



## A HISTORICAL STUDY OF LADY MACLAGAN GIRLS HIGHER SECONDARY SCHOOL, LODGE ROAD, LAHORE: AS A CONTRIBUTOR FOR WOMEN EMPOWERMENT AND GIRLS EDUCATION

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### Abstract

**Purpose of the study:** The current study investigated and documented the historical evolution of Lady Maclagan Girls Higher Secondary School, Lodge Road, Lahore by delving into archival records and relevant historical sources to provide a comprehensive overview of its founding, key milestones, and transformative events. The study looks at the school's founding, its changing curriculum, the important

**Methodology:** The study uses a historical methodology and combines secondary sources with primary information from public archives, libraries, and enrollment registers to explore the potential inspirational effects of understanding the history of LMGHSS, Lahore on present and future generations of students to gather insights into the motivational aspects of the school's history and its role in shaping the aspirations of students.

**Main Findings:** The study finds to enhance community cohesion, motivate forthcoming generations, and recognize the educational accomplishments made by the institution. The school's dedication to diversity is concluded in the article, which began with the admission of children from all communities and eventually expanded to include secondary and higher secondary levels.

**Application of the study:** The present study seems to be one of its kind at the school level as most of the work has been done and is being compiled at the university level. It also has a long-lasting influence of the institution on the lives of its alumni, who include well-known authors, politicians, and artists.

**Novelty of the study:** This study intends to preserve the legacy of Lady Maclagan Girls' Higher Secondary School and contribute to the larger conversation on the significance of women's education in social progress by recording the school's infrastructure, enrollment history, and academic accomplishments. The Lady Maclagan school from 1920 till today, as an educational institution has been instrumental in advancing women's education in a society from generation to generation.

**Keywords:** Contributor, Women Empowerment, Girls Education, Lady Maclagan, Masonic Hall.

### INTRODUCTION

Schools are educational institutions where students go to learn and acquire knowledge, skills, and values under the guidance of teachers or other qualified educators. Schools typically provide formal instruction to students (O'Sullivan, et al., 2020). A basic goal of the school is to promote students' knowledge and their required life skills to proceed, including creative abilities, reasoning, problem-solving skills, and communicative power (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020).

It is impossible to overstate the importance of women getting an education in this society. To educate a woman is to educate her family as a whole. Women were revered in the medieval era, but only those from wealthy, upper-class households could pursue an education (Hall, 2021). In the modern era, women were encouraged to pursue education because when they did, they would contribute to the proper upbringing of the family (Kricorian, et al., 2020).

In the modern world, women and girls are enrolling in schools and higher education institutions as well to obtain professional credentials. People from all demographic groups and backgrounds agree that women and girls should have equal chances in school. Girls receive grants to help with the cost of their education (Easterbrook & Hadden, 2021).

### Female Education in Lahore

By the 11th century A.D., India had become an important and well-known nation, attracting Muslims from all over the Islamic world. Female education was practiced among Muslims but was confined to fundamental-level schools known as Maktabas or Quran schools (Jaffer, 1972). Young females memorized the Quran and in some cases, rigorous observance books were also a part of their education (Leitner, 2002b). If Muslim wives were educated, it was their responsibility to

teach reading and stay in touch with understudies until they reached a certain age. In Punjab, there were explicit schools for the training of Muslim young females, with female instructors appointed to administer the schools ([Akhtar & Mahmood, 2020](#)). In the district of Lahore, there were a few explicit schools for the training of Muslim young females, with female instructors appointed to administer the female schools ([Leitner, 2002b](#)).

At the time of annexation, Punjab's education system was still in its infancy. Women were denied even their most basic rights, like education, due to their subservient status in society. The parent's primary responsibility was to marry their daughter, who was referred to as Paryadhan, or other people's property ([Akhtar & Mahmood, 2020](#)).

According to the Census of India, Punjab, Part 1 Report, pg.91, the Lahore division comprised Lahore, Amritsar, Gurdaspur, Sialkot, Gujranwala, and Sheikhpura ([Gopal Krishan, 1849-1947](#)).

**Table 1:** Population and its density in Lahore Division in 1941

Territory	Population in Thousands				
	1881	1901	1921	1941	Density per sq. mile (1941)
<b>Lahore Division</b>					
<b>Lahore</b>	924	1162	1130	1695	653
<b>Amritsar</b>	893	1024	929	1414	899
<b>Gurdaspur</b>	824	940	852	1154	625
<b>Sialkot</b>	1012	1084	877	1190	755
<b>Gujranwala</b>	617	691	624	912	395
<b>Sheikhupura</b>			635	853	370

Source: Gopal Krishan, 1849-1947

To write about the history of an educational institute is a tradition, especially at the higher educational level, while describing their journey from level to level. Most of the educational institutes have compiled their years of achievements, especially at the university level such as PU, GCU, FC, Delhi University, Dacca University, etc. while UET, Lahore, LCWU, Lahore, University of Education, Lahore, Queen Mary College, Islamia College, Lahore are on their way to make a special publication on their 100 years. The present study seems to be one of its kind at the school level as most of the work has been done and is being compiled at the university level.

### SIGNIFICANCE OF THE STUDY

Preserving the history of educational institutes is essential for several reasons: legacy, learning from past mistakes, inspiration, cultural heritage, identity and pride, and historical research. Legacy allows future generations to learn from the past, be inspired by the achievements of their predecessors, and understand the role of education in shaping society. Learning from past mistakes and successes can help us make informed decisions for the future. Identity and pride can help current and future students develop a sense of pride and connection to their school. Historical research can provide insights into the social, political, and cultural context of the time.

### OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

**Objective 1:** To investigate and document the historical evolution of Lady Maclagan Girls Higher Secondary School, Lodge Road, Lahore.

**Objective 2:** To examine the impact of sharing the history of LMGHSS, Lahore on fostering a sense of community among current students, alumni, faculty, and staff.

**Objective 3:** To explore the potential inspirational effects of understanding the history of LMGHSS, Lahore on present and future generations of students.

**Objective 4:** Evaluate the significance of LMGHSS, and Lahore's history in the broader context of education and assess the contributions.

### METHODOLOGY OF THE STUDY

The historical research method, a qualitative methodology that has been adapted for contemporary study, focuses on gathering and analyzing data to comprehend and explain historical occurrences. Primary sources and secondary sources are the two major categories into which sources are divided while gathering information for historical study. As many primary sources as you can. Original records that were the first eyewitnesses to the facts are considered primary sources. Eyewitness accounts of historical events, written testimonies (school enrolment registers, library registers), public records (from the Punjab University Records Office, BISE, Lahore Library, and Lahore Punjab Provincial Archives), oral statements, legal documents, artifacts, images, newspaper articles and reports ([The Civil and Military Gazette, Lahore](#)), and photographs (UK Library, UK). Archives and collections at universities, libraries, and historical societies are frequently good places to look for primary sources, used by the author.

## DISCUSSION/ANALYSIS

### Historical Study of Lady Maclagan Girls Higher Secondary School, Lodge Road, Lahore

#### Establishment of Lady Maclagan School

Lady Maclagan Girls' High School was established in 1920 ([Richey J.A., C.I.E. Progress of Education in India \(1917-1922\)](#)) in Lahore, which was then part of British India and is now located in Pakistan. The school was founded in the name of Lady Maclagan, the wife of Edward Douglas Maclagan, 1919 he succeeded O' Dwyer as Lieut.-Governor of Punjab, and from 1921 to 1924 was its Governor ([WINSTEDT, 1953](#)). Lady Maclagan was a strong advocate for women's education and established the school to provide quality education to young girls in the region. The school was initially established as a small primary school and later expanded to include secondary and higher secondary education. It is one of the oldest and most prestigious girls' schools in Lahore and continues to operate to this day ([Dawn, September 17, 2017](#)).

The school was established to provide education to young girls and to empower them to become independent and successful members of society. The school continues to operate to this day and is considered one of the leading educational institutions for girls in Lahore. According to the [report on the Administration of the Punjab and Its Dependencies, 1920/21](#), Lady Maclagan Girls High School, Lodge Road was established in 1920. Masonic Lodge number 1084 was built in 1859 on Lodge Road Lahore ([Freemasons Magazine and Masonic Mirror, Nov. 5, 1859](#)). It was damaged in the severe earthquake on 4th April 1905. It was repaired and continued serving as a lodge till 1917 when a new Lodge was constructed on Charing Cross, Mall Road Lahore. The old lodge was sold to the Punjab government and Lady Maclagan's Government High School for Girls was started in 1920 and named after Lady Maclagan (Edith Maroni) the wife of then-governor Punjab. The remaining part of the building was donated by Sir Ganga Ram for the school as well as he opened an industrial and charity house for Sikh and Hindu widows while the school was till eight classes for all communities ([The Civil & Military Gazette, Lahore, 8 March 1928](#)). Government Central Model School, Lahore, Queen Mary College, Lahore, Kinnaird Academy High School, Lahore, The Convent of Jesus and Mary, Lahore, Victoria Girls High School, Mori Gate, Lahore, Sacred Heart High School, Lahore, and some more girls schools established by Anjuman-i-Himayat-i-Islam were the Contemporary Female schools in Lahore for girls education.

#### Building Legacies: The heads of the school

The headmistress/principal is in charge of overseeing, directing, and coordinating school-wide activities. Their main objectives are to enhance instruction at her school, develop and sustain effective educational initiatives, and foster leadership. Ms. M. Bose, (1921), Ms. E.L Must (1928), L. A. Dusr (1931-Oct,1934), E.M. White (Nov 1934-1945),([The Civil and Military Gazette, Lahore](#); [Richey J.A., C.I.E. Progress of Education in India \(1917-1922\)](#)); [report on the Administration of the Punjab and Its Dependencies, 1920/21](#); [History of Gazetted Officers, 1938](#)), J. Nasir (1946-1950), Azmat Najmuddin (1951-1953), A. Abdul Rehman (1954-1956), Mrs. I. Azam (1957 to 1978), - Ms. R. Younus (1978-1989), Ms. Rashida Butt (1989 to 1991), Ms. Fehmeeda Firdous Malik (1991 to 1995), Mrs. Razia Ehsan ( 1995 to 1996 ), Mrs. Ume Kalsoom Akhter ( 1997 to 2005 ), Mrs. Naheeda Shamim ( 2005 to 2015 ), Mrs. Farah Khan ( 2015 to date) Played their role as the educational leaders of the school (Source: History of Gazetted officers, 1938, Schools registers, Displayed board). In 1973 and 1984 the school students got the top positions in matric board exams held by the Board of Intermediate and Secondary Education, Lahore([The Civil and Military Gazette, Lahore](#); [Richey J.A., C.I.E. Progress of Education in India \(1917-1922\)](#); [report on the Administration of Punjab and Its Dependencies, 1920/21](#)).

In 1920, it was decided to open this school for girls of all communities till the eighth class. Gradually admission was open from class KG to 8<sup>th</sup> class. The strength of the school was increasing day by day as there were 320 students in Lady Maclagan in 1924, March 20 as presented report by the school principal on Annual Prize distribution day. Twenty students of the school stood first in Middle Standard Examination, in 1924. One pupil Tara Wati from Lady Maclagan School stood first in the province. Out of 20 scholarships two were awarded to pupils of this school ([The Civil & Military Gazette, Lahore, 21 March 1924](#)). According to the certificate, the middle standard exam was conducted by Education Department Punjab and used to be called 'The Vernacular Final and Middle School Examination'. A vernacular language and Mathematics were compulsory for all students and three other subjects were of the choice of the student, among them many choices were offered such as domestic Science/ Rural Science, History/ Geography, Physical Education/ Hygiene, and many languages including music. The School showed a tremendous performance. According to the record of the school admission register, which has been maintained and protected very carefully, from 04-01-1932, there were 140 new students were enrolled in different classes, among them 66 were Hindu by religion, 14 were Sikhs, 1 Christian while 60 were Muslim students including one student of Afghan national. That shows a good number of the Hindu population as inhabitants of Lahore. According to the admission register, the students enrolled in 1948 were all Muslim students. The administration of Lady Maclagan deserved appreciation for the maintenance and protection of this precious record with great care. In the year 1928, another milestone was achieved by the school when the first badge of the Lady Maclagan school, as a recognized body with The University of Punjab under Matriculation & School Leaving Certificate Examination 1928, appeared in the exam. According to the record of PU Matriculation Result, 27 students

appeared from Lady Maclagan Girls High School, Lahore, and all the 27 students were declared pass from roll number 2788-2814 bearing 100% success. Among these 27 students, 6 students were Muslims by religion. Smitrah Sach Dev (date of birth: 27-12-2010) got 555 which was the highest mark of the school. Lady Maclagan school students appeared in the Matriculation examination, under the University of The Punjab first time in 1928 till 1955. From 1956 -1962, it was called the Matriculation examination, under the Board of Secondary Education, Punjab, the students of Lady Maclagan Govt. Girls High School appeared in the following 5 subjects; till then Humanities or Science groups were not mentioned on the certificate but the choices were offered.

**Table 2:** Curriculum at secondary level till the 1950s

First Group		Second group	
1.	English	1.	English
2.	Social Studies	2.	Social studies
3.	Mathematics	3.	Arithmetic( Domestic Arithmetic & Household Accounting
4.	Physics & Chemistry	4.	History & Geography
5.	Physiology & Hygiene	5.	Urdu

**Source:** Punjab University Record for Matriculation Examination

From 1963 onward there was the bifurcation of the Science group and humanities group, it was called the secondary school certificate with the group, exams used to be held in March (in 1969 it was held in May- June) and results started to be declared in November (in 1963, 1964 & 1965 result declared in August) under Board of Intermediate & Secondary Education, Lahore in the following subjects.

**Table 3:** Curriculum at secondary level till the 1960s

Science Group (7 Subjects)	Humanities Group (8 subjects)
English	English
Urdu	Urdu
Social Studies	Social Studies
Mathematics	General Mathematics
Chemistry	General Science
Physics	Household/Home Economics
Physiology & Hygiene	Islamic Studies
	Civics/ Persian/ Hygiene

**Source:** BISE, Record for Secondary School Examination

In 1974, a lot of changes were there after the nationalization of school education, the obtained marks were written on the certificates, a compulsory subject of Islamiyat in both groups, Social Studies was changed into Pakistan Studies, Spring and Autumn were introduced for the exams as they now were being held two times in a year, result used to be declared in July. All nine subjects carried 900 marks, 100 for each subject till 1978. In 1979 total marks were revised from 900 to 850 as Islamiyat Compulsory and Pakistan Studies were turned into 75 marks each instead of 100 and digitalization of the result was initiated. The school was now written as Govt. Lady Maclagan Girls High School after nationalization, although it was already a government school. Later Matric was composed of Part-1(9<sup>th</sup>) and Part-2 (10<sup>th</sup>) and the computerized picture of the student was there on their certificates.

#### **Existing Scheme of Studies at the Secondary Level** (Alvi, Khanam, & Kalsoom 2020).

The following groups are offered at the secondary level.

- 1) Science group with Biology/Computer Science)
- 2) Humanities & general group

The school was elevated to the Higher Secondary level in August 2012 and started its regular higher secondary classes in August 2014.

#### **Beyond the Walls: School Infrastructure**

The School is spread over an area of 45 kanals. It is functioning on two Campuses i.e.

- Primary Section near Fountain House
- High & Higher Secondary Section, Lodge Road, Old Anarkali

It was elevated to the Higher Secondary level in August 2012 and started its regular higher secondary classes in August 2014.

**Table 4:** Admission/enrolment History, Decade-wise

Serial No.	Years (Every June)	From	To	Total
1.	1920-1930	0	2724	2724
2.	1931-1940	2725	5992	3268
3.	1941-1950	5993	10199	4207
4.	1951-1960	10200	20424	10224
5.	1961-1970	20425	23289	2864
6.	1971-1980	23290	27797	4507
7.	1981-1990	27798	33543	5745
8.	1991-2000	33544	37230	3685
9.	2001-2010	37231	39940	2709
10.	2011-2020	39941+15544 High +Primary Wings	310, Higher +42985 High+ Wings	17610 Primary 5420

**Source:** LMGHSS. Record for admission registers

### Format of School Building

#### Academic Blocks

There are 61 spacious Classrooms comprising the following Academic Blocks.

- Jinnah Block
- Ghalib Block
- Iqbal Block
- Fatima Block
- Tipu Block
- College Block

Among all these blocks Jinnah block and Ghalib blocks are the oldest part of the building, as the science block was designed and donated by famous philanthropist Sir Ganga Ram the pioneer of the school. Iqbal Block was constructed in the 1960s, Tipu and Fatima Blocks were in the 1980s and the foundation stone ceremony of College Block was held in 2012. At present, the first floors of Jinnah and Ghalib Blocks have been abandoned because of their outworn conditions while on the ground floors are the science labs of school and administrative offices.

#### Laboratories

- Biology Lab (separate labs for school and college)
- Chemistry Lab (separate labs for school and college)
- Physics Lab (separate labs for school and college)
- Mathematics resource Room
- Science Lab for Middle Classes
- Computer Lab comprising 16 desktops with proper Networking

#### Library

The library has remained part of this school since its establishment. At present, it consists of three spacious rooms for the School Library, stocked with more than 10,000 books. There is sufficient sitting capacity for students with a peaceful atmosphere.

#### Masonic School Hall

Built-in 1859 as a freemasonry lodge till 1917 and in 1920 became part of Lady Maclagan School. It is a spacious school hall being used for the Conduct of Examinations, Declamation Contests, Debates, and other indoor activities for the students.

#### Play Grounds

The school has a spacious multi-purpose play-ground being used for the following games:

- Badminton
- Volley Ball





- Lawn Tennis
- Basketball
- Net Ball
- Table Tennis

### School Canteen

The school canteen is being maintained hygienically and students enjoy fresh/healthy food during their spare time/recess.

### Students / Staff Convenience Block

There are 20 neat & clean toilets with allied amenities for the Pupils and Faculty.

**Table 5:** Student Enrollment with Faculty, 2020

Levels	Number of Students	Number of Teachers
Primary	334	13
Secondary	835	38
Higher/Secondary	51	7

**Source:** LMGHSS Record registers

### School Alumni

Govt. Lady MacLagan Girls Higher Secondary School has been serviced throughout its history by a vast number of notable educational leaders and professors, among many who have had an impact on students' lives and shaped the institute's destiny over the years. Under their direction, the institute rose to the top of the list of girls' schools in Lahore and was largely regarded as such. For many decades, Govt. Lady MacLagan Girls Higher Secondary School has been widely recognized for its meritorious work of playing a significant role in the field of girls' education in Lahore. Nurturing and consolidating the education and societal needs of the city from generation to generation. Among the prominent alumni of the institute are Khalida Hussain (Novelist and fiction writer), Saba Sadiq (Politician), Fauzia Yazdani (a senior Democratic and Local Governance Specialist), Professor Saeeda Akhter Pasha, Zubaida Yasmin (Artist), etc...

### CONCLUSION

Many honorable women who participated in nation-building have continued to learn at GLMGHSS. The responsibility of passing on information from one generation to the next has been adequately maintained. The curriculum has a long history at GLMGHSS. Activities that are both co-curricular and extracurricular. One of Lahore's most excellent educational facilities is this one. Issues and difficulties are inevitable in life. Instead of seeing the challenges at every chance, effective teachers look for opportunities. The GLASS team has continued to actively participate in carrying out their duties, and they are motivated to inspire others with the excellence of their deeds and the sincerity of their motives.

### LIMITATION AND STUDY FORWARD

The current study has investigated the limited aspects of the curriculum taught at the secondary level of the LMGHSS, Lahore. It may be further investigated the curriculum and co-curricular activities conducted at the primary and elementary levels offered by the school.

### ETHICAL CONSIDERATION

It is declared that there exists no conflict of interest with the school at study and no ethical practices were followed during this study.

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### AUTHOR'S CONTRIBUTION

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