CHAPTER X
H. B. DUNNICLIFF AS PRINCIPAL
(1936-1939)

Garrett was succeeded by Horace B. Dunicliff who had served the College as Professor of Chemistry since 1917. Born in 1885, educated at Downing College, Cambridge, Dunicliff had held the University chair of Inorganic Chemistry in addition to his duties as Professor of Chemistry at the Government College. His association with the M.A.O. College, Aligarh, from 1908 to 1913 had familiarized him with the problems of the Muslim community and his teaching position at the Khalsa College, Amritsar, from 1913 to 1917 enabled him to study the Sikh way of life at close quarters. His stay at Amritsar synchronized with the most troubled period in the history of British rule. He survived a murderous assault by a Sikh desperado, but remained bed-ridden for several months. Dunicliff was a gifted actor and a popular social figure. His colleagues could make out from his measured movements in the laboratories that he was mentally rehearsing a part allotted to him in some forthcoming play at the Gymkhana Club. With his scientific training, Dunicliff was quick to grasp the essentials of a situation and was realistic in his approach to College problems.

By the time of Dunicliff’s assumption of principalship, the economic life of the land had been wholly disorganized by the depression and educated unemployment had assumed gigantic proportions. Basically the problem was not new. It had existed in varying degrees from the days that universities began to turn out
graduates by the hundred. The products of this education aimed at nothing better than office jobs. The number of such jobs was, however, limited. Opportunities for vocational and technical education were practically non-existent. When a graduate came out of the college, he could not find his place in society. He did not know what he wanted or what he could do. Repeated failures gave him a sense of inferiority and drove him to despair; he drifted into any kind of job that came his way. All this was a familiar story. But the unemployment of the 30's was unprecedented. Persons in authority were daily flooded with requests for jobs, but they felt helpless either for lack of openings in public service or for the inability of the applicants to state their qualifications for the kind of jobs they were seeking. The parents groped in the dark as they rarely knew the aptitude of their children.

With a pass in the Matriculation at a tender age, the immature and unformed lad was hammered into a graduate by the college machine. It is surprising that he gave no thought to the problem of making a career and was not seriously troubled by what was going to be his major interest for thirty or more years of his productive life. Liaison between the College and the various employing agencies had never existed in the past. Nor was it likely to develop in times of shrinking opportunities. The College could not solve the problem. It could only give mature advice to the students before they embarked on their search for livelihood.

Dunncliff advised the tutors to take up the subject with their wards in the tutorial meetings and under his directions, V. S. Puri of the Chemistry Department kept catalogued information regarding careers and attended to inquiries made by students. He also invited pro-
minent officials and heads of Government departments to address the students on the possibilities of recruitment in their respective departments. These talks, careers’ lectures as they were called, brought out the fact that while there was overcrowding in some departments there was lack of competition in others. A vast majority of students managed to attend in spite of a crowded time-table. It was even intended to arrange similar talks for women students, but the matter was not pursued.

Dunnicoff gave considerable time and thought to the problem of student health. Results of a medical examination disclosed that respiratory disease was the main cause of ill-health among the students and that about 30 per cent of them were sub-normal either in weight or physique. Myopia was another widespread disease resulting from parental neglect or ignorance. While the College could assist and advise, it was the duty of the home to look after the health of its children. A small beginning could be made by the teachers giving their students a healthy attitude towards foods and drinks. The result was a campaign against the use of aerated waters and sweets, bringing home to the students advantages of the milk habit. This was followed by the opening of a milk depot, known as the Dunnicoff Milk Bar, in the proximity of the Chemistry Department. The sales of the Bar were confined to milk and milk products. Cakes, tea and fruit were forbidden. Hot milk was served in the cold weather and refrigerated milk could be had all the year round. The free supply of milk to some sporting teams was resented by the anti-sports elements in the College who protested against the growing menace of professionalism in games. Bright examinees were also rewarded with free permits for milk supply. The popularity of the Milk Bar
however, was fleeting. It was suspected that the milk was pure only when it was tested and not at the time it was sold.

The use of bad *ghee* in hostel kitchens was believed to tell upon the health of boarders. Samples of *ghee* used in the different kitchens were sent to the Government Chemical Examiner and of these more than 50 per cent were found to be adulterated or deficient in nutrient value. Suppliers were warned and cooks who had made profits in the deal were dismissed.

The growing cinema habit among students was causing serious anxiety to teachers as well as parents. Dunnicliff ordered the installation of a radio set in the College to keep the students away from the movies. The apparatus included a world-wide reception, amplification of gramophone records and microphones for public speaking. The installation was declared open by Ram Parshad Khosla, a former teacher of History in the College, the fame of whose historical erudition rests on his book entitled *Mughal Kingship and Nobility*. Three evenings a week the College Hall was kept open for two hours after sunset to enable students to hear wireless concerts and gramophone records. At the same time the Radio Club was formed in the College to train its members in the art of making radio-sets.

The apathy of our educated classes towards our own languages has been carried too far. Early British educationists, who were alive to the importance of vernaculars, adopted English as medium of instruction in the universities and colleges as a temporary expedient. The hope that English-educated classes would pass on their light and learning to the masses was not fulfilled. Like Brahmins of old, they kept their learning to themselves. The only persons to make a systematic
study of the vernaculars were either foreign missionaries or British administrators. It was usual for the cultured and educated sons of the soil to declare with a sense of pride that they could express themselves with greater facility in English than in any one of the country's languages. Dunncliff deprecated this attitude. He wanted vernaculars to take their rightful place in the scheme of education and advocated compulsory teaching of Urdu in the colleges. He was not satisfied with the practice of holding debates exclusively either in English or in Urdu. He recommended the institution of bilingual debates in which the participants would be free to speak in the language of their choice, Urdu or English. The recommendation was accepted by the Union. The Bazm-i-Sukhan passed a vote of thanks to the Principal for putting Urdu on a par with English and Sayed Shamshad Haider, Editor of The Ravi, eulogized the 'revolutionary measure'.

Dunncliff's greatest service to the institution was the addition of a new wing to the College building. This is the northern wing of the old block, or the Library Wing, as it was called in the beginning. An adequate library with a reading room was the crying need of the College. The authorities had been nearly moved to action when the project was shelved on account of financial stringency. But Dunncliff did not submit to disabilities tamely. His opportunity came when friends of the late Mian Fazl-i-Husain decided to erect a suitable memorial to the departed leader. A meeting of the memorial committee, held at the residence of Sir Shahabuddin and presided over by Sir Sikandar Hayat Khan, decided that the memorial should take the form of a library to be housed in the Government College of which Sir Fazl-i-Husain was a distinguished alumnus. Dunncliff was

(1) Treasurer, University of the Panjab (1964).
nominated secretary of the memorial fund. A sum of Rs. 18,790/- was collected by public subscription. This was augmented by the contributions of the Punjab Government and Fazl-i-Husain’s own family. The foundation stone of the Fazl-i-Husain Memorial Library was laid on 26 October, 1937, by Governor-General Linlithgow. This was the second occasion in the history of the institution when a ruling Viceroy had set his foot in the College precincts. The building operations were expected to last for a year and a half. Actually they took six months longer. When the College reopened after the summer vacation in 1938, a vast scaffolding and scattered building materials had given an untidy look to the College. The Library was declared open on 23 October, 1939, by Governor Henry Craik. The two-storey building had cost Rs.1,29,000/- in all. Its ground floor comprised seven rooms named as Fazl-i-Husain Theatre, Shahabuddin Room, Jafar Room, Dalmia Room, Dunnickeff Room, Old Boys’ Room and Ladies’ Room. The new wing presented no architectural incongruity with the main building as it strictly followed the Gothic style of the latter. It gave more accommodation, a better library service, a large and airy reading room and made possible an improved display of books. The Library floor was fitted with rubber silencers. The College building was also provided with two broad flights of stairs, one connecting the ground floor of the new wing with the upper storey and the other connecting the inside entrance of the Hall with the first floor of the old building. Three stone slabs tell the story of the rise of the new building and carry the names of those who took a lead in raising this memorial. The first heavy rainfall after the completion of the Library block was reported to have done some damage to its foundations. Happily, it did not turn out to be serious.
The completion of the Library Wing is a memorable occasion in the annals of the College. It showed what loyal sons of the institution could do for their alma mater. Dunncliff often deplored the lack of public spirit among the moneyed classes of the province. Enlightened philanthropy, he used to say, could provide the city with a badly-needed women's hostel as the absence of residential accommodation for girls presented a serious obstacle to the growth of higher education among women. Such an investment, he emphasized, will bring no monetary reward, but the benefactor would be long remembered for this act of public service.

Dunncliff gave up bureaucratic ways and marched with the times. He was accessible to students and parents alike.* He trusted the students' bare word and encouraged law-breakers to come forward with honest admission of guilt. He consulted his colleagues frequently and acted on their advice. That is why the number of major offences fell down in his time and he did not have to deal with serious problems of discipline.

Dunncliff could have easily reached senior posts, like those of Director of Public Instruction or Vice-Chancellor of the Panjab University, but he preferred to remain at the helm of the College. His brief tenure of office was free from many changes in the teaching staff. J. D. Ward, who had been selected as permanent Professor of History, joined in 1937. Between his arrival and Garrett's departure, the department was temporarily headed by Amolak Ram Khanna who is best remembered as a keen hockey player and Superintendent of the New Hostel. Ward was a distinguished Cambridge graduate.

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* Probably it was Robson who created a record for inaccessibility among the principals. G. D. Sondhi has stated that he saw his Principal only twice during his six years' stay in the College as a student.
who had travelled extensively and served his own university in an advisory capacity. He should have improved the teaching of English constitutional history which had suddenly deteriorated after Garrett's departure, but he was soon lost to the College. He accepted military rank and joined the Censor Department at the outbreak of the War. He came back to Lahore in 1948 to teach at the Aitchison College and again in 1953 as Professor of History at the Panjab University. He started reorganizing historical studies at the University but he resigned shortly and went back home and died. On Dunning's promotion to principalship, the professorship of Chemistry went to V. S. Puri who showed considerable interest in extra-mural activities not generally found in teachers of Science. A. S. Hett, who had gone to England to spend the summer vacation in 1937, was compelled to sever his connection with the College. Gulbahar Singh retired in June 1938 after serving the College for a quarter of a century as Lecturer in Sanskrit. The two unfilled professorships of English were filled by Sirajuddin and H. B. Richardson.

The inability of the College to absorb more students was clear long ago. The saturation point had been reached as far back as 1932. Dunning, who was otherwise a severe critic of the policy of drift, allowed numbers to rise still further and accepted full responsibility for overcrowding. 'I have tried to answer the insistent demand for admission with the result,' he said, 'that the size of classes has expanded beyond our capacity.' But he took care to balance the liberal policy of one year admissions by a stricter policy of readmissions. This meant that those who did not do well in the Intermediate and B.A. examinations were refused admission in the next higher classes. The number of women
students continued to rise and a second lady tutor was needed to look after them. The problem of female hostel accommodation was partly solved by the opening of a Government hostel for women on the Mason Road. The College tried to make its girl students comfortable by placing a female servant at their disposal. Teachers’ tennis courts were lent to them from time to time and the Swimming Bath reserved for them when needed, but women students, as a class, lacked all enthusiasm for physical exercise. However, some senior ladies of the province, including Mrs. Dunnicliff, collected a sum of Rs. 22,000/- for the construction of a swimming pool for the exclusive use of women students. This money was utilized in building a good sized swimming bath in the north-western corner of the Chauburji grounds.

The College Union remained the principal arena of student activity. The Union elections were shifted from October to April. The first elections under the new time-table were held at short notice in 1937. The recently-enacted rule requiring the Vice-Presidency of the Union to be filled by a V year and the Secretaryship by a III year student was repealed at the same time. The discovery that door to door begging by candidates was an effective vote-catching device reduced the number of posters and hand-bills displayed on the occasion. Election agents showed little imagination and their appeals were rather primitive. They raised such slogans as, ‘the same district’, ‘the same hostel mess’, ‘travelling partnership in the same railway compartment’, to solicit votes. Sticking of a card, bearing the name of one’s favourite candidate, in the hat or coat collar became common. One of the candidates boasted that he was ‘big enough to fill the chair’. In the elections of 1936, a few sportsmen rested their claims on their sporting successes and freely talked about the weapons
of victory, namely hockey sticks and cricket bats. This provoked instantaneous reprisals and their opponents started parading their superior knowledge of great English poets. The result was not surprising. Scholars lost and sportsmen won.

The savants of the College are ever ready to subject every election to post mortem denouncing the manners of parasitic canvassers, deploring their far-fetched arguments, sighing over the readiness of opposing parties to strike bargains, bemoaning the lack of clear cut programmes on the part of candidates and suggesting formation of parties to prevent haphazard choosing of Union officials.

All-India debates became a rage during these years. The Union invited debating teams from other colleges and universities and sent its own second or third strings to represent the College in mofussil debating competitions. The purpose was to give a wide experience of public speaking to a large number of debaters. Occasional bungling on the part of Union officials gave rise to humorous situations. Invitations sent out for a debate scheduled for the last days of 1936 elicited a satisfactory response. But the plans for the debate were abandoned without sending a timely information to the guest teams. A Calcutta team that had made a long and uncomfortable journey to Lahore was not happy at this turn of events. However, it made the best out of a bad bargain. On its return to the home city, its members claimed to have bagged all the prizes uncontested. But they had no trophies to show in support of their claim!

The debates of the period attracted very few listeners and this caused some concern to the College authorities. A probe into the matter showed that most
of the students were not inclined to attend debates in the evening after a hard day's work. This led to a change in the debating time-table and most of the debates came to be held during College hours. This meant occasional dislocation of teaching work, but it stimulated wider interest and ensured larger attendance. The scope of the subjects chosen for debating was also broadened. Some of the subjects debated were: 'for the betterment of the present social order, art and artists should be done away with'; 'the place of women is in the home'; 'English women make better wives'; 'non-violence is ineffective against aggression'; 'a dry India is not wanted'; 'this house approves of the use of Khaddar'; 'the British policy in Czechoslovakia is disapproved'. Staff versus students debates were a new feature of Union activity. But these did not always go well. The number of accomplished debaters among the teachers was negligible and only a few turned up to represent their order. However, the students were delighted to have an opportunity of arguing such propositions with their teachers as 'money governs all our values today'; 'fifty per cent of the total strength of the staff and students should be women'; 'age is no criterion of wisdom'. In this last debate the staff was badly outvoted. The beginning of bilingual debates, which delighted the lovers of Urdu drew the following comment from a devotee of the English language: 'those who advocate the substitution of the vernacular as medium in our schools and colleges could not but have been shocked by the facility and violence with which we can rail at each other if not restrained by the difficulties of an alien language'. In whatever language they speak, not all the debaters always know what they are talking about. Youth is nothing if not exuberant and it can find no difficulty in settling in a couple of hours' rhetoric political
and economic problems that have baffled their elders for two or three generations.

The Ravi of these days had a fair supply of subjects for grousing. Its editorials were filled with all sorts of subjects: declaration of policy, solemn promises of supplying excellent reading materials to readers, indifference of contributors, low standard of articles received for publication, protests against love-sick under-graduates who rhymed Saintsbury with strawberry, horrors of Nazi-ism and terrors of examinations. One of the editors tried to lay down the principles of choosing a subject for an editorial: Is the editor free to write on what he likes or should he cater to the interests and inclinations of his readers? Having stated his problem, he set out to discover common interests of students, but gave up the search after declaring that even a single student may be interested in a host of subjects ranging from stamp collecting to the devaluation of the rupee. From this he easily concluded that the editor should be left entirely free to make any use of the editorial column that he likes.

The appointment of Sports Editor had resulted in an improved supply of sports news. But the old situation returned once more. We again find the Editor informing his readers that he obtained some of the sports news from the hostel sweepers attached to the different teams. The present writer has been informed by a prominent student of the period that some of the news supplied to The Ravi never found space in the journal because it ran counter to the 'policy of the magazine', that is to say, it was personally distasteful to the Editor. The College Gazette, started in 1935, had proved to be a good addition to the systematic machinery of the College. Published every Thursday, it
provided a ready *aide mémoire* to the coming activities of the College. The leaflet was priced at one pice and was issued by the Sports Office. Its first Editor, Physical Training Director, Soofi, was succeeded by Inder Mohan Verma.

The teaching manpower of the English Department, overcrowded with students, was strengthened by the appointment of some senior students to supervise the composition work of junior classes. *The Ravi* described these appointees variously as 'essay correctors' and 'composition tutors'. These gentlemen resented the designation and quoted from their letter of appointment showing that they had been appointed as 'assistants to professors and lecturers in English'. Even this piece of exact information left their status undefined. Their pupils were not quite clear whether to deal with them as teachers or as fellow students.

The laboratories of the College did not confine themselves to College work. They freely helped the various Government departments and private organizations that approached for advice and assistance. The Honours School in Physics, which had made a belated start, soon became an eyesore to the advocates of retrenchment, but it survived miraculously and even began to make rapid progress. The increased number of Physics students demanded larger space which was found by adding store-rooms to the working area. The teachers' rooms were, consequently, stuffed with costly equipment that could not be suitably stocked or properly looked after. The Physics Laboratory became a centre of spectroscopic research in this part of the sub-continent and the Physics Workshop designed and manufactured glass blowing lathe and High Tension condensers. A magnetic balance was set up in the
Chemical Laboratory, but advanced work in this subject was handicapped by the soaring prices of chemicals during the War. Notable additions were made to the College Herbarium and a wire-netting greenhouse was built. The proposal to throw the Biological Museum open to the public was dropped after some discussion. While the Biological Laboratories maintained their former record of creative work, the momentum of historical research had slowed down. The only achievement of the Department of History was a new edition of Sir Lepel Griffin's *Punjab Chiefs* brought out by Gulshan Lal Chopra.

The examination machinery of the College was found to be rather antiquated. There was some laxity of supervision in House tests and a considerable delay in the preparation of examination results. Arrangements were made for closer supervision in examinations and early communication of students' results to parents.

In addition to their normal teaching duties and research interests, the senior teachers of the College gave a good deal of time and energy to the cultural and athletic activities of the province. Thus, G. D. Sondhi looked after the Olympic sports, George Mathai worked as Dean of University Instruction and J. B. Seth as Secretary to the Punjab Advisory Board for Books. G. C. Chatterji was official adviser to the Public Service preparatory classes maintained by the Panjab University. Upon G. L. Chopra had fallen Garrett's mantle of Keeper of Records to the Punjab Government. Eric Dickenson became Inspector of European Schools. These additional responsibilities broadened the experience and outlook of the teachers themselves and did credit to the College.

A Musical Club that helped to discover musical
talent in the College came into existence in 1936 and enjoyed a short-lived popularity. We hear of a Renaissance Club publishing a book of prose and verse entitled *Yasmin* (1937). The list of its contents began with *vale of tears* and ended with *starved souls*. While initiative and enthusiasm were clearly evident, it was a little odd to find young men expounding pessimistic themes with the seriousness of old-timers. A junior literary circle was organized at the end of this year. This was the junior counterpart of its senior namesake. The Garrett Historical Society was turned into Historical Society under Ward and a section of its members formed themselves into an archaeological group. Except for sporadic activity, the *Bazm-i-Sukhan* was slowly sinking. Under the stewardship of Soofi Ghulam Mustafa Tabassum, it held two *Mushairas* and invited Sir Abdul Qadir to speak on the history of Urdu poetry. The *Urdu Majlis* had a busy calendar. Its weekly discussions centred round poetry, drama and short story in the realm of Urdu literature. On Iqbal’s death in 1938, the *Majlis* was re-named *Majlis-i-Iqbal* and its first meeting, under the changed name, was inaugurated by M. D. Taseer.* The *Majlis* was the first College society to attract women students to its meetings.

During these years students showed little interest in educational trips organized by the Geographical, Chemical and Historical societies. Duly advertised in the Gazette, these often failed to materialize for lack of response.

The first autonomous Government of the Punjab organized a department of Rural Reconstruction under

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*A lecture on the poetry of Iqbal was delivered by Amiya Chakravarty of the Forman Christian College in the College Hall. The Urdu section of *The Ravi* published after the poet's death was entirely filled with articles on Iqbal. Iqbal's portrait, unveiled in the College Hall, was ultimately removed to the Library.*
the renowned civilian, F. L. Brayne, who had been long connected with the work of village uplift in the province. The College started a Rural Reconstruction Club in response to a Government circular asking the educational institutions to lend a helping hand to (the activities of) the Rural Reconstruction Department. Student members of the Club paid periodical visits to some adjoining villages under the supervision of a teacher. But they lacked knowledge as well as perseverance for the task. Their visits turned, first into study tours and later into picnics. Finally, the members left one by one and the Club was entirely forgotten in a couple of years. The College also participated in anti-illiteracy campaign launched by the provincial ministry of education by opening regular classes in the Quadrangle in which students taught three R's to hostel servants and College peons.

A representative and chronologically arranged fine arts exhibition, arranged by Eric Dickenson in 1938, ran for two weeks. It was a historical and comparative study of painting in which masterpieces of some Lahore artists were also displayed. The educative value of the exhibition was enhanced by its catalogue containing two little essays 'how to see pictures' and 'features in art history' written by Dickenson himself. Alongside of the exhibition, a series of lectures was arranged for serious students of art and the idea of an open-air theatre was explained by G. D. Sondhi in a meeting held in the Oval in which the speaker also stressed the value of recreation.

Garrett's constant advice to the students was: 'shine either in sports or in studies, otherwise no one will know you in the College'. Dunnicliff was of the same view. He called a meeting of the whole College in
the early days of his principalship and spoke of the vital importance of extracurricular activities in the life of students. But the exhortation did not have the desired effect. The meetings of cultural societies continued to be irregular and ill-attended. An anonymous writer in the College magazine advised the societies to serve refreshments to those who submitted to the boredom of listening to papers and participating in ensuing discussions. Whatever their omissions, the societies never failed to arrange an annual feast and photo. The idea of leaving behind a photo in the College was seldom absent from the minds of students. The clash of claims for the occupancy of prominent places in the photograph often created situations for the organizers of societies. Be that as it may, the photo-gallery of the College would enable the expert to write a thesis on the changing fashions of the province. It would show that a professor of Literature had won his spurs as a cross-country runner, that a teacher of History made his name as a successful goal-keeper of hockey and that the majority of clean shaven teachers had kept a fine pair of moustaches in their student days. The students of the College could also compare their own dresses with those of their fathers and brothers.

In the Dunnicliff regime, the Sports Board was reorganized and the rules of its business were laid down. Presidents of the various games were made directly responsible for all heads of expenditure incurred on their clubs. The duties of captains and secretaries were also defined. The Athletic Club began to pay greater attention to the training of competitors. The University championship in tennis was lost to the College for the second time in 1936-37. Next year, the College suffered a defeat in the hockey finals after an unbroken record of success for 13 years. The Rifle Club was
pretty active and *Gatka* was getting into disrepute. The Basketball Club was started primarily for the women students of the College. The Bicycle Club was a thorn in the financial side of the College on account of the number of chaukidars that had to be employed to defeat the epidemic of bicycle-stealing. A small fee was levied on all cycle owners in the College as a contribution to the cost of protecting their vehicles. The popularity of the University Training Corps was shown by the fact that the number of applicants anxious to enlist invariably exceeded the annual quota of cadets allotted to the College. But trained young men could not look forward to an army career, not even in the Awkward Squad. The Rover Crew included social service among its varied activities. The two dismal sporting news of the College in 1937 were the deaths of Muhammad Jafar and Faqir Chand Khanna. The former was a peerless left-wing forward hockey player who played for the Indian side in the Tenth Olympic games held in Los Angeles in 1932. The latter was killed on account of an internal injury caused by a ball hitting his chest in the course of a University match.

What has been called the 'Indian Civil Service craze' was a noticeable feature of the College life from 1924 onwards. Instituted in 1854, the competitive examination for this service used to be held in London. The demand for a simultaneous Indian examination began to be made as far back as 1875, but it was not conceded till 1922. The examination was extraordinarily difficult. Successful candidates were assured of a fine and a well-paid career with prospects of rapid promotion in the executive and judicial branches of the administration. The selectees spent a two years' probationary period at an English university. This alone was a thrilling experience in the days when foreign travel was uncommon.
The Indian examination did not begin to attract many candidates till the days of the depression. Students with an indifferent examination record often pursued themselves, with parental encouragement to be sure, that their abilities stood a better chance of recognition in the stiffer examination designed to test real ability and not memory. In fact, the preparation for the I.C.S. examination became a pastime of the students unwilling to face the problem of making a living after they had passed out of the college. Most of the candidates found themselves nowhere after an expensive preparation of a year or two and often accepted clerical jobs in sheer desperation. It was usual, in any one year, for the Government College students to obtain anything from 33 per cent to 50 per cent of seats in the I.C.S. on the results of the examination. This raised the prestige of the College, but it also gave a wrong direction to many a young man who might otherwise have successfully adopted some other useful career.

The I.C.S. candidates, says The Ravi, showed certain common traits. They assumed serious airs and loved to be called snobs behind their backs. They censured the teachers for their ‘monotonous’ and indifferent teaching. They cultivated good relations with the Librarian, paid frequent and regular visits to the Public Library and always carried a bundle of books on their visits to the College. In the Common Room or on the dining table they talked of nothing except the techniques of studies and interview for this examination. One can recollect at this distance of time how young men’s ambition of getting into the Civil Service changed their thinking and habits. The present writer remembers a married classmate of his advertising in 1933 for a nurse to look after his ‘sweet child meant for the I.C.S.’
The proctorial system continued. Its utility was questioned because it had ceased to have a salutary influence on the students. The impression was widespread that the students were getting out of the hands of their teachers. The criticism of the College, its teachers and students was louder and more frequent than before. Speaking at Ferozepur, a former professor of this College, Ruchi Ram Sahni, characterized the institution as a farce. He accused the teachers of receiving fat salaries and doing nothing in return and spoke of the students as pioneers in fashion and extravagance. Sir Abdul Qadir, who addressed the College Convocation in 1937, advised the students to practise economy and modesty in dress to make the period of unemployment bearable in days of acute economic distress. Sir Sikandar Hayat Khan spoke in the same strain at the prize-giving function of the next year. The Ravi came out with a spirited defence of the 'malignant and misunderstood Lahore student' denying the charge of extravagance and defending the desire of young men to look smart. The defence was cleverly phrased but phrases are no substitute for facts or arguments. Dunnicliff felt that he was in an awkward position and he appointed a committee of enquiry composed of some old boys and members of the teaching staff to go into the matter. Appearing before this committee, he deplored the expensive and cinema-going habits of the students. He stated that the College did not require its students to wear Western dress and that it was perfectly in order for the students to come to the College in shorts with or without a blazer. He sternly disapproved the proposal for a compulsory uniform as a uniform did not necessarily lead to simplicity of dress. Rich students could always defeat the purpose of uniform by purchasing costly materials and resorting to expensive tailors. The real responsibility for
ostentatious student habits, he correctly pointed out, fell directly on the well-to-do student and indirectly on his parents.

A recurring theme of the dignitaries visiting the College was the desirability of promoting communal concord. These sermons were necessitated by the prevailing political situation. The province was the scene of a bitter feud between the supporters and the opponents of the agrarian legislation of 1938. But the local issue was dwarfed by all-India developments in which single party governments had been installed in half a dozen provinces of British India. At times the country appeared to be on the edge of civil disorder. The College students fully understood the implications of the rising political flood and showed a good deal of nervousness about the future. The Principal was alarmed and advised common celebration of festivals of different communities under the auspices of the Union with a view to creating an atmosphere of communal amity in the College. The first festival to be celebrated under this programme was the Id-ul-Fitr of 1939. In an after-dinner speech on the occasion, Dunniciiff made a fervent appeal for communal unity in the ranks of students and professed his belief 'in laughing and eating together for that way lie goodwill and friendship'. The distrust between the communities, however, had gone too far to yield to gastronomic palliatives.

In his short term of office, Dunniciiff improved the procedure of the Union, changed the constitution of the Seniors’ Club, renewed the Gymnasium and added to the accommodation of the New Hostel. He laid down his office on 31 October, 1939, to join the Government of India as Scientific Expert a few days later.