126	157	206	292	343
		Passed ..	62	94	128	157	217
		Pass percentage ..	49·2	59·9	62·1	53·8	63·3
	Female	Appeared ..	1	2	4	7	4
		Passed ..	..	..	1	5	3
		Pass percentage ..	..	..	25·0	71·4	75·0
M.A.	Male	Appeared ..	298	260	272	284	289
		Passed ..	189	168	173	181	174
		Pass percentage ..	63·4	64·6	63·6	63·7	60·2
	Female	Appeared ..	3	6	9	14	12
		Passed ..	1	5	6	11	8
		Pass percentage ..	33·3	83·3	66·7	78·0	66·7
M.Sc.	Male	Appeared ..	22	..	38	49	32
		Passed ..	17	..	32	24	30
		Pass percentage ..	77·3	..	84·2	49·0	93·8
	Female	Appeared ..	..	..	..	..	..
		Passed ..	..	..	..	..	..
		Pass percentage ..	..	..	..	..	..

It is not possible to comment on all these in the course of this brief report. It is, therefore, necessary to confine our attention to the Matriculation, and the Degree examination alone. The number of candidates for the Matriculation examination has increased by 1,694, and the pass percentage has improved from 72·4 to 77·6. Another remarkable feature of this examination is the excessively high aggregate of marks obtained by an ever increasing number of students. In the absence of evidence that there has been any increased efficiency in teaching, the conclusion seems obvious that the standard is steadily deteriorating. In the B. A. examination after a considerable rise during the intervening period the number of candidates in 1936-37 has practically come back to the level of 1932-33, and the pass percentage has improved from 41·2 to 55·9. In the B.Sc. examination in which the numbers have always been small, the number of candidates has more than doubled itself during the last five years, and the pass percentage has improved from 49·2 to 63·3. Here again it is highly doubtful if the improvement in the pass percentage is any indication of the improvement in the quality of candidates, but the more likely explanation is that standards have deteriorated. It must be noted that the figures quoted and the comments made in this paragraph are confined to male candidates.

During the quinquennium the Punjab Government appointed the University Enquiry Committee, under the Chairmanship of Sir George Anderson. The recommendations of this Committee have been commented upon in previous annual reports of this department, and are well known in all education circles. The Senate of the University, however, has not been in favour of any of the major recommendations, and apart from a few very minor readjustments, the report of the Enquiry Committee still remains abortive. The University.

In 1933 the University celebrated its Jubilee, and as a memorial of this event funds were collected for the erection of a University Union Hall, and the building was finally opened by His Excellency the Chancellor in the winter term of 1936-37. It has been appropriately named Woolner Hall. The Union Society however is still a constant source of anxiety to the University, as it has failed to attract a representative body of students, or to have developed a programme of activities at all suitable for a body of this nature.

In the domain of scientific research the work of Dr. S. S. Bhatnagar, the University Professor of Physical Chemistry and the Director of the Chemical Laboratory, has been particularly valuable in a practical scheme for the extension of research work in petroleum and allied subjects, through the co-operation of Messrs. Steel brothers & Co., of London. This firm has placed Research.

a sum of Rs. 1,50,000 at the disposal of the University to be spent in equal instalments during a period of five years. This period has now been extended for another five years. Arrangements of a similar kind on a smaller scale have been entered into with Birla Brothers, Limited, of Bombay, and Lala Shri Ram of Delhi. The services of Dr. Bhatnagar in these laudable enterprizes have been duly appreciated by Government by the conferment on him of the Order of British India. Useful research work has also been carried out in the other science departments, as well as in the departments of Oriental Learning, and in Economics.

**University
Teaching.**

The Honours teaching on the Science side has been made complete by the organization of the Honours School in Physics which has been housed in the Government College Physics Laboratory. The school is still in its infancy, and its existence has been somewhat insecure owing to financial stringency. The teaching is mainly arranged for on an Inter-collegiate basis, the University being responsible for two whole-time lecturers. It has also sanctioned an annual recurring grant of Rs. 5,000 for apparatus and contingencies, and a non-recurring grant of Rs. 40,000 spread over a period of several years. Professor J. B. Seth, M.A., I.E.S., has been appointed Head of this Department.

On the arts side the Honours School in History has failed to attract a sufficient supply of students, showing once again, that specialised schools on the arts side make little appeal to the more intelligent students who wish to obtain a broader course of liberal education. The unpopularity of the Honours School in History has resulted in the re-introduction of the old type of honours in History through additional papers. A new department of Political Science has been organized by the University mainly on an Inter-Collegiate basis. Professor G. D. Sondhi, M.A., I.E.S., is the Head of this Department and the University has appointed a part-time lecturer.

Other developments of University activities include the organization of a Public Service Examination class under the charge of Professor G. C. Chatterji, M.A., I.E.S., of the Government College, Lahore. An attempt is made to advise students who wish to appear in the Indian Civil Service and Indian Finance Service Examinations on the choice of subjects, and actual instruction is provided during winter term in the compulsory subjects for these competitive examinations.

**Intermediate
Colleges.**

The position with regard to intermediate colleges has become much worse during the last quinquennium. As already remarked in the opening paragraph of this chapter, eleven of these have now been raised to the Degree standard, four of this number

being Government institutions. This step has been forced upon the Government and the University owing to the impossibility of attracting sufficient numbers to the IXth and Xth classes of the intermediate colleges, and the pressure of local public opinion which clamoured for Degree colleges. The remaining intermediate colleges are also anything but successful and their position will have to be seriously considered especially in the light of the recommendations made by Messrs. Abbott and Wood in their Report on Vocational Education.

The University sustained a heavy loss through the death of Personalia. Dr. A. C. Woolner, C. I. E., who at the time of his death, in January, 1936, held the Office of Vice-Chancellor and Dean of University Instruction. His association with the University has extended over a period of more than thirty years. After his death the offices of Vice-Chancellor and Dean of University Instruction have been separated, and the former was held by the Right Rev. G. D. Barne, C. I. E., Bishop of Lahore, for one year. In January, 1937, the Bishop resigned, and was succeeded by Mr. M. L. Darling, C.I.E., I.C.S., Financial Commissioner, Punjab. The office of Dean of University Instruction which has been made elective, is held by Professor G. Matthai, M.A., Sc.D., I.E.S., the Head of the University Department of Zoology.

Mr. H. L. O. Garrett, the well known and popular Principal of Government College, Lahore, retired from public service in 1936 and has been succeeded by Dr. H. B. Dunningcliff. Government conferred on Mr. Garrett the C.I.E. as a recognition of his splendid services to the cause of higher education.

The Educational world in the Punjab has sustained a heavy loss through the death of several eminent educationists. Amongst these we must mention the late Professors Shiv Ram, Kashyap, I.E.S., of Government College, Lahore, and Devi Dyal, for many years Vice-Principal of D. A. V. College, Lahore.

It is pleasing to note the great improvement in the athletic and social life of college students. Physical culture has now been made compulsory for all intermediate students by the University, and all colleges are required to employ one or more properly qualified physical training supervisors. Standards in athletics in which the Punjab has always led the way, are higher than at any previous time, and it is gratifying to note, that the Punjab holds the Inter-University championship in cricket, and in hockey, lawn tennis, and athletics it has shown its superiority in Inter-University meets. As can be easily gathered from the reports of individual colleges, on which we must regretfully abstain from any comment Athletic, Cultural and Social Activities.

owing to exigencies of space, the student community of the Punjab is keenly alive to cultural and social problems of the day, and the number of societies which exist for such purposes, and which are largely organized and run by the students themselves, is almost countless. One striking phenomenon of sociological importance is the ease with which women students have come forward to take their rightful place not only in the examination hall, but also in the debating arena, the concert platform, and even the college dramatic stage. Equally gratifying are the cordial relations which prevail between the different communities, who meet in friendly intercourse not only for studies, and games, but frequently also round the tea or the dinner table. These are abundant proofs of the benefits of higher education, for whatever we may say of deterioration of examination standards, of the plethora of the educated unemployed, and the tragedies of mal-adjustments of individuals, liberal education is a leaven which penetrates every aspect of national life, and lifts it up to a higher and richer conception.

CHAPTER IV.

Secondary Education (Boys).

During the quinquennium the number of secondary schools (a) Statistics, (1) Schools. has decreased by 289 to 3,498. High schools have increased by 20 (or 6 per cent.) to 340, while anglo-vernacular middle schools have decreased by 20 (or 8·8 per cent.) to 206, and vernacular middle schools by 289 (or 9 per cent.) from 3,241 to 2,952. The total number of anglo-vernacular schools has thus remained unaltered, as, with the increase in the number of high schools there has been a corresponding decrease in the number of anglo-vernacular middle schools. The large fall in the number of vernacular middle schools is attributable to the reduction, as a measure of retrenchment, of uneconomical and unnecessary lower middle schools to the primary status. There is a decrease of 80 vernacular middle schools in the Ambala Division, and of 65 and 66 in the Jullundur and Rawalpindi Divisions respectively.

There is one secondary school to every 28·5 square miles and (2) Distribu- for 3,682 males in the province. The position in the different divi- tion of schoo's. sions is :—

Division.	Area.	Male population.	Number of secondary schools.	One school for number of square miles.	One school for number of males.
Ambala ..	14,743	2,226,856	618	24	3,603
Jullundur ..	19,344	2,491,638	591	32	4,216
Lahore ..	12,395	3,277,661	745	17	4,399
Multan ..	31,227	2,774,916	804	38	3,451
Rawalpindi ..	21,430	2,092,622	740	29	2,828

The number of anglo-vernacular schools in the province is excessive, which is due to the existence of a large number of sectarian high schools which cater for special communities and religious sects. With the exception of Bengal and perhaps Madras, the Punjab claims the largest number of high schools : 340, of which 206 or 60 per cent. are denominational. The United Provinces, with a male population of 25·4 millions, had 190 high schools in 1931-32 as against 323 in the Punjab with half its population, *viz.*, 12·8 millions. A large number of these communal schools exist in urban areas where there is a good deal of unnecessary duplication and consequent wastage of educational

effort and public money. In the 206 denominational schools in the Punjab the enrolment is 99,800 which is 68·9 per cent. of the total enrolment in high schools. Thus 68·9 per cent. boys spend the impressionable years of youth in the narrow atmosphere of sectarian schools.

(3) Scholars.

It is very disquieting to note that enrolment has fallen by 70,816 (or 11·0 per cent.) to 567,337, the decline being 78,243 in vernacular middle schools and 5,741 in anglo-vernacular middle schools, against a rise of 13,168 in high schools. Almost 97 per cent. of the decrease is in vernacular middle schools. Of the total enrolment in secondary schools, 3,55,754 or 63 per cent. pupils are enrolled in the primary department. The fall in enrolment during the quinquennium is shared divisionally thus :—

Ambala	..	..	..	..	1,649
Jullundur	..	..	..	..	20,914
Lahore	..	..	..	..	12,797
Multan	..	..	..	..	4,015
Rawalpindi	..	..	..	..	31,441
					<hr/>
			Total	..	70,816
					<hr/>

The main reason for this large decrease in enrolment is economic depression prevalent throughout the quinquennium in the rural areas. Among the other contributory causes may be mentioned the general unemployment among the educated classes ; the reduction or closure of uneconomical and wasteful lower middle schools, the abolition of 1,457 unnecessary branches of secondary vernacular schools, and the elimination of fictitious enrolment in schools. With a view to modifying the existing syllabus of vernacular schools and making it suitable for the changed conditions and outlook of the people a departmental committee was appointed for the purpose of effecting a thorough revision in the current courses. The recommendations of this committee have been accepted by Government, and a new scheme of studies which, it is hoped, will render the courses suited to rural needs, has been introduced with effect from the year 1936.

The average enrolment of a high school stood at 424 in 1936-37 as against 410 in 1931-32 ; of an anglo-vernacular middle school 212 against 218 and of a vernacular middle school 128 against 141. It is a matter for satisfaction that, although there has been a fall in enrolment in secondary schools, average attendance has gone up in the three categories of schools ; by 3·1 per cent. to 94·5 per cent. in high ; by 2·7 per cent. to 91·9 per cent. in anglo-vernacular middle, and by 3·2 per cent. to 85·8 per cent. in vernacular middle schools.

In calculating the number of overage boys, pupils over 17 years of age in the 9th class and those over 16, 15, 14 and 13 in the VIII, VII, VI and V classes have been regarded as overage. The total number of boys in the five classes of the secondary schools amounts to 198,757 while the number of boys overage in these classes is 46,450 which gives 23·3 per cent as the percentage of overage pupils to the total enrolment. In 1931-32 this percentage stood at 29 per cent. The comparative figures for the five classes work out as follows :—

YEAR.	IX.	VIII.	VII.	VI.	V.
1936-37	21·4	25·3	23·5	23·4	22·8
1931-32	28·1	32·4	31·6	30·4	27·0

It will thus be seen that the number of overage pupils in almost all the classes has declined considerably. The main reasons for the presence of such pupils who, it is believed, abound in rural schools, are : late admissions, due to the indifference and apathy of the average rural parent towards education and stagnation which results from unsatisfactory progress as a consequence of irregular attendance or inaptitude of the pupil for literary studies or of inefficient teaching. The need for diverting a large number of such overage pupils to vocational and industrial pursuits is amply borne out by the statistics. The necessity of early reform, in policy, system and teaching methods is called for, and this is already engaging the attention of the Department.

During the quinquennium there was an increase of only Rs. 4,505 (against Rs. 30,91,936 in the previous quinquennium) in the total expenditure on secondary schools. Contributions from Government and other sources declined by Rs. 3,15,032 and Rs. 64,278, respectively, while those from fees, district board funds and municipal board funds advanced by Rs. 2,71,716, Rs. 36,912, and Rs. 75,187, respectively. The percentage of expenditure borne by Government and 'other sources' decreased by 2·4 (from 51·8 to 49·4) and ·5 (from 6·2 to 5·7), respectively. The percentage share of the total cost met by fees and district board and municipal board funds has increased by 2·1 (from 29·2 to 31·3), by ·2 (from 11·2 to 11·4) and by ·6 (from 1·6 to 2·2), respectively. The comparatively small increase in expenditure is largely the result of the stringent measures of economy adopted by the Department. The average annual cost of educating a

(4) Overage pupils.

(5) Expenditure.

secondary pupil has gone up by Rs. 2-4-0 to Rs. 23-4-0. The average cost of a high, anglovernacular middle and a vernacular middle school stands at Rs. 17667 (—Rs. 43), Rs. 5,722 (—Rs. 377) and Rs. 2,063 (+Rs. 129), respectively. The annual per capita cost in these schools during 1936-37 was Rs. 41-9-8, Rs. 26-15-8 and Rs. 16-0-11, respectively

(B) Secondary Education in Rural Areas.

The high and vernacular schools in rural areas are proving of great value to the villagers who, in the absence of educational facilities now carried to their very doors, were in the past reluctant to send their children to the un congenial and unsuitable atmosphere of distant city schools, which were considered not only expensive but also the main cause of fostering the undesirable tendency of urbanising children in their life, habits and outlook. To a certain extent these rural institutions are making a valuable contribution to the spread of literacy, the creation of healthy public opinion on vital matters, the popularization of rural uplift work and improved agricultural methods and to the retention of village youths in the country-side during impressionable years. It is to be regretted, however, that the poverty of the agriculturist and the slump in the price of agricultural products have somewhat prevented the zamindar from taking full advantage of the educational facilities provided. To give an agricultural and vocational bias to instruction in these schools, farms and plots, manual training centres and village handicrafts have been introduced. Rural activities—such as rural uplift, community work, village sanitation, and propaganda work for other beneficent departments are carried on in these schools. Games clubs and other recreative activities are encouraged in the rural secondary schools. Village libraries, which have proved useful in checking a relapse into illiteracy and in affording mental recreation to the villagers, are located in village schools. Adult classes are also invariably found in rural schools.

(c) Teachers—trained and untrained.

The persistent policy of the department in urging the employment in recognized schools of a larger number of competent teachers has met with great success. In 1926-27, 70 per cent. of the teachers employed in secondary schools were trained; in 1931-32, 88 per cent. and in 1936-37 out of a total of 21,898, no less than 19,657 or 89.7 per cent are trained and certificated. If 703 teachers, who possess special departmental certificates, be excluded from the total of 2,241 classed as untrained, the percentage of qualified and competent teachers rises to 92.7. The percentage of trained teachers varies in the divisions from 87.3 in Jullundur to 92 in Multan. Out of 1,538 untrained and uncertificated teachers 519 or 33 per cent. are employed by aided schools and 827 or 53 per cent. by local body schools. Out of

