CHAPTER IX

GARRETT'S PRINCIPALSHIP

(1927-1936)

With Hemmy's departure, the command passed on to Herbert Leonard Offley Garrett. Born in 1881, the new Principal had graduated from St. John's College, Cambridge in 1902 and served on the teaching staff of the Queen's College, Hong Kong for about a decade. He joined this College as Professor of History at the end of 1912. A keen sportsman, he took over as President of the Hockey Club and rendered considerable assistance in raising the standard of this game. In 1917, he was appointed a Recruiting Officer. His duties took him to Ludhiana where he recruited himself and proceeded to Bombay for training. He did some publicity work in the war days and was back in the College after the armistice.

The most significant part of Garrett's work as historian was accomplished as Keeper of Records to the Punjab Government. He took over the job at the instance of Governor Maclagan (himself a keen historian) in 1925 and found the public records in a state of complete mess. He sifted the materials, weeded out unimportant papers, catalogued the rest and had the stacks labelled. He built up a reference library in the Record Office and provided it with photostatic copies of rarer documents. The available pictures were mounted on wooden frames and put up for display. Garrett spent a part of every working day in the Record Office and created order out of chaos in his eleven years' association with the institution. His enormous work made it possible for
the research students to consult the public records. What he could not do, has yet to be accomplished.

Garrett presided over the College for eight and a half years. Tall, of kindly and tolerant disposition, easy-going, he presented a sharp contrast to the personality of his predecessor. A great after-dinner speaker, he was as great classroom teacher. He loved to teach the junior-most students and welcomed questions from his pupils. He used to walk briskly as he lectured. His sympathy for the aggrieved party often led him to make hasty decisions. But his sense of justice would compel him to review his own judgements. The sportsmen basked in the sunshine of his favour, but he was repelled by vulgarity masked as sportsmanship. At the end of his term, he described his principalship as a period of smooth progress. This was not entirely the case. The smooth progress of the College was interrupted by economic stresses and political strains. The depression of the 30's held up the development plans of the College and Gandhi's civil disobedience (1930) showed that educational institutions could not be altogether isolated from mass agitations.

Garrett was not domineering. He introduced a new spirit and new methods of work in the College. Realizing that he could not run the institution single-handed, he adopted a policy of decentralization and delegation. He allowed autonomy to the various teaching departments and reduced his interference to the minimum. This weakened the corporate character of the institution and the College became an aggregate of departments placed in a state of co-existence. The co-ordinating hand was nowhere visible. This tendency

1. This change was reflected, among other things, in the Principal's Annual Report which became an ill-edited compilation of the reports submitted by heads of departments and presidents of societies and clubs.
was partly reversed by Dunnicliff, but revocation of
delegated responsibilities was ruled out on account of
the ever-growing size of the institution.

It was in the early days of Garrett administration
that the College blazer was adopted and the Seniors' 
Club founded. Both of these measures occasioned 
vigorous controversies. Some prominent College
students had been wearing a maroon blazer for some
time past. Hemmy had liked the wear and approved
of it as College uniform. But his approval was treated
as an informal affair. The formal decision came in 1929.
On 15 January a students' meeting was hurriedly
summoned in the Hall. Most of the students were not
aware of the proposed meeting or of its purpose. The
proposal for the adoption of the maroon blazer as
College uniform was put before the meeting. Vote was
taken in parliamentary fashion and the ayes had it. The
decision did not apply to those used to wearing long
coats.

The Ravi registered a violent dissent, disputed the
constituency of the decision and gave a great deal
of publicity to the contrary point of view. For some
weeks, the College was divided into pro-blazer and anti-
blazer parties. Both advanced mouthfuls of argument.
The clash of views could be heard in corridors, labora-
tories, common rooms and dining halls. The advocates
of the uniform argued that the use of blazer would
promote a sense of unity and equality among those who
wore it. The opponents replied that it was a denial
of the individual's right to wear clothes of his own choice.
Some of the conformists disputed not the decision
but the manner of arriving at it. The controversy was
completely talked out in course of time and the maroon
blazer became fully recognised as the College uniform
by the end of 1931.
The proposal to found the Seniors’ club was first made in 1927, the reason being the embarrassment caused to College authorities on account of unruly student behaviour at important College functions. The Club was instituted as an experimental measure in 1928 and was placed on a permanent footing three years later. Its declared object was to inculcate dignified standards of behaviour among students. This self-perpetuating Club of 25 was composed of College celebrities in the fields of athletics and studies. The enrolment of a new member depended on his obtaining support of a two-third majority of the existing members. Canvassing was a disqualification. Every election was to be ratified by the Principal. New members were introduced to the old ones at a formal ceremony. Every member signed a pledge to be true to the Club and the College. The proceedings of the Club were kept secret and rules of attendance were rather severe. Absence from two consecutive meetings entailed a loss of membership. The Club had a galore of office-holders: President, Vice-President, Secretary, Assistant Secretary and Treasurer. No official could continue in office for more than three years. The members were forbidden from engaging in party politics and interfering in Union elections. The Club became a part of the College administration in 1930 when it was empowered to punish petty breaches of order. The Seniors’ badge was a prized distinction and the members of the Club went about as pampered children of the College. Even though they were annually photographed with the Governor of the province, they did not always succeed in winning the confidence of their fellow students. They were often spoken of as self-appointed unpaid College policemen. In private they were mentioned even more derisively. Almost every entry in the College magazine
about the Seniors is either ironical or uncomplimentary.

Garrett, and after him Dunnicliff, used to lavish praise on the Club for giving a high tone to the College. But Sondhi did not share the opinion of his predecessors. He thought that the Club served no useful purpose and complained that the Seniors stretched their prerogatives too far and shirked their obligations.

It was from this stage that the growth of numbers became the perennial headache of the College administration. Hemmy had left a College of 750 students. Its population shot up to 884 within two years of his departure. Another 200 were added by 1936. This increase was caused by several factors: Parents preferred to send their children to this College on account of the high standard of its athletic and social life and the quality of its instruction. The increasing progeny of the old boys tended to regard itself the liability of the College and its claims were honoured within the limits of accommodation. The products of the newly established Intermediate colleges who steadily streamed into the College with the recommendations of their teachers—these colleges were mostly staffed by the old boys of this College and headed by former members of the Government College staff—were welcomed to the institution. The growth of numbers was also caused by a fall in the market value of the B. A. degree. The holder of a Bachelor's degree possessed no specific ability and had nothing to show except his diploma. His stock in the employment market was low and a good job was beyond his reach. He was driven to postgraduate studies in the hope of securing a more remunerative job after obtaining a higher degree. Educated unemployment was thus the basic reason for the expansion of the post-graduate classes. Love of learning came afterwards.
Various expedients were tried to keep the numbers within manageable limits. Students coming to join the I year class from districts with Intermediate colleges were asked to stay away from Lahore and avail themselves of the educational facilities created for their areas. Students of the College showing bad results in the Intermediate and B.A. Examinations were not taken back in III and V year classes. Quite a few applicants with family claims on the College were refused admission in 1933. But these measures left the heart of the problem untouched. Numbers continued to rise.

With women students, enrolled almost entirely in the post-graduate departments, entered a new element in the life of the College. There were only five of them in 1931. In 1932, two girl students joined the B.A. class for Honours in English. The tribe increased steadily and numbered 32 in 1936. Mrs. Chatterji acted as tutor to girl students till 1939 when her husband left for the Central Training College.

The girl students, who did not mix with the boys and stayed away from the social life of the College, became a novelty in the College. They walked about the premises with an air of unconcern and pretended to see nothing and hear nothing. But probably nothing escaped their eyes or ears. If a gallant lad tried to enter into conversation with a girl student, the response was generally freezing. A common room was reserved for the girls in the north verandah. They used a separate stair-case, sat on the front benches in the classrooms, were immune from the rebukes of the teachers, could enter the office by the back-door and received prompt attention from the ‘concicted’ clerks. These small amenities and privileges were resented by some boys who complained that ladification of girls was being carried too far. One would suspect that the boys were
not seriously disturbed by all this and that the so-called grievance was only a pleasant subject for discussion and article-writing.

As the number of girl students increased, they began to gain in self-confidence; they felt more at home in the College and chatted in merry groups. Some of them began to participate in tennis, badminton and debating. The tennis courts meant for teachers were lent to them from time to time. Occasionally the swimming bath was also reserved for their use. The ladies' events were included in the College Sports in 1936. Next year a woman student took part in a dramatic performance for the first time.

The class of Anglo-Indian and European students was also conspicuous on the campus. Joining the College after graduating from the various European schools, they commanded a good deal of influence and added to the athletic strength of the College, particularly on the boxing and football sides.

In 1932, the Principal reported that the total enrolment of the College (899 at the time) represented 'the maximum capacity of the College consistent with efficiency'. The main building was meant for a college of some 300 students. Additional accommodation had been acquired by the construction of a separate Science Block. But this had failed to meet the challenge of numbers. The inadequacy of space could be overcome either by adding a new wing to the College or by reducing the intake of students. Neither of the two alternatives appeared practicable. The main building itself was in a state of disrepair. It was showing signs of age and its wooden floors were decaying. The Library and the Hall leaked badly in heavy rains. The upper storey could only be reached by means of two narrow and ill-lit flights of stairs on which two persons could barely
pass at a time. These could very well become dangerous in a state of panic.

The hostel accommodation was inadequate for this overcrowded College. The two hostels together could not lodge more than 400 students. Consequently, a new hostel known as the Garrett House, was started in a rented building on the Lake Road. It was unpopular from the very start as its residents regarded it as a place of banishment. Originally meant for 50 post-graduate students, it did not succeed in attracting more than 32. When hostel fees were increased in the days of depression, the demand for hostel accommodation went down and when the number of the Garrett House residents fell down to 21, it was closed down as an uneconomic proposition.

Originally accommodated in the side corridors of the Hall, the Library had been dispersed into a number of small rooms in the eastern wing vacated by the Biological Laboratory moving into the Science building. This was avowedly a makeshift arrangement. The stacks of books in huge wooden almirahs could hardly be called a library as it could not serve its purpose without a good reading room. The Library rooms were often turned into a club house where the students chatted and laughed, discussed the newest films or practised the latest song hits. The Assistant Librarian who sat on the issuing counter often sent out cries of 'Order! Order! 'Less noise, please'. To make up for the inadequacy of library service in the College time, the Library rooms were kept open for two hours daily in the evening. But this did not mend matters. A new library building remained the first priority of the College. The situation was somewhat relieved by some cultural societies and teaching departments maintaining separate libraries of their own. Thus, we read of the Garrett Historical
Society adding books worth Rs. 175 to its library in 1928-29 and the Literary Circle (founded in May 1928) starting with a collection of 800 books on light literature.

The Government College was the first among Lahore colleges to start a tutorial system. Every student was assigned to a tutorial group on joining the College and each group was placed in charge of a tutor. But all teachers were not tutors. Tutorship was a mark of seniority among the teachers. A group contained some twenty students, and was named after a letter of the alphabet. Every tutor was expected to meet his wards once or twice a quarter, to keep an eye on their progress and to help them out of their difficulties. In course of time, the tutorial meetings became a routine affair and were often turned into classrooms. A group meeting, wrote a student in *The Ravi*, is that in which the professors help the students to waste their time.

The tutor was also required to enter his comments in the students’ term reports and sanction leave applications of his wards. Growing numbers impaired the efficiency of the tutorial system. Vague remarks like ‘satisfactory’, ‘average’, ‘good’, ‘should work harder’, mechanically put down against the result column of the student did not show the existence of a genuine relation between the tutor and the student. Readiness on the part of the tutor to grant leave applications was a sure passport to popularity. The junior teachers dispensed this favour with show of benevolence. The task of putting some vigour into the tutorial system was entrusted to the Senior Tutor, H. B. Dunnicliff, who recommended an increase in the number of tutorial groups from 24 to 27. This would reduce the number of students in each group. Smaller numbers were believed to be more helpful for tutorial purposes. Dunnicliff also devised a scheme which made it possible
for a tutor to establish immediate contact with his wards. But this proved to be a paper scheme. No tutorial system can succeed unless both the teacher and the taught live on the college premises. And the matter remains there.

The swelling student population in Lahore created internal difficulties for every college. Groups of students roaming about the city aimlessly at all hours of day and night began to present a problem of law and order. Recurring complaints against students’ misbehaviour in the streets and on thoroughfares lodged by prominent citizens compelled the educational authorities to give up their attitude of lassait faire and take some steps for controlling this herd. The University led the way and launched a proctorial system with the consent and co-operation of the constituent colleges. The principal proctorial regulation forbade the students of all colleges from visiting places of public entertainment after 9-30 p.m. This College imposed upon its students the additional responsibility of wearing the College blazer outside their homes and hostels after lighting up time. These regulations were to be enforced by proctors jointly appointed by the University and the colleges. Students breaking the regulations were to be brought up before the Vice-Chancellor. Students greeted the proctorial system with mixed feelings, varying from amusement to revolt. Cinema proprietors resented the measure that threatened to reduce their profits and freely imputed base motives to the authors of the proctorial system. Some of the proctors took up their duties with a zest worthy of the employees of a criminal investigating agency and proved more than a match for the cleverest of lawbreakers. However, it was soon discovered that the best brains in the colleges were not worried about working the proctorial system, but
about perfecting techniques of evasion. A meeting of college principals was called from time to time to repair the loopholes in the system, but improved regulations did not bring about an improvement in the ways of students. The proctorial system shared the usual fate of many schemes of reform and those who expected a miracle from the proctors were soon disappointed.

A. S. Bokhari was appointed the College Proctor. He did his job with the deftness of an artist. His suavity put the offenders off their guard and his spurious sympathy elicited voluntary confessions. He would not put direct questions to a student who had gone to a cinema house but would start his investigation by an informal chat about the merits of the picture he had seen in contravention of the rules. He quietly dropped a bombshell in the midst of this conversation by informing the culprit of his offence and enjoying the discomfiture of the cornered victim. His parting advice to his successor, Malik Ahmad Hussain, was to confront the delinquents with a baffling smile and avoid pulling a long face at them. But the Malik, who took up this assignment in 1935, was made of different stuff. He knew no diplomacy and his forthright methods had their own advantages and disadvantages. A little experience convinced him that the benefits of the proctorial system were small as compared to the expense of time and money involved in its maintenance.

Education was a Transferred subject in the constitution of 1919, its control being vested in Ministers responsible to the legislatures. The ministry of education in this province embarked upon an all-round policy of educational expansion and the establishment of Intermediate colleges was one of the first steps in this drive. But these Intermediate colleges created a demand for higher education in the country-side compelling the
Government to initiate the policy of upgrading them to the degree level in 1932. The opening of Degree colleges outside Lahore had some important repercussions on this College. While the pre-eminence of the Government College as a centre of higher learning was still unchallenged, it lost the distinction of being the only Government Degree college in the province. This was not all. The College was sure to be impoverished by the departure of some senior members of its teaching staff appointed to head the new Degree colleges. This loss could turn out to be an advantage if the mofussil colleges gave some relief to this College by absorbing the students who would ordinarily have left their home districts to seek admission to this College. But this hope was not fulfilled. The demand for College education was outstripping the facilities created by the Government and the problem of overpopulation in this College remained unsolved. The mofussil colleges, however, were not at the receiving end all the time. They began to supply some of their experienced lecturers for teaching appointments in this College. This was particularly helpful at the time of Partition when the staff of the College had to be recruited mostly from amongst the mofussil teachers.

The significant arrivals and departures of this period form an important chapter in the history of this College. Chetan Anand was transferred as Principal, Government College, Lyallpur in 1928. Starting as a Sanskritist he turned to the teaching of Physics. He was one of the oldest members of Government College staff and had supervised its cricket affairs for about 11 years. With his silken turban and long buttoned coat, he was a familiar figure in the cricket field. His oft-repeated advice to the players was: 'Boys! Always think your captain to be the best captain, your team to be the best
team and your College to be the best college in the world.' Eric Dickenson who succeeded J. R. Firth was a connoisseur and an exponent of art. He was a sympathetic teacher and mixed with the students easily. A. S. Bokhari joined in the fall of 1928. He was the second Indian to obtain a first class in the English Tripos since it was instituted and had been elected Senior Scholar of Emanuel College, Cambridge before his arrival. He combined sly humour with sound judgement and had no patience with borrowed ideas or second-hand phrases. He was an indefatigable organizer of dramatics and a ready translator of plays for the stage. His work as College Proctor has been already noticed.

The College was shocked in January 1930 by the death of Gopal Singh Chawla who died of pneumonia in Paris. The moving spirit behind the Indian Mathematical Society, he hated all ostentation. The Mathematical chair at the College was filled after some years by his son, S. D. Chawla, who had left the College with an M. A. degree in Mathematics in 1929. Kishan Lal Malhotra, Lecturer in Chemistry, a footballer and an accurate researcher died in England during the period of his study leave. The year 1931 also saw the departure of H. Y. Langhorne.

First posted at the Khalsa College, Amritsar, Langhorne was put in charge of the College co-operative book shop in addition to his teaching duties. Here he learned the job of an accountant to ensure that the store fulfilled its real purpose of supplying books to students at cheaper rates. He left Khalsa College to take up the principalship of Government College, Ludhiana. But it was at this College that he showed his real ability as teacher, critic and reformer of the system of higher education. He deprecated the dependence of the College on the University, advocated with-
drawal of the College from the scheme of University examinations and pleaded for the institution of a College diploma to give a distinctive stamp to the products of this College. These ideas appeared to be premature in his days. An intellectual aristocrat, he believed that keen scholarship and critical insight are the gifts of the few and that it is for the good of the rest that it should be so. 'I am not here', he used to say, 'to turn out so many graduates, but so many men'. He advised his students to use their brains more than their memory. 'Think man, think for yourself' used to be his watchword. When he discovered a talented student, he came out with the formula: 'Now then, you possess a very formidable weapon—your brain. Come on, join battle. No matter whether you win or lose, fight on. Therein lies life for you'. The farewell party arranged by Langhorne's students was nearly wrecked because the professor forgot all about it, and it was after some difficulty that his host traced him at the house of Justice Coldstream at a game of cards. Of a very different disposition was Langhorne's successor, A. S. Hett. A genial teacher and an Oxford Blue in Hockey, he found his place as a multipurpose man of the College. Thus, he taught English, supervised the game of hockey, conducted classes in French and ran the Army class. Even a short-lived Latin class was added to his busy time-table. Soofi Ghulam Mustafa Tabassam joined the College at this time and retired in 1956. For a quarter of a century he continued to delight the College audiences with his elegant verse in Urdu, Punjabi and Persian recited in his characteristic mellow voice. His writings have assured him of a place in the history of Urdu literature. Raja Ram Kumaria also joined as teacher of Psychology in 1931. Honest and straight in his thinking, he had an unusual gift of expounding social and psychological
subjects in a simple and racy style. He prepared standardized intelligence tests for 1 year boys. Fazal Ahmad Awan (d. 1963) and Muhammad Jamil Wasti both arrived in 1932. Madan Gopal Singh (d. 1947) who had made his reputation as an efficient classroom teacher left for the Central Training College. The Department of English was strengthened by the addition of Sirajuddin, an old boy of the College, who had edited *The Ravi* in his student days. In November 1934 died Shiv Ram Kayshup who had joined the College in 1909 and risen in due course to the professorship of Botany. He had led numerous expeditions to the Himalayas in search of Botanical specimens and had made his reputation beyond the confines of the sub-continent for his researches in Botany. He had nearly completed a monograph on the flora of the Punjab before his death. A Memorial Reprints Section of the Library was founded in his memory in 1938. All these years, Dunnicliff was moving between his job at the College and special assignments either with the Central Government or with the Governments of Bengal and Baluchistan. Mukand Lal, who had succeeded Chawla as Professor of Mathematics, retired in 1936 after 29 years' service to the College.

As the depression deepened, the Government adopted a policy of drastic retrenchment. The College was ordered to effect an all-round economy of 20 per cent on its outlay. The reduction was unreasonable as the College was not run extravagantly. Development plans were abandoned one by one. The campaign for economy made it difficult even to maintain the existing standards. The Library was perhaps the worst sufferer. The reduction of its annual grant from Rs. 3,000 to Rs. 2,000 compelled the College to cut down its subscription to scientific journals of which it had acquired rare and invaluable sets.
The depression also discouraged hostel living among the students as private lodging was found to be more economical. Simplicity of dress was another lesson taught by the depression. A soppish Government College student felt no sense of discomfort in coming to the College in full and formal warm dress in the scorching heat of June. From 1934 trousers and a white shirt was accepted as the usual summer wear of students in Lahore colleges.

Among a few satisfactory results of the depression was a windfall for the College. The unexpended balances of some funds closed under Government orders were utilized in improving the sanitation of the Quadrangle and doubling the size of its Common Room. The Union fund, the only College fund with a favourable balance, became the banker of the College in the days of financial stringency. This fund was operated by the Sports Board which was found to be a little out of sympathy with cultural activities. The necessity of maintaining a balance between the expenditure incurred on the athletic and the cultural sides of the College led to the creation of the Union Fund Committee to scrutinize the expenditure proposed to be incurred on account of educational trips, debating tours and the purchase of newspapers and magazines. The Committee, which eventually developed into the Societies Board, included student representatives in the beginning.

The financial stringency did not, however, close all avenues of expansion. Developments were taking place quietly in different directions. Thus, the Laboratory for Experimental Psychology was completed in 1929. An Honours class in Economics was started in collaboration with the Forman Christian College and the arrangement worked well. A coaching class to prepare the College competitors for the entrance examination to the 'Indian
Sandhurst' (opened in 1932) was started at the suggestion of the provincial Governor. The members of this class had a busy programme. They received formal lectures, spent a part of their working day in the Gymnasium and attended the U.T.C. parades in the evening. They were frequently addressed by high military officers and taken round to scenes of military manoeuvres. The class justified its existence and the trainees secured top positions in the competitive examination year after year. Geography, a compulsory subject of study in the Army class, was introduced at the Intermediate level. But it was not taken seriously by the University authorities who placed it under the guardianship of the Board of Studies in History. However, it was upgraded to the status of a degree subject as soon as it had been included in the syllabi of other competitive examinations. The Government College being the only Lahore college to provide instruction in this subject, allowed a limited number of students from other colleges to attend our Geography classes. An Honours School in History was opened by the University in 1932, the greater part of the responsibility for its instruction and tutorial work falling on the teachers of this College.

Political Science had been studied at the Panjib University as part of M.A. courses in History and Economics up to 1931, but it emerged as an independent subject for the B.A. and M.A. examinations after that year. The syllabi and courses of reading for this subject were framed without sufficient care. The members of the syllabus committee claimed that they had saved the subject from doctrinaire teaching. The claim was not quite valid, as they had altogether ignored the importance of a philosophical background for political studies. This gave a bad start to Political Science which soon became a favourite subject with the B.A. students for its unambitious standards. Its popularity was a sign
of weakness, not of strength. The students who had no
taste for the Oriental classics drifted to the
study of French, but the initial enthusiasm for
French was soon damped. Students experienced
a great deal of difficulty in following lessons
in a second European language without a sound
knowledge of English. A restricted number of
students from other colleges was allowed to study the
subject at the Government College as had been done
in the case of Geography. Book shops were depleted
of French books in war days, giving a setback to the
study of French. The University decided to have its
own textbooks prepared and entrusted the task to D. P.
Gupta of this College. It is curious that German, a
language of greater importance for scientific studies,
remained utterly neglected.

The long-standing arrangement for the M.A. teaching
in English with the Forman Christian College broke
down in 1928 but the co-operative post-graduate teaching
in Mathematics was not affected by that rupture. With
its nominal tuition fees the University Oriental College
succeeded in attracting all the students who wished to
go in for their Master's degree in any one of the classical
languages. Nevertheless, a girl student did join the
M.A. class in Persian in 1935.

English has occupied a unique place in the scheme
of our studies. It is a compulsory subject of study for
all under-graduates as well as the medium of instruction.
Upon the student's proficiency in this language
largely depends his performance in elective subjects.
Firth and Langhorne had worked hard to improve the
techniques of teaching English and trained their pupils
in clarity of thought and accuracy of expression. But the
old level of teaching English could not be maintained
after their departure. The English Department consis-
ting of six teachers found it increasingly difficult to carry the burden of teaching all the 1000 students of the College. It was compelled to fall on methods of mass lecturing. The teacher read aloud the textbook in the class and explained its contents. He prepared good fodder for the University examinations and was only keen on showing a high pass percentage regardless of the quality of his products.

The Panjab University established a chair of English in 1930. But those who created it were also anxious to leave it unfilled. Whether the emergence of a University Department of English should have led to any useful changes in the teaching of English is difficult to say. But it is likely that the Government College should have retained its leadership in this field.

Urdu was next in importance to English in numbers. As an elective optional, it enjoyed great popularity. However, no one worried about the problems of its teaching and there was a recurring complaint about the shortage of Urdu teachers.

The size of the Science classes was comparatively small as Science students constituted only about one-third of the College population. In 1929, the number of Physics students in the post-graduate classes was reported to have risen abnormally. This abnormal rise meant 14 students in the VI and 18 in the V year!

Philosophy was not a ‘paying’ subject in a competition for careers. That is why bright students seemed to be unaware of its very existence. It had also been hard hit by the rise of Geography, French and Political Science. Its number dwindled and classes shrank. G. C. Chatterji’s proposal for the creation of a University chair in Philosophy made in 1930 was finally implemented after a chequered career of more than 30 years in 1963. But
how far can the University department of Philosophy rescue this subject from its present neglected state remains to be seen. History retained its popularity at the B.A. level and even made certain gains. Pass classes in this subject had to be split into two sections for the first time. The Honours School in History, which gave a rigorous training in the methodology of research, made no appeal even to serious students. Political Science, as already stated, had all the characteristics of a ‘soft’ subject and its popularity was causing some anxiety to genuine educationists. Sondhi who had devised a common course of lectures in Political Science for the M.A. students of History, Politics and Economics, lectured to a large combined class in room No. 23 and apparently enjoyed the exercise of his dry humour in the course of his teaching.

An Honours course has generally come to mean a course of intensive study followed in a University department for a period of three years. The use of this term for the two years Honours maintained by the Panjab University in the Arts subjects before 1960 was entirely misleading. A student taking up Honours was required, under the regulations, to prepare three papers in the subject in addition to the two that he had to do for his pass course. The prescribed standards were low and fell far short of the Honours requirements. But the Government College took up this work in right earnest and made a good job of it. Its Honours instruction went far beyond examination demands and furnished a helpful introduction to the M.A. studies. In order to induce greater seriousness in the study of Honours, a fee of Rs. 2 was levied on each Honours student with the consent of the Government and a committee of control was instituted to regulate admissions to the various Honours classes. Clever students generally
selected their Honours subject with an eye on the possibility of their winning a scholarship by topping the University list. It was usual for an Honours first in Arabic or Persian to join his M.A. in English or History.

The Science subjects fared differently. The tradition of three years Honours course in Science subjects was firmly established. It was customary for the Lahore colleges to admit students to the different Honours Schools, teach them a subsidiary subject and pass them on to the University. An Honours school student had hardly any ties with the college in which he was enrolled. He went there to pay his dues and get his roll number for the final examination. This College did not share the common practice of other Lahore colleges. It kept a jealous watch over the progress of its Honours School students. While the students of different colleges belonging to the Honours School in Chemistry worked in the University Chemical Laboratories, this College insisted upon its students doing a part of this work in its own laboratories. The fact is not insignificant that the only B.Sc. combination allowed in the College was that of Physics and Chemistry. The combination of Chemistry and Botany was considered desirable but not practicable as it could not be fitted into an already complex time-table.

The Union elections were held in October every year. The Executive Committee of the Union was composed of elected office bearers, class representatives, the Chief Editor of the College magazine and four or five professors. The presence of teachers was supposed to bring an element of experience into the Union counsels. The Intermediate students had no voice in the Union elections and were often described as ‘depressed classes’ in the mock parliament speeches.
The Union elections were sometimes brisk. Occasionally they passed without excitement. Election agents entered the ring with the zest of prize-fighters. The College presented a gala look during the elections. The corridors and notice boards used to be studded with politely-worded and exquisitely phrased advertisements. Every election produced a number of fact (or rather fault) finders who dug up the unsavoury past of their opponents and used it to their own advantage. Election appeals were direct and crude: 'You will have to support him because we are supporting him.' 'Being members of the same community it is the duty of everyone of us to support him.' Other qualifications urged on behalf of candidates were: 'a ping pong champion', 'chief agitator against the hostel kitchen', 'about to sit for the Indian Civil Service Examination', 'has served as class representative', 'has a charming brother'. The candidate had a terrible time during the election. However, he had to observe the rules of the game. He had to be consistently charming without appearing to be eager for office. He had to laugh louder than anyone else in the company and to subject himself to the ordeal of endless shaking and squeezing of hands.

Elections are a nightmare of the intellectual and the cynic who shake their heads at the irrational process of discovering the will of the sovereign electorate. These classes were well represented in the College and one of their spokesmen put down his impressions of the democratic process in the College in unflattering terms. Said he, 'happy is the man who aspires to no office and is content to remain without one. All candidates are fools and sycophants. Promises are made lightly in the election days, but forgotten as soon as successful candidates are installed in office. Elections are the most muddled things in a most muddled world.'