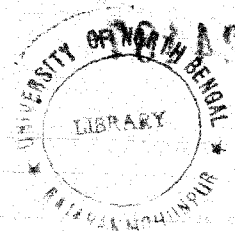


KRISHNATH COLLEGE SCHOOL
CENTENARY COMMEMORATION VOLUME

1853-1953



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CENTENARY COMMEMORATION VOLUME

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9. „ Tapash Maitra (Class X).
10. „ Balarka Gupta, (Class X).
11. „ Gauriprasanna Biswas, M.A., B.T., Asst. Headmaster,
Secretary.

Price :

Re. 1/- for ex-students.

As. -/8/- for present students and others.

PREFACE

It is a proud privilege for us to be connected with a school which has completed one hundred years of its existence. We feel it again a unique honour to compile the history of a school which is hoary with traditions built up with a spirit of noble sacrifice and liberality on the part of its founders and well-wishers. The work of compilation is, therefore, naturally refreshing and baffling at the same time. Some of the records could not stand the wear and tear of time and some are untraceable. Thus the paucity of the same has proved to be an insuperable handicap in our way. The school was, as the following pages will show, an integral part of the college for more than half a century under the same management and under the same liberal patronage of the Cossimbazar House, and, more or less, so, pretty long since. Hence for the first few pages detailing the career of the school in its different aspects, we are indebted to the compilers of the Krishnath College Centenary Commemoration Volume which is replete with a wealth of information about education in this part of the country in general and the gradual development of the College and the School in particular. It is, as such, a comprehensive and illuminating study in itself and an indispensable complement to this brochure.

Our appeal to our ex-students to supply us with short sketches of their life at this school and of their subsequent career has unfortunately met with a meagre response. But we would be failing in our duty if we do not acknowledge our deep sense of obligation to many of our ex-students of whom we are really very proud and particularly to those of the locality who have helped us in preparing an Ex-students' Register which, as it now stands, cannot be called complete. Obviously, therefore, whatever we have been able to press into our service is not free from omissions and commissions for which we hope to be excused.

We take this opportunity of noting the different aspects of the school in brief and of recounting as far as possible the achievements of our alumni and the activities of our present students on the academic and the extra-academic side. We have embodied short life-sketches of three of our previous Headmasters who have helped in elevating the school to its present enviable status. But after all that is said and done, we regret very much to say that in spite of our best efforts we have not been able to procure a life-sketch of late Girish Chandra Mitra, one of our ablest Headmasters, who piloted the school in its roving career to the present consolidated position. It was his loving care, single-minded devotion and lofty idealism which produced some of our best students.

In fine, we are very thankful to our ex-students and well-wishers who have contributed thought-provoking articles to this Volume. We convey

our heart-felt gratitude also to some of our learned friends who have seen these few pages through the Press inspite of their overwhelming pre-occupations.

May the good wishes of all be always with the institution in the years to come.

Dated, Berhampore,
The 20th January, 1954.

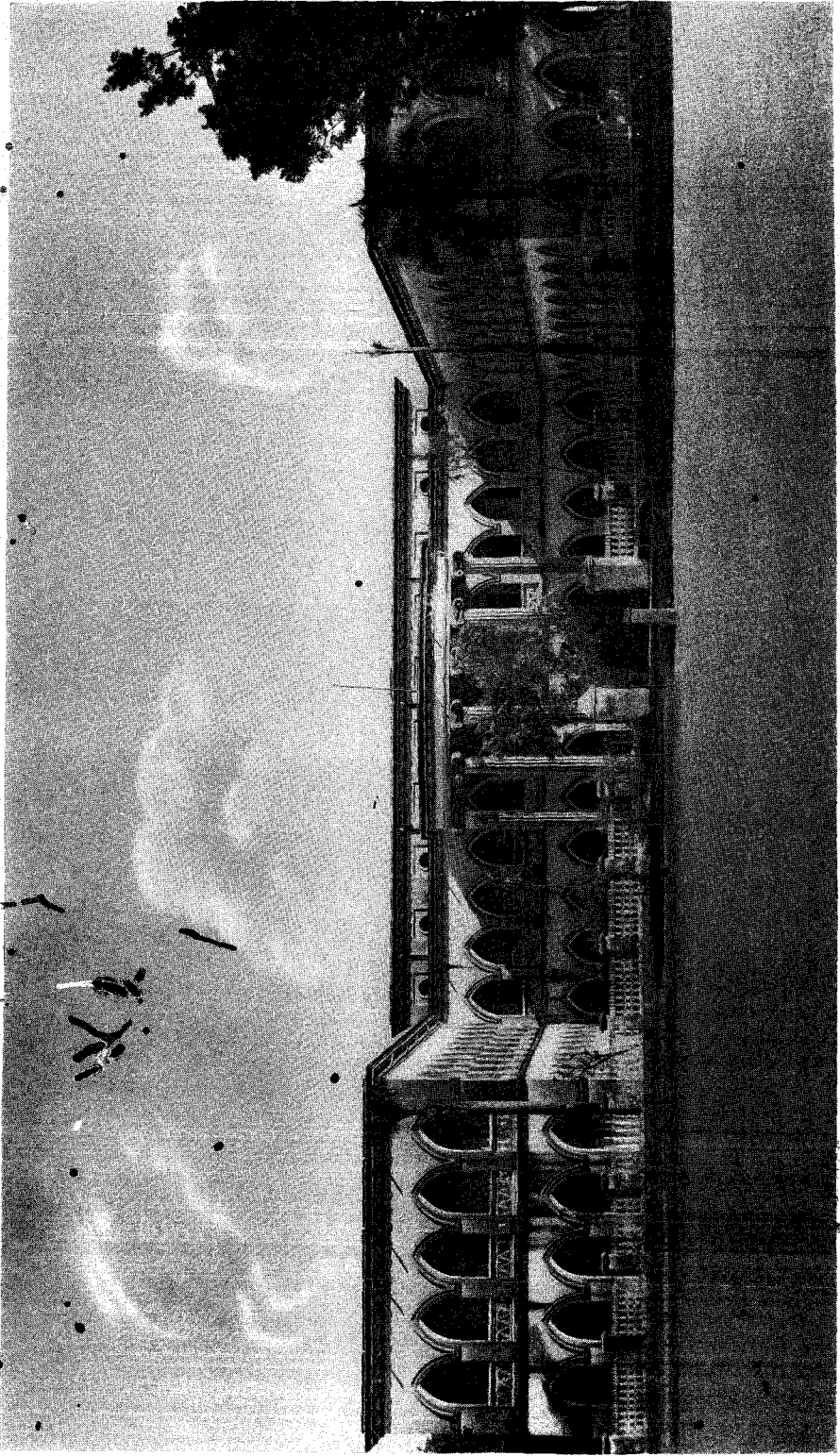
GAURIPRASANNA BISWAS
Secretary,
Krishnath College School Centenary
Commemoration Volume Sub-Committee.

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WESTMORELAND COLLEGE SCHOOL BERHAMPTON, 19TH AUG., 1909.

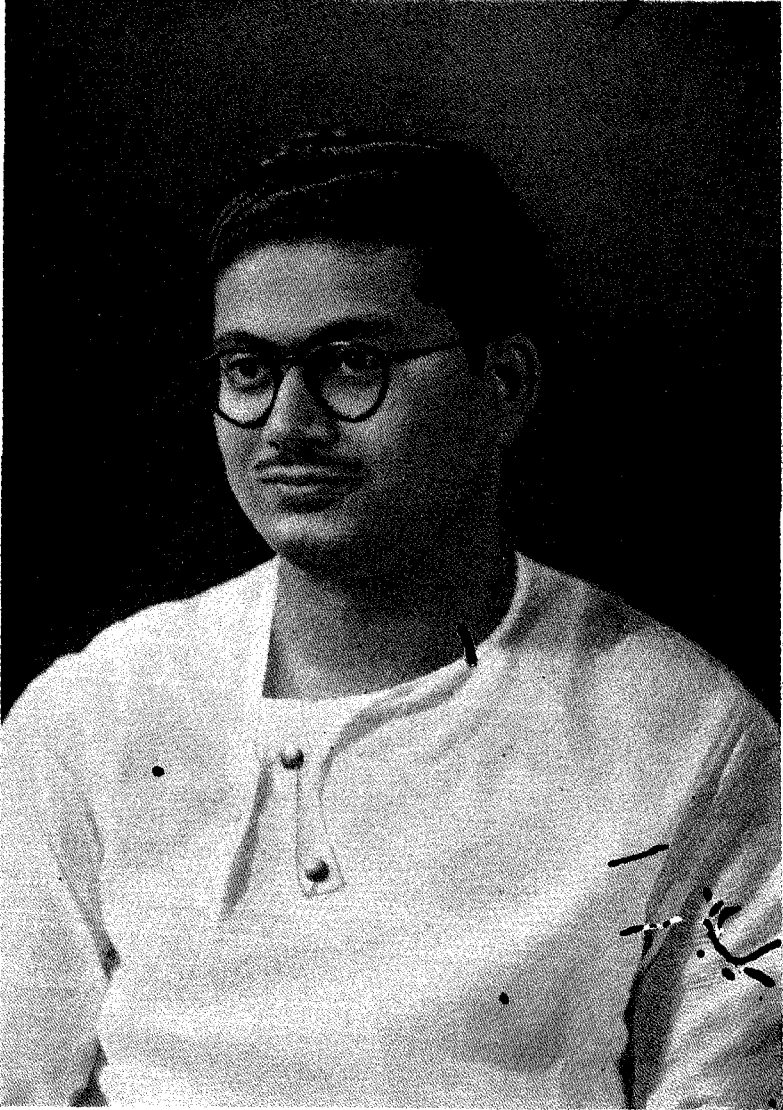
WESTMORELAND COLLEGE
BERHAMPTON



MAHARAJA SIR MANINDRA CHANDRA NANDI, K.C.I.E.



MAHARAJA SRISH CHANDRA NANDI, M.A., M.L.A., Ex-Sheriff of Calcutta



MAHARAJKUMAR SOMENDRA CHANDRA NANDI, M.A.

KRISHNATH COLLEGE SCHOOL CENTENARY COMMEMORATION VOLUME

CHAPTER I

A SHORT HISTORY OF THE SCHOOL

Birth of the College and School

In pursuance of Government Educational Policy and in response to the public demand, the "Berhampore College" was established in November, 1853 A.D. It was first started in the building now known as the Manindra Hostel. The school had no separate existence. It was part and parcel of the College. It was a Government institution. The College and school had no fixed site. For long 16 years i.e. right from the start to 1869 when the erection of the present College building was completed, the College and the school had a nomadic life as is evident from "History of the Berhampore College" by Rai Baikuntha Nath Sen Bahadur, C.I.E. published in the Krishnath College Magazine, Vol. II, Sept., 1920, which has been reprinted in the College Centenary Commemoration Volume. In short, it made a round of the present Manindra Hostel site, Mr. Verdon Monasagon's two-storeyed house at the present school premises, Old Circuit House, the present Police Constables' Training school, Headmaster Mr. S. W. Bradbury's residential quarters south-east of Laldighi, Civil Court compound and the present site of the Police Club building and the Police Barrack close to the Manindra Hostel.

School—an integral part of the College

Prior to the foundation of Calcutta University the "Berhampore College", details of the life history of which will be found in the College Commemoration Volume and need not be repeated here, was not a college properly so called. So, for about 5 years, the "College" meant "Junior" and "Senior" classes, the latter teaching approximately to the present Intermediate standard.

The Berhampore College consisted of the college proper and the school which had two sections, the Senior School Dept. and the Junior School Dept. with the following teachers:—

(1) A. S. Harrison, A.B.—Principal. (2) Alfred Smith, M.A.—Headmaster, (3) W. H. Fox—3rd Senior Master, (4) J. S. Graves—4th Senior Master. (5) Gurucharan Chatterjee—1st Junior Master. (6) Haridas Ghose—2nd Junior Master. (7) Nilmani Ganguly—3rd Junior Master. (8) Sinath Sen—4th Junior Master. (9) Chandra Mohon Banerjee—5th Junior Master. (10) Ramdas Majumder—6th Junior Master, (11) Madhusudan Bhaduri—

7th Junior Master. (12) Abhoy Charan Roy—Head Pandit. (13) Banikumar Bhattacherjee—2nd Pandit. (14) Chandra Kanto Majumder—Writer.

Foundation of the University of Calcutta

The University of Calcutta was founded in 1857. The first Entrance Examination was held on Monday, the 6th of April, 1857. Berhampore was one of the centres for holding the examination.

Harakanto Bagchi was the only candidate who passed the Entrance examination from this centre in 1857.

In 1858 the following students secured Junior Scholarships of Rs. 8/- per month tenable at the Berhampore College:

- | | |
|--|--|
| 1. Harinath Majumder | —Berhampore Collegiate School. |
| 2. Gopal Chandra Mukherjee | ” |
| 3. Panchanan Mukherjee | ” |
| 4. Rakhal Chandra Sen | ” |
| 5. Nabin Chandra Sen | ” |
| 6. Baikuntha Nath Sen | ” (Later, Rai Bahadur and C.I.E.) |
| 7. Tarabilash Moitra | ” |
| 8. Pratap Chandra Roy | ” |
| 9. Nafar Chandra Bhatta | ” (Father of Sri Bibhuti Bh. Bhatta, late Lecturer, Krishnath College) |
| 10. Harish Chandra Choudhury | ” |
| 11. Kulada Prosad Sen—Beerbhun School. | |
| 12. Umakanto Moitra—Bauleah School. | |

Upto the year 1865, there were the Principal, the Headmaster, and teachers and there was no sharp line of demarcation between their duties. Those who taught in the college department used to teach in the school department also, and this practice more or less continued for about half a century till the school was separated from the college in 1908. It was in the year 1865 that the term “Professor” came to be applied to the teachers teaching in the college branch.

In 1857 there were altogether 238 boys on the roll in 9 different classes in the school branch.

It is interesting to note that when the college was started in 1853, the tuition fees for the first school class was Rs. 2/- and for all other classes Re. 1/-. The admission fee was Rs. 2/-. Six years later i.e. in 1859, the tuition fees for the school classes were raised to Rs. 2/-.

HEADMASTERS (1853-1887): (1) Mr. Alfred Smith—1856. (2) Mr. W. Bradbury—1858. (3) Mr. R. L. Martin—1858-1859. (4) Mr. David Carnduff—1865. (5) Babu Bireswar Mitra—1866. (6) Mr. T. Goode—X. (7) Rev. Lalbehari De—1873. (8) Babu Haridas Ghose—1873. (9) Babu Nilmani Ganguly—1887. Principal—Mr. W. Livingstone—1887.

Severance of Government connection

When Babu Nilmani Ganguly was the Headmaster i.e. in 1887, the institution ceased to be a Government one. Our illustrious Maharani Swarnamoyee undertook to maintain the college. The administrative and financial control of the college was made over to Maharani Swarnamoyee and a Board of Trustees vested with necessary powers was created for managing the institution.

In 1898, on the death of the late Maharani Swarnamoyee of sacred memory, the college was handed over by Government to the Hon'ble Maharaja Manindra Chandra Nandy, K.C.I.E. (who succeeded to the Cossimbazar Raj Estate) by a deed of transfer with a Board of Management consisting of the Hon'ble Maharaja Sir M. C. Nandy as President, the District Judge, the District Magistrate, the Inspector of Schools, Presidency Division, as ex-officio members and Rai Baikuntha Nath Sen Bahadur.

The Name "Krishnath"

Late Raja Krishnath (1822-44) was a patron of learning. Even in his lifetime, he prepared a Will for establishing a University at Banjetia. The Will was nullified by the Supreme Court. So his noble dream could not come true. His wife Maharani Swarnamoyee's generosity in the field of education were almost proverbial, many references to which are given in the College Commemoration Volume. When Maharaja Sir Manindra Chandra Nandy inherited both his maternal uncle's property and unbounded liberality, he deemed it in the fitness of things to name the college and the school after the illustrious Raja Krishnath in 1902.

As patrons of learning, the lives of the above illustrious trio are inspiring studies in themselves.

The School separated from the College

Upto 1908 the college and the school were held in the same building, the school sitting in the eastern block of the college beginning from the central room upto the carriage-stand verandah. Late Satish Chandra Mukherjee, M.A., later the life and soul of the Dawn Society, succeeded late Nilmani Ganguly as Headmaster and also acted as a Professor of English in the college department.

In between 1887 and 1908, Babu Satish Chandra Mukherjee, M.A., Shibchandra Some, Shyama Prasanna Majumder, M.A., B.L., Jogendra Nath, M.A., Girish Chandra Sanyal, M.A., and Girish Chandra Mitter, M.A., acted as Headmasters and Babu Rajkrishna Das as the Gymnastic Master of both the college and the school.

It was during the incumbency of Babu Girish Chandra Mitter, father of late Principal Jatish Chandra Mitter, that the school, in pursuance of a University regulation disallowing the holding of the school and the college in the same building, had to wrench itself away from its mother's breast, so to say, where it had been nestling for a little more than half a century

since 1853 and had shared the attendant worries of a nomad for 16 years as already referred to. In 1908, the school entered upon a career almost nomadic and scattered.

Rev. E. M. Wheeler was the Principal of the College at this time. The College was then in a flourishing condition and the number of students gradually swelled so far as to necessitate the removal of the school from its present building. As the school had no house of its own at that time, it had to sit, split up into parts, in several buildings all over the town. The numerical strength at the time necessitated the opening of a branch school with the four lower forms with late Satish Chandra Mandal, B.A., as the teacher in charge. The main school was split up into three parts. The first four classes were housed in the building known as Hari Babu's Balakhana in front of the new market. Some classes were held in the building known as Kuthibari opposite to Rai Bahadur Baikuntha Sen's house and some classes in the premises part of which is now occupied by the Deaf and Dumb School. So the school with its branch was held at the same time at four different buildings strewn over the town, managed and supervised by an itinerant and able Headmaster.

Construction of new building

At about this time a portion of the Jail compound (now the Borstal School compound) was allotted and given over to the school authorities for the construction of the present school house. There was an attempt to create a public fund to erect a suitable building. A petty sum of Rs. 560/- was the entire amount of donation received from the public for the construction of a building. It was late Maharaja Sir Manindra Chandra Nandy, K.C.I.E., of Cossimbazar who donated a sum of about Rs. 1,35,000/- for the construction of the building which was planned and erected by the Cossimbazar Raj Estate under the direction of Principal Wheeler. The school house with its equipment and land, is now well worth more than Rs. 5,50,000/-.

The foundation stone was laid by the Hon'ble Sir Edward Norman Baker, K.C.S.I., the then Lieutenant-Governor of Bengal, on the 9th August, 1909, as it will appear from a representation of the inscription inserted elsewhere.

The construction of the most magnificent edifice ever built for purposes of boys' education was now speeded up to end the peripatetic nature of the school.

In August 1911, the school was formally opened by Lord Fraser, William Duke, the then officiating Governor of Bengal who, also, presided over the Prize Distribution ceremony held on that day and distributed the prizes.

Since that day the school has been occupying this splendid house. It is a magnificent two-storied building with as many as thirty rooms one of which is the Hall on the first floor. The "Hall" is unique of its kind, all doors and windows, as it were, and measures 115 ft.-10 in. x 40 ft.-5 in. x 25 ft.-5 in. It can accommodate about 800 persons attending school functions and cultural and social functions of the public.

The whole school had now a permanent habitat in the present building, unique of its kind, towards the close of 1911.

Two Headmasters

HEADMASTER GIRISH BABU'S DEATH: Babu Girish Chandra Mitter, a stalwart and commanding personality and zealous Headmaster, weathered the storm for one year and on his sad demise in 1909, two candidates Babu Navakrishna Roy, Principal, Jaipur College (Rajasthan), and Babu Uma Charan Roy, B.A., Headmaster, Jenkins School, Cooch Behar, offered their services for the post.

Babu Uma Charan Roy (father of Sri Ambika Charan Roy, M.A., B.L., a prominent lawyer, public man and the President of the local Bar Association) was ultimately appointed in 1909.

The Old Connection Survives

Though housed in separate buildings, about half a mile away from each other, the college and the school could not be conceived of as entirely separate. Both were under the direct supervision of the Principal of the college who used to pay regular visits to the school, declare promotions and do sundry other things in connection with the internal management of the school. Sports and games were all organised and run by the same body for both the school and college. The Professors would, sometimes, visit the school and take classes. Late Babu Sasisekhar Banerjee, Professor of Chemistry, and later on, Principal of the college, used to teach Mathematics in the Entrance class. Some members of the school staff such as, Pandit Biseswar Bhattacharjee, B.A., Babu Atul Chandra Dutta, and Amal Chandra Sen, were, in different stages, absorbed in the Professorial staff of the college. Late Joseph Arulananthum, B.A. (Hons. in Eng.) who was a Professor of English in the college was drafted to the school in 1918 as Headmaster.

The School—Independent of Government Aid

The Inspector of Schools, Presidency Division, in his Circular No. 85, dated the 25th September, 1917, offered Government aid to the school. But the Committee of Management resolved that as the school was financed by the Hon'ble Maharaja Sir Manindra Chandra Nandy, K.C.I.E., of Cossimbazar, it did not see that there was any necessity for Government aid. Thus the offer was declined.

Mr. Joseph Arulananthum joined the school at this stage in January, 1918. A long story has to be told about the credit and renown with which Mr. Joseph Arulananthum managed the affairs of the school for full 27 years till he was gathered to his fathers on the 18th of July, 1945.

Maintenance Grant from the Cossimbazar Estate

So long as the Cossimbazar Estate did not come under Messrs. Gillanders, Aubuthnot and Co., the Maharaja used to bear the entire cost of the

maintenance of the school. But now (1923-24) that the hands of the ever generous Maharaja were tightened up by circumstances, the General Manager Mr. Lyall did not allow the College, which included the School also, to draw more than Rs. 20,000/- as Cossimbazar Grant from the Cossimbazar Estate. It was during the Principalship of the Rev. N. G. Leather that the Board of Trustees earmarked Rs. 3,000/- for the school and the balance of Rs. 17,000/- for College as the annual Cossimbazar Grant.

The Non-Co-operation Movement and Government Aid

As a result of the Non-Co-operation Movement of the early twenties there was a fall in the roll-strength, necessitating the retrenchment of the staff, reduction of their salary and the requisitioning of honorary services from some ex-students. The school finance being in a bad way, representations were made to the Government for grant-in-aid.

The school building urgently needed some petty repairs at an estimated cost of Rs. 3,643/- and the Government, when approached, was pleased to sanction the amount.

At this stage the Government took up the question of giving a grant-in-aid to the school to pull it up from its financial stringency. The first aid was in the salary of the Drill Master deputed by the Government.

The Committee received a fresh additional grant of Rs. 120/- a month to effect restoration of cuts and give increments of pay to the staff in 1925. It was raised to Rs. 200/- (with an additional grant of Rs. 100/-) in March, 1927. The enhanced grant was utilised in improving the pay of the teachers.

Scout Movement

It was about this time that a Scout Troop was started in the school and it rendered admirable service in Monghyr after the devastations brought about by the Behar earthquake. A detailed account of the humanitarian services of our Scout Troop in Monghyr is given in a separate article by Ex-Scout Master Sri Nripendra Kumar Raha.

A Great Loss

Maharaja Manindra Chandra Nandy, the greatest patron and benefactor of the school, passed away on the 12th November, 1929, and the school sustained an irreparable loss in his death.

Financial Difficulties

The Government aid which had been raised to Rs. 350/- in 1928, was continued till the end of the financial year 1931-32, when a cut of 10% was imposed on Government aid. To balance the budget, the Committee imposed a 5% cut on all salaries from Rs. 40/- upwards, but the Provident Fund contributions were allowed to be made on the original salaries (Res. 2, D/10th April, 1932).

Tussle with the Department

Towards the end of 1936 the Inspector of Schools, Presidency Division, suggested to the Committee that (i) A Muslim member should be taken on the Committee of Management and (ii) that the "next two vacancies" should be filled up with qualified Muslim teachers.

The Committee replied that by its constitution the school was a part of the College and the matter would be considered after the College Committee had decided the question of a Muslim member on its own Committee. It also clearly intimated the fact that the Committee had no objection to appointing properly qualified candidates to vacancies irrespective of caste and creed (Res. 2 & 3, D/13th Dec., 1936).

It may be mentioned in this connection that one of the vacancies was filled up by a graduate with first class Honours in English (2nd in order of merit) and the other by a Matric. sportsman (an all-rounder).

The Committee further solicited instructions from the Department as to whether it was a condition of receipt of grant-in-aid that appointments should be made taking into account communal claims or whether it should be their guiding principle to select the best available man, whatever his community (Res. 2 (b) D/3rd April, 1937).

Prior to this period there had been two Muslim teachers, Janab S. Huq and M. Ayub, on the staff for a pretty long time and the former continued till 1949 and the latter till 1942. The above attitude of the Committee to which no exception should possibly have been taken by any educationist with the best interests of an educational institution at heart, tickled the vanity of the Department.

Failing in his attempt to enforce Muslim teachers on the staff and Muslim members on the Committee, the Inspector of Schools realised that so long as J. Arulananthum was the head of the institution there was no chance of communal claims being satisfied. About this time the Headmaster was going to attain the age of sixty and the Inspector of Schools eagerly seized this opportunity to insist upon his retirement. The Committee, however, did not agree to satisfy the Inspector of Schools by retiring a Headmaster who had managed the school so efficiently for a long time and who was still physically and mentally fit to carry on for a few years more. The Government grant of Rs. 315/- which had remained suspended for sometime owing to the difference of opinion between the authorities and the Department over the question of retirement of the Headmaster, was sanctioned after the deduction of the Headmaster's salary. The Committee would not yield. A representation to the D.P.I. failed. The Budget for 1941-42 was framed excluding the Government grant (Res. 2, D/11th, April, 1941).

We cannot help quoting Res. 2 of the 6th April, 1942, which will further clarify the matter which was of the nature of a tussle between the Committee and the Department.

"Resolved that the following resolution drafted by the District Magistrate and the Principal in reference to Resolution No. 3, dated 5-11-41, be confirmed.

Discussed Inspector's Memo. No. 7492. Dated 31-7-41.

The Committee reiterate their view that they are not in a position to accept the restoration of the cut on the condition proposed, viz., that the Headmaster should be retired on the 31st December, 1941. As was already submitted to the Director of Public Instruction, it will be difficult, if not impossible, to replace Mr. J. Arulananthum at the present state of school education and in view of the fact that the Headmaster is intellectually and physically fit, the Committee would request approval to his further extension up till 31st December, 1942."

The Inspector still would not give way. He now sought the help of the University to get communal claims satisfied, and moved that body for the re-constitution of the Managing Committee of the School which did not conform to the rules of the school code. It will not be out of place to state here that the Committee of Management of the school is a permanent body consisting of the members of the Board of Trustees, the Maharaja of Cossimbazar, and one nominee of his, the District Judge, the District Magistrate, the Divisional Inspector of Schools, and the Principal, K. N. College, the Headmaster and a teachers' representative. The resolutions of the Committee are subject to the approval of the Board of Trustees, which is ultimately responsible for the management of the school according to the terms of the Trust Deed. It is not possible to reconstitute the Committee without infringing the terms of the deed. Notwithstanding the special constitution of the Committee of Management, the Inspector of Schools was bent upon changing it, and referred it to the Registrar, Calcutta University, with the object of getting it re-constituted according to the provisions of the School Code. The Registrar, Calcutta University, enquired if the Committee might be re-constituted. The Committee's reply was as follows:—

"The Committee has very little to add to what has been said twice over. They do not accept the Inspector's suggestion that the present Committee including as it does the District Magistrate, the District Judge, the Principal of the College, the Maharaja of Cossimbazar and Raja Kamalaranjan Roy are not able to look after the interests of the guardians of the boys or "that the guardians are labouring under any misapprehension due to their not having any voice in the management."

As to the reasons why this school is "treated as an exception" in the matter of the constitution of the Committee, the history of the school as detailed in the previous letters referred to above (copies enclosed) explains the position clearly.

The Committee is definitely of opinion that a reconstitution of the Committee on the lines suggested by the Director will not be to the best interests of the school itself inasmuch as it will bring political and communal considerations into play. The present Committee has functioned for 30

years and there is no reason to suppose that there is any feeling among the public generally or among the guardians of boys or among the teaching staff for a change on the lines suggested.

In these circumstances the Committee earnestly requests the Syndicate to confirm the present Committee under Section 6 of the Revised School Code.

In this connection the Committee wishes to bring to the notice of the University that the Government grant of Rs. 315/- per month has not been paid to the school for the last 16 months and so far as this is concerned, the Committee is of opinion that the school could more easily forego the Government grant than incur the risk of losing the endowment in perpetuity made by the Cossimbazar Estate." (Res. 2, dated 3rd May, 1942).

The Department seemed to relent a little and offered to restore the grant, but the committee re-iterated its inability to agree, as a consequence of the acceptance of the grant, to any reconstitution of the school committee for reasons which had been explained several times before.

Such were the passages-at-arms between the Committee on the one hand and the Department and the University on the other hand over the question of the reconstitution of the Committee and acceptance of the Government Grant.

The school was very well off in spite of the withdrawal of the Grant-in-Aid. The roll-strength went on increasing. The school grew more and more in popularity. The Committee gave handsome increments to all the members of the staff since May, 1945.

The meeting of the Committee of Management held on the 6th May, 1945, was the last meeting attended by the Headmaster J. Arulananthum who had put in his best for long 27 years and passed into eternal rest on the 18th of July, 1945.

RECONCILIATION WITH THE DEPARTMENT: The tussle with the Department ended with the death of J. Arulananthum. Late Satish Chandra Vedajna, Assistant Headmaster, acted as Headmaster for nearly a year and a half and on January 2, 1947, the present Headmaster Sri Susil Kumar Banerjee assumed charge of the institution and has been ably and efficiently managing it since.

Independence came in August, 1947. The Muslim League Ministry was now a thing of the past. The claims of communal representation on the staff and the reconstitution of the Committee of Management which were the causes of the friction with the Department, were given the go-by. The way was paved for the reconciliation with the Department. The present Headmaster took advantage of the new set-up and succeeded in obtaining lump grants of Rs. 3,000/- for each of the years 1947-48 and 1948-49. The new Grant-in-aid rules were introduced in 1949-50 and the school began to enjoy the recurring annual grant from that year.

Since the establishment of the Board of Secondary Education, the school has been receiving the usual annual grant-in-aid on the deficit basis. The amounts received were Rs. 5,400/- in 1949-50, Rs. 4,705/- in 1950-51, Rs. 7,020/- in 1951-52 and Rs. 8,173/- in 1952-53.

Death of Maharaja Sris Chandra

The sudden and untimely death of Maharaja Sris Chandra Nandy, M.A., M.L.A., President of the Committee of Management for about 23 years, took place on the 28th Feb., 1952. He was a great friend of the school and took a keen interest in its well-being. Maharajkumar Somendra Chandra Nandy, M.A., has succeeded his illustrious father as President of the Committee of Management and it is hoped that the interests of the school will be as dear to his heart as they had been to his father and grandfather.

Conclusion

We have come to the end of our story. We have seen how the school starting in 1853 as a Government Institution was transferred to private management in 1887; how it separated itself from the college of which it had been a part for more than half a century since its birth; how after passing through a brief period of peripatetic existence it came to be housed in its present magnificent building constructed through the munificence of Maharaja Manindra Chandra Nandy of Cossimbazar; and how since then it has followed a steady course of development under the guidance of an unbroken succession of able and competent Headmasters. It has sent forth hundreds of its students into the world many of whom have made their mark in different spheres of life. Among its alumni there are many who have enriched the cultural wealth of the country; many who have adorned the legal, the medical, and other learned professions; many who have held the highest positions in different branches of public service; many who have gained an All-India reputation as sportsmen. During the early part of its life it catered for the educational needs of the whole district; in recent years, however, with the springing up of high schools at important places in the interior of the district the scope of the service of this school has become much restricted and is now confined within the limits of the Headquarters town. A review of the past achievements of the school, of the traditions built up and the service rendered encourages us to look forward with confidence to the future,—a future which, we hope, will be worthy of its glorious past.

To the memory of

MAHARAJA SIR MANINDRA CHANDRA NANDY K.C.I.E.

OF KASIMBAZAR WHO, AS A MERE PART OF HIS MANY SIDED ACTIVITIES
TOWARDS PUBLIC GOOD, BUILT, EQUIPPED AND ENDOWED THIS SCHOOL.

BORN ON THE 29TH MAY, 1860.

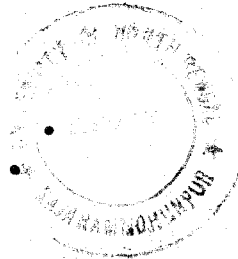
DIED ON THE 12TH NOVEMBER, 1929.

THIS TABLET IS ERECTED IN GRATEFUL AND AFFECTIONATE MEMORY
BY THE PUPILS AND STAFFS, KRISHNATH COLLEGE SCHOOL.

सर्वस्वयुतसज्ज नृणां हिताय धेनात्मने किञ्चन सञ्चित नो ।
कीर्त्या गरीयाणां विकल्पाऽपि लिङ्गे सोऽद्याधिनं भवति यशीवृक्षदुः॥



MODEL NO. 100/100
G.A. 1/1/100



THIS
FOUNDATION STONE
OF THE
BERHAMPORE KRISHNATH COLLEGE SCHOOL

WAS LAID BY
THE HON'BLE

SIR EDWARD NORMAN BAKER K. C. S. I.
LIEUTENANT GOVERNOR OF BENGAL

ON THE 19TH AUGUST 1909.

CHAPTER II

MISCELLANEOUS NOTES ON THE SCHOOL

(i) The School Premises

The school premises occupy only 4 bighas of land almost sandwiched between the Jail compound on the north and the west and Grant Hall Road and Manindra Road on the south and the east. There is hardly any green around for the boys to move about when out of the class-rooms. Mr. E. F. Oaten, Director of Public Instruction, admitted it in his inspection note, dated the 30th November, 1925: "The school has one of the finest buildings in the province though unfortunately it is cramped for space around it."

Several attempts were made in the past to get a sizable slice from the Jail compound. According to a resolution adopted as far back as the 26th June, 1912, the Principal sounded the Civil Surgeon about it, but to no effect.

Mr. W. W. Hornell, Director of Public Instruction, along with Mr. M. West, Inspector of Schools, Presidency Division, visited the school on the 19th January, 1920. Rai Bahadur Baikunthanath Sen, C.I.E., then a member of the Committee of Management, who took a very keen interest in the welfare of the school, took them round and pointed out to them that the Jail authorities "were growing a few brinjals in the Jail compound but would not help us grow men."

About 5 years back the present Headmaster represented the case through proper channel to Col. A. C. Chatterjee, Director of Health Services and Inspector General of Prisons, West Bengal. He personally visited the school and after necessary inspection admitted the necessity of enlarging the area of the school premises and seemed to be quite sympathetic. But ultimately nothing came of the attempt.

The late Maharaja Sir Manindra Chandra Nandy conceived the idea of giving a vocational bias to education and negotiations went on for some time for government aid towards starting a Manual Training class. His dream could not materialise, want of space at the back of the building standing in the way. We have given it up for a lost cause.

The Board of Secondary Education has a plan of giving a technical bias to the present Secondary Education in schools. We do not know how its implementation will be possible if more space near the school is not available.

(ii) The School Hostel

Before the removal of the school from the College Compound, the school-boarders used to live along with the College boarders in the Main (now Manindra) Hostel. When the school in its nomadic career moved to the Berton or Fergusson Kothi, as already referred to, the school-boarders were

housed in the buildings on Strand Road. Babu Atulchandra Dutta, B.A., who was one of the senior teachers of the school and, who, later on, became the Librarian of the College was the Superintendent of the Hostel. Some of the boarders who are now prominent in different walks of life were Sri Sabitri Prasanna Chatterjee (poet), Prof. Thakoprasad Biswas, Sri Abanimohan Mukherjee, his brother late Jamini Mohan Mukherjee who became the I. G. of Prisons and Sri Kshitish Chandra Ghosh, M.L.A.

After some years the number of boarders fell and a smaller house of late Krishna Chandra Acherjee was rented near the present Mahakali Pathsala. Later on, the boarders were accommodated in the School Hall. It was objected to by some Inspectors of Schools. The necessity of having a school Hostel close to the school arose.

Late Headmaster J. Arulananthum approached our ex-student Raja Kamalaranjan Roy of Cossimbazar for a donation towards the construction of a hostel. The Raja donated a sum of Rs. 5,000/- which was supplemented by a donation of Rs. 1,000/- from Maharaja Sir Manindra Chandra. The rest of the amount, about Rs. 3,000/-, was met out of the school fund.

The land, measuring 3 bighas 18 kathas and 2 chhataks, was donated by the Government through the intercession of the then Magistrate and Collector, Mr. W. S. Adie, I.C.S., on a nominal rental of Re. 1/- per annum. It was formally opened on the 30th January, 1933, by Rai Bahadur Anil Kumar Chatterjee, C.I.E., the then Chairman of the Berhampore Municipality, in a formal ceremony attended by the donors and many prominent men of the locality. It was named "Raja Ashutoshnath Roy Hindu Hostel" according to the wishes of his worthy son Raja Kamala Ranjan Roy. Credit was due to the untiring efforts of the Headmaster, J. Arulananthum and the enormous labour undertaken by Sri Nripendra Kumar Raha, an Assistant teacher of the school. (From a report published in "the Murshidabad Hitaishi," dated the 1st February, 1933).

Mr. J. Barrow, Inspector of Schools, Presidency Division, records in his inspection note, dated the 26th January, 1926, which reveals a good measure of foresight:

"... I have been surprised recently to find the excellent hostels of several Government Schools almost empty. . . . At present I can only say that any one who has recently visited Jessore, Baraset and Taki is likely to feel a little dubious about the wisdom of spending much money on hostels."

In consequence of a gradual fall in the number of boarders, the hostel has been lying vacant for some years. Conditions imposed by Government in transferring the land to the School Committee would not permit the building to be utilised for purposes other than those specified in the Deed of Transfer.

(iii) The Boy Scouts

The Boy Scout movement was introduced in this school in 1921 with Sri Charuchandra Sen, B.A. as the Scoutmaster. Some of the members of

the troop were Sri Kamal Mukherjee (Duloo), Sri Anil Kumar Sen (present Presidency Magistrate), and Dr. Kalicharan Chowdhury (Ex I.N.A.). The troop was disbanded when Charu Babu suddenly left the place to join the Railway Department.

Many years passed without a troop. In 1925 Sri Nripendra Kumar Raha (Warranted Scoutmaster) revived the movement in the school. Mr. J. Arulananthum, who was always for the movement helped the organisation against vehement opposition by the then local political leaders. Very soon a District Scouts Association was formed with Maharaja Sir Manindra Chandra Nandy as the President, Mr. A. L. Blank, I.C.S. and his successor-in-office the Hon'ble S. K. Sinha, I.C.S. as District Commissioners, Sri Ramani Mohan Sen as the treasurer, Mr. J. Arulananthum as the Secretary and Sri Nripendra Kumar Raha as the District Organiser. Under the able guidance and support of this Association there were as many as 32 troops in this district. Three troops of scouts and three packs of cubs were attached to this school and were under the following Scouters and Cubbers:

First Berhampore Troop	...	Sri Nripendra Kumar Raha.
Second Berhampore Troop	...	Sri Rabindranath Roy (Biton).
Third Berhampore Troop	...	Sri Gour Gopal Roy (now in W.B.E.S.).
First Berhampore Pack	...	Sri Tarak Nath Ganguly (now a professor).
Second Berhampore Pack	...	Sri Narayan Chandra Bhattacharjee.
Third Berhampore Pack	...	Sri Profullakumar Majumdar (Mosin).

A Scout Band with Bagpipe and other instruments was also a part of the organisation. This was under a whole-time Bandmaster, a Punjabee named Khem Sing.

The First Berhampore Troop under Raha made considerable progress and three of his scouts became King's Scouts. They were Scouts Baidyanath Sen Gupta, Monibhusan Roy and Kironendu Bagchi. Many scouts of the troop won First class Badges while almost all the rest were Second class scouts. This troop had several camps at various places—viz., Plassey, Bakudi, Mangalhat (near Tinpahar), Monghyr, Farrakka etc. The boys enjoyed and were highly benefited by these camping excursions. This troop with Sri Raha and twelve scouts was camping at Monghyr on the fateful day of the Bihar Earthquake. The boys, though involved in great trouble, did enormous life-saving work from under the debris immediately after the devastation.

The interest of the boys in scouting declined as the Civil Disobedience Movement gained in strength.

(iv) Junior Division, National Cadet Corps

A Junior Division, 62nd Troop, of the National Cadet Corps was started in the school on the 31st January, 1952. There are 33 Cadets under Sri Nagendranath Roy Chaudhury, Commissioned Third Officer. He had his training in May-June, 1952, at Fatehgarh, U.P. from the Rajput Regiment and attended a Refresher course held in May-June, 1953, in the Fort William in Calcutta. Our Troop under training was inspected by Lt. Col. J. S. Cama,

Comd. No. 4 Circle, N.C.C. on the 10th September, 1953. Three boys obtained full marks and most of the rest, very fair marks in the shooting practice held on the 27th September, 1953. Since the number of applications for enrolment in the troop at the start was more than 100, the boys appear very keen on it.

(v) A privilege for the members of the school and college staff

(a) The sons of the members of the school staff are educated free both at the school and at the college irrespective of the pay they get (since July, 1920).

(b) The sons of the members of the college staff are educated free in the school irrespective of their salaries at the college (since March, 1945).

(vi) Training of Secondary School Teachers

Just a furlong off from the school, there is the Union Christian Training College with seats for 40 Secondary School teachers. It is under Principal T. C. Vicary, M.A. (London) and affiliated to Calcutta University. The school has been offering the trainees facilities for teaching practice since March, 1938. Film-strips are, now and then, explained with the help of a magic lantern at the college and our students and teachers attend these instructive audio-visual lessons.

(vii) Gratuity to Retiring Teachers.

There was a practice of granting gratuity to retiring teachers. The Committee of Management considered each case on its own merit and sanctioned the amount not exceeding one year's pay in each case. Teachers as a class are poorly paid and the hope of a gratuity, whatever the amount may be besides the poor accumulation in the Provident Fund, was not only an incentive to faithful work but also the only life-belt for one when thrown overboard without a pension. But the practice has been discontinued since the introduction of the New Grant-in-aid Rules, under which there is no provision for sanctioning gratuities.

Some Gratuities paid in the past

Name of teachers.	Date of retirement.	Amt. paid.
1. Sri Ashutosh Bhattacharjee Hd. Clerk & Accountant	1930	Rs. 240/-
2. „ Satish Chandra Mandal	31-12-37	Rs. 1,440/-
3. „ Satishchandra Sarker	1- 5-39	Rs. 1,440/-
4. „ Surendranath Chatterjee	4- 7-39	Rs. 540/-
5. „ Surendrakumar Moitra	1- 1-40	Rs. 540/-
6. „ Satyaranjan Bose	1- 1-40	Rs. 640/-
7. Mvi. M. Ayub	3-12-42	Rs. 300/-
8. Sri Satishchandra Vedajna	1- 1-49	Rs. 1,440/-
9. „ Bhujanga Bhusan Roy	20-12-49	Rs. 814/-
10. „ Sanu Rai (Mali)	23- 7-49	Rs. 84/-

(viii) Teachers' Provident Fund

The benefit of the Provident Fund was extended to the staff of the school with effect from the 1st of November, 1917, and the rules adopted for the management of the Provident Fund in the case of the college staff were made applicable in the case of the school staff also. But the Post Master General, Bengal and Assam Circle informed that a Public Account in the name of "Krishnath College School Provident Fund" was inadmissible, but that the account might be allowed if the Fund was designated as Teachers' Mutual Benefit Fund or "Teachers' Economic Fund". So the Fund was started with the designation "Teachers' Economic Fund". The contribution was at the rate of $6\frac{1}{4}\%$ of the amount of salary drawn by each employee and an equal amount was contributed by the Committee. This system functioned till it was replaced by "The Government Provident Fund for Teachers in non-pensionable service," in 1950.

(ix) Endowments for Prizes and Stipends*Anandamoy Gold Medal*

1. Anandamoy Gold Medal as per will of late Babu Tripura Charan Bhatta of Uklabad (1918).

In the will there is provision for Rs. 40/- towards the cost of a gold medal to be awarded annually to the student standing first among the candidates of this school at the Matriculation Examination.

Benimadhab Adhya Memorial Stipend

2. In 1939, late Babu Gurudas Adhya, gold merchant, donated to the school a $3\frac{1}{2}\%$ Govt. Security of non-terminable loan of the value of Rs. 1,200/- in memory of his father late Benimadhab Adhya for a stipend to be awarded to poor and deserving boys.

Aswini Kumar Das Memorial Stipend

3. In 1943, Srimati Khentubala Dasi in memory of her husband Aswini Kumar Das of Khagta donated Rs. 5,000/- in $3\frac{1}{2}\%$ Government Paper for stipends to poor and deserving boys out of the annual interest accruing.

Amrita Shekhar Mukherjee Medal

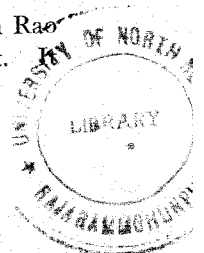
4. On the death of Babu Amrita Shekhar Mukherjee, Deputy Magistrate and Vice-Chairman of the District Board, Murshidabad, the other members of the Board subscribed and donated Rs. 300/- for a portrait. After the portrait had been made, the balance was given to his wife who donated it to the Collector for the purpose of awarding a silver medal to the boy standing first among the Matriculation candidates of this school.

Dintarini Scholarships

5. In 1918, Rs. 20,000/- was donated by Maharaja Jogendra Narayan Rao of Lalgola appointing the Collector administrator of the endowment. was in memory of his wife late Dintarini Devi.

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Two scholarships, tenable at our college, are awarded to the first two boys passing the Matriculation Examination from this school.

Annakali Stipend

6. Annakali Stipend of Rs. 7/8/- per month was instituted by Raja K. R. Roy's Estate, Cossimbazar, in memory of late Annakali Devi, the grandmother of Raja Kamala Ranjan Roy.

(x) Auditing of School Accounts

In accordance with the provisions of the Indenture the accounts of the school are audited by the local Auditor deputed by the Accountant General, West Bengal. The Revised Grant-in-aid Rules, however, require that the accounts should be audited by Registered or Chartered Accountants to be appointed by the Board of Secondary Education. The Education Department could not so long decide whether the old practice of audit, as provided for in the Indenture, should be replaced by the one prescribed in the Grant-in-aid Rules. That would obviously be an infringement of the terms of the Indenture. It has been decided by the Board that both the audits should be allowed,—audit by the Accountant General through the local Auditor to satisfy the condition of the Indenture, and audit prescribed by the Board to meet the condition of the Grant-in-aid Rules. This decision has been given effect to from the current year. The Board is expected to bear the cost of this double audit.

(xi) Midday Tiffin to Students

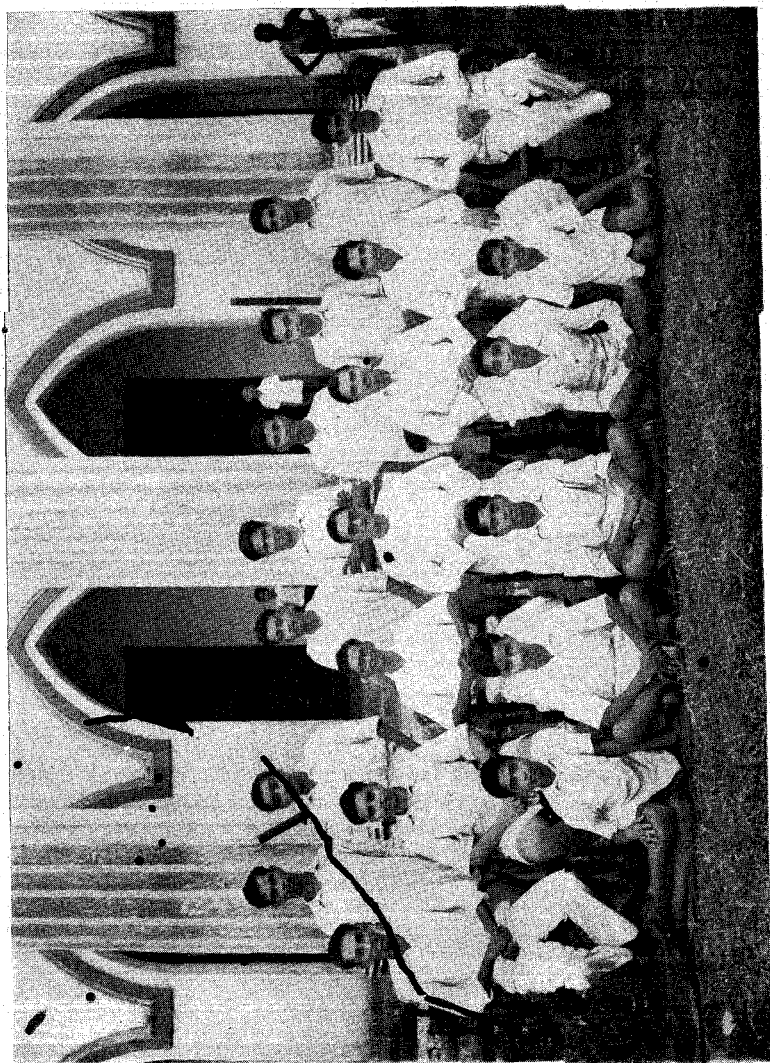
The system of Midday Tiffin, as outlined by the Board of Secondary Education has been introduced in classes V and VI for one year since July last as an experimental measure. These two classes have 7 sections and the number of students varies from 260 to 270. The students contribute Re. 1/- each and the Board's contribution is also the same, per capita, thus the amount available for each student per month is Rs. 2/- which does not permit the supply of as good and substantial a tiffin as we would desire.

Fruits supplied to the boys, are either locally purchased or brought from Calcutta and other articles of food are generally prepared in the school kitchen under the close supervision of the teachers of the school. No intermediary profit is allowed in the purchase of articles of food and every attempt is made to keep down the cost as far as possible.

Care is taken to ensure varieties in the food supplied which are:—
(i) Bread and Sugar, (ii) Chira and Coconut slices, (iii) Bunde, (iv) Rasagolla, (v) Bananas, (vi) Mangoes (Murshidabad is famous for different varieties), (vii) Oranges, (viii) Paesh (Paramanna).

This is, however, a small beginning which may be improved upon in future and we offer our thanks to the Board for this move in a new direction. It is hoped the Board will be able to allocate larger funds for expanding the scheme and introducing it in other classes as well.

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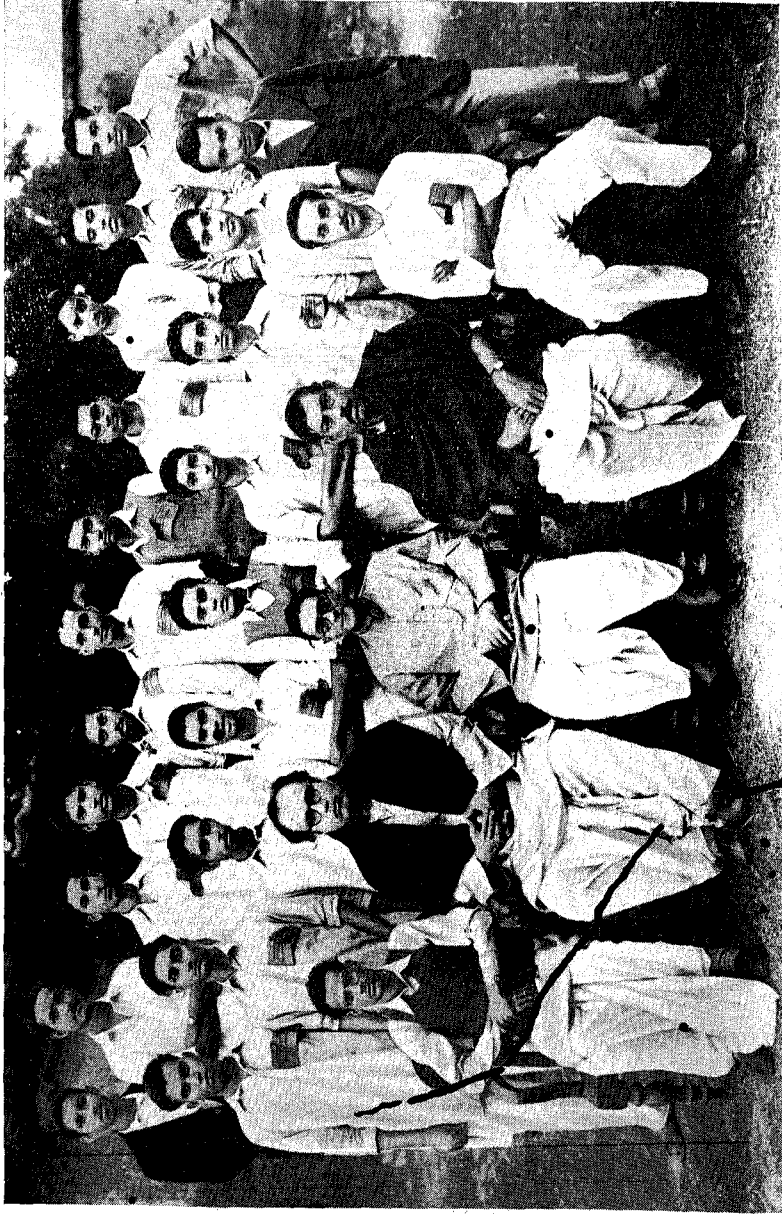
EXCURSION TO TATANAGAR, 14TH FEB.—17TH FEB., 1951.

Standing (L. to R.)—Bireswar (X), Sumil (X), Shibendra (X), Pratinode (X), Satyendra (X), Gautam (X).

In Chairs (L. to R.)—Aloke (VIII), Jyotirmoy (X), G. P. Biswas (Asst. Hdm.), S. K. Banerjee (Hdm.), M. Biswas, Mrinal (X), Bishnu (IX).

On the ground (L. to R.)—Dipankar (VIII), Nihar (IX), Tapan (IX), Manju (VIII), Humanshu (X).





EXCURSION TO NALANDA AND PATNA, 1953.

Standing (L. to R.)—Mohit, Ajit, Jyotirmoy, Dibyendu, Narayan, Himansu, Kunal, Benoy, Somen, Tapan, Nirmal,
(2nd row L. to R.)—Ajit, Sankar, Anil, Ananda, Samar, Sarin, Manjit, Saiva, Asoke.
In Chairs (L. to R.)—K. Sarkhel, R. Bagchi, S. Banerjee (Hdm.), A. Sanval, Aloke.

(xii) Excursions

The value of educational excursions can hardly be over-estimated. To relieve bookishness and bring students face to face with realities outside the four walls of the school-room, students are once, each year, taken out to places of interest. The idea originated with the present Headmaster as soon as he assumed charge of the school and some money is earmarked in every year's budget. Thanks are due to the Board of Secondary Education that supplements the budgeted amount with a liberal contribution. The following excursions were taken out in the course of the last three years:—

(i) A boat excursion of 15 boys in charge of the Asst. Headmaster to Murshidabad and Baranagar. Baranagar, as everyone knows, is hallowed by the sacred memory of Rani Bhabani and used to be called "the Baranasi of Bengal". The octagonal Shiva-temple, the Char-Bangla Shiva-temple and other temples and monuments all called back to the minds of the boys the past history of Bengal.

(ii) An excursion of 25 boys in charge of the Asst. Headmaster and Sri Muralimohan Biswas to Jamshedpur where they were allowed to go round all the different industries and plants.

(iii) An excursion of 15 boys in charge of Sri Ranendranath Bagchi and Sri Kshirodemohan Sarkhel to the battlefield of Plassey and the sugar-mill.

(iv) An excursion of 25 boys in charge of Sri Ranendranath Bagchi and Sri Kshirodemohan Sarkhel to Nalanda, the seat of our ancient University, and to Patna.

The travelling and conveyance expenses were borne by the school and the boarding expenses, by the excursionists themselves. The future citizens of free India should be allowed such excursions free of all travelling expenses.

Group photos of two excursions appear elsewhere.

(xiii) Film Projector and Radio-set

The school purchased a Film Projector last year at a cost of about Rs. 1,000/- of which Rs. 677/- was contributed by the Board of Secondary Education and the balance was met by the school. This is a great ally to educators in audio-visual education the importance of which every educationist feels in our schools and colleges. Classes take their turn in seeing and listening to the Film strips in the school hours or outside in the evening. It is in charge of Sri Muralimohan Biswas. Films are lent by the United States Information Service and the British Information Service, the expenses of transit being borne one way by the School.

(xiv) The Krishnath College School and Rashtrabhasha Prachar

This school has served as a nucleus whence a love for the culture and propagation of our National Language has spread around. The Murshidabad Rashtrabhasha Prachar Samity was started on the 4th November, 1950, under

the patronage of the then District Magistrate Sri A. Neogy, I.A.S. It is under the Paschim Banga Rashtra Bhasha Prachar Samity. Pandit Ramvilash Upadhyaya, an indefatigable worker, is the teacher-in-charge of this centre. Such centres have since been started at Jangipur, Lalbagh and Beldanga. As many as 13 teachers of this school including the Headmaster were the first students and they set the ball rolling. Even girls and matronly ladies of the locality, too, have taken to the culture of Hindi with much avidity. The Headmaster, himself a patron of Hindi, has lent the use of a room for Hindi teaching to outsiders even.

Late Maharaja Srish Chandra Nandy, M.A., presided over a Certificate Distribution Ceremony held on the 14th Sept., 1951, and encouraged all present with an illuminating speech on the necessity of learning Hindi which is closely connected with Sanskrit and our regional language Bengali.

This district is far ahead in this respect and the inspiration issued out of this school.

Prof. Kalyanmalji Lodha, M.A., of Calcutta University, Sri Mohanlal Bhatt, Secretary, Wardha Rashtra Bhasha Prachar Samity and Sri Rehati Ranjan Sinha, Secretary, Paschim Banga Rashtra Bhasha Prachar Samity paid visits to the centre and expressed great satisfaction at the progress made.

CHAPTER III

ACHIEVEMENTS OF OUR SCHOOL

Some of Our distinguished Alumni

A Word of Apology. It is natural that a school like ours which has held aloft the torch of education through a whole century should have some achievements to its credit. But unfortunately we can give only a very incomplete account of them. Old records are lacking, and we have only very recent records to guide us. We have appealed time and again to our ex-students through newspapers and leaflets to furnish us with information about their careers at school and later, but we have met with a very poor response. We approached personally some of the oldest living alumni of our school, but they have been of little help, and no wonder. Are they not mere callow striplings of yesterday in terms of the august age of our institution? So we have to be satisfied with a meagre, disjointed and most imperfect account of the achievements of some of the old boys of our school. We do this with deep humility. We are fully conscious that many names worth recording have been left out. But the omissions have been unintentional and hence they are pardonable.

The late Baikunthanath Sen

One of the oldest students of our school was the late Rai Baikunthanath Sen Bahadur. He passed from this school in 1858, the year after the outbreak of the Great National Revolution, miscalled the Sepoy Mutiny, which, by the way, flared up first at Berhampore. Along with nine other students of this school, he secured a junior scholarship of Rs. 8/- per month. He later rose to be one of the shining lights of the provincial bar. He was for years actively associated with his Alma Mater as one of the most prominent members of the Board of Trustees. He was one of the acknowledged leaders of the nation and was elected Chairman of the Reception Committee of the session of the Indian National Congress held in Calcutta in 1916.

Our contributions to the legal profession

Among other alumni of our school who have made their mark in the legal profession are men like the late Dr. Ramchandra Majumdar M.A., D.L., P.R.S., Dr. Naresh Chandra Sen Gupta, the present President of the Calcutta High Court Bar Association and Justice P. B. Mukherjee of the Calcutta High Court. Radhikamohan Sen and Mohamohan Sen, two brothers, were famous in their day for their legal acumen, and both rose to be Govt. Pleaders. Sasanka Sekhar Sanyal, now in the front rank of the local Bar,

had the proud distinction of being elected President of the West Bengal Lawyers' Conference held last year at Alipur. Others, too numerous to mention by name, are doing credit to themselves and to their mother institution at the local and other bars.

Our Contributions to the academic sphere

In the academic sphere, our school has produced great scholars like Dr. Radhakumud Mukherji, M.A., Ph.D. (6th in the Entrance examination, 1897) and Dr. Radhakamal Mukherji, M.A., P.R.S., Ph.D. (1904). The late Dr. Rakhaldas Banerji, the great archaeologist and historian, and discoverer of Mahen-jo-daro, passed his Entrance examination from this school in 1900. The late Jatischandra Mitra, who rose from librarian to Principal of the local college, was the son of one of our headmasters, the late Girischandra Mitra. The late Jitendranath Bagchi, who stood third in the Entrance examination in 1903, devoted a life-time of service to our college as a professor of Mathematics. Prof. Kausikchandra Bhattacharyya, late of the Presidency College, Calcutta, Prof. Gangesh Chandra Bhattacharyya of the Maldah College, Prof. Satyendranath Ganguli and Prof. Rajendranath Banerji, both of the City College, Calcutta, Principal Ramapati Bhattacharyya of the Ramananda College, Bankura, Professors Ramagopal Banerji, Jogendranath Roy (retired), Pratibharanjan Roy and Pashupati Ganguly, all of our own college, to mention only a few names, are products of our school. Dr. Nalinaksha Sanyal, M.A., Ph.D. (London) and Dr. Jayanta Kumar Das Gupta, Ph.D. (London) and Dr. Narayan Chandra Chatterji, D.Sc. (Dresden), won their laurels in foreign countries. Another of our distinguished old boys is Sri P. Bose (son of an ex-member of the Committee of Management, Sri B. K. Basu, I.C.S.) who after a brilliant career at the Calcutta University has won fresh laurels by securing a First Class First in Economics Tripos from King's College, Cambridge.

Contributions to officialdom

Our school has provided the Government with some high-ranking officials in different spheres of administration. Two of them—Sri S. K. Haldar and Sri R. K. Mitra are members of the Indian Civil Service. The late Bishnupada Roy and the late Bishnuruth Sen were District and Session Judges. Sri Rabindra Kumar Dutta Gupta now presides over the First Special Tribunal at Alipur. Sri Basanta Kumar Chatterji, one of our most brilliant students, who stood second in the Entrance examination in 1905, rose to be an Accountant General. The late Jaminikanta Mukherjee was appointed D.I.G. of Prisons, alas! only for a couple of days. Among others may be mentioned Jonab Faizur Rahman, Director of Consumer Goods, East Pakistan, Jonab Anwarul Hoque, Postmaster General, East Pakistan, Sri Mohimohan Sarkar, Assistant Conservator of Forests and Sri Prafulla Kumar Mukherji, Secretary, Board of Revenue, West Bengal.

Contributions to the medical profession

Three of our old boys are now holding high positions in Calcutta Medical Colleges. Dr. Ajit Kumar Dutta Gupta is the Superintendent of Sir Nilratan Sarkar Medical College, while Dr. Bishnupada Trivedi is Professor of Pathology and Dr. Pasupati Basu is Professor of Anatomy of the Calcutta Medical College. Dr. Tribhangamohan Sen is the oldest and most reputed surviving member of the scores of successful medical men whom our school is happy to call her own. *

Three Friends of the School

We have had the privilege of rearing up three scions of aristocracy who have proved great friends of our school. They are the late Maharaja Srish Chandra Nandy, M.A., M.L.A., of Cossimbazar, our late President; Maharajkumar Somendra Chandra Nandy, M.A., of Cossimbazar, our present President, and Raja Kamala Ranjan Roy, B.A., Cossimbazar, for many years a member of our Committee of Management.

Contributions to Practical Politics

A good few of our old boys have attained prominence in the field of practical politics. Dr. Nalinaksha Sanyal (Ex-M.L.A., Provincial) and Sri Sasankasekhar Sanyal, M.A., B.L. (Ex-M.L.A., Central) leapt into fame as opposition members with a tremendous driving force. Sri Tridib Chowdhury, M.A., M.P., has had the proud distinction of being the only leader in the State returned in the last General Elections on the R.S.P. ticket. Other successful candidates in the last elections from our district are Sri Shyamapada Bhattacharjee, M.A., B.L., M.L.A., Sri Bejoy Kumar Ghose, M.Sc., M.L.A., and Sri Kshitish Chandra Ghose, M.L.A.

* Contributions to the world of Sports

Ever since its very inception in far-off days, our school has enjoyed unquestioned supremacy in the field of Sports. With the appointment of the late Joseph Arulananthum as the Headmaster of our school in 1919, a new chapter in the history of her sporting activities began. He was the most famous all-round Indian sportsman of his time in Calcutta. He had the good fortune of securing the services as Games masters of such eminent sportsmen as Sri Moni Das, the famous all-rounder of Mohan Bagan, Sri Jaminikanta Bhattacharjee and Sri Jitendranath Chakrabarty. One of the innovations he introduced was the closing of the school half an hour earlier every week-day in winter so that the boys might have more time for play. His work soon bore fruit, and the school produced an All-Bengal Champion sprinter (Junior) in the late Rabindranath Roy, popularly known as "Beeton", an All-Bengal Junior Tennis champion in Sri Chunilal Mehta and an All-India footballer in Sri K. Bhattacharjee, later Captain of the

Mohan Bagan Club, Calcutta. He was a member of the first Indian football team that toured South Africa in 1934, and Captain of the first I.F.A. team that toured Australia in 1938. So thoroughly did the Headmaster instill love of sports in his boys that there were few who did not take part in some form of sport or other. Few of the present generation know that Sri Shyamapada Bhattacharjee, M.L.A., and District Congress President, was a sportsman of quality or that Dr. Nalinaksha Sanyal was a champion Cyclist and wrestler of great promise. (Still fewer know that while at the Presidency College the latter performed the incredible feat of scaling the five-storeyed Darbhanga Buildings, roof and all, with no other support than a waterpipe). Our school did consistently well in Football, Hockey, Cricket and athletic sports in all open local competitions. Even redoubtable Local Clubs like Friends' Union, Y.M.A., and K. N. College stood in awe of us. One of the heroes of those days was Sri K. Mukherjee, who joined the Aryans Club of Calcutta, became its Captain and was selected to play in international matches. Another prominent sportsman of the time was Sri Prafulla Mullick, an all-rounder of outstanding merit who later won renown playing centre-forward for the Aryans Club. Sri Sripada Bhattacharyya (Madan), once a pillar of the Mohan Bagan Cricket Club is happily still an active sportsman. It was he who led the M.D.S.A. Cricket team to Championship in the Inter-District Cricket Competitions last year. Yet another athlete of class, Samar Sinha, made a record for any schoolboy by his astounding feats in long distance races in the Bengal Olympic Sports in 1948. He stood third in 3000 metres and 4th in 26 miles, besides standing first in 6 miles race in Calcutta Sports the same year. When District Inter-School Competitions in athletics and games were introduced, our school at once came to the fore and became the District Champion—an honour it has, on the whole, succeeded in maintaining to this day. We reached the zenith of our glory when in 1936 we became runners-up of the Wheeler Memorial Shield after defeating our formidable rivals, the E.B.R. Football Team in the semi-final, though we had to go down to a superior side in Vidyasagar College of Calcutta in the final.

Contributions to national defence

Our school has sent forth her children to serve the cause of National Defence. Our Sailesh Malakar is now a Flight-Lieutenant in the Indian Air Force, while Priyabrata Bhattacharyya and Silapada Bhattacharyya are officers in the Indian Army. A. P. Das Roy joined the Indian Navy and is now Third Officer, S. S. Jagrani, while A. K. Das is a Cadet, S. S. Indian Navigator, and is now in London appearing at Second Mate Examination of the Board of Trade.

Contributions to Culture

In the sphere of culture, our boys have made their modest contributions. The late Anil Banerji had a meteoric rise on the Calcutta Stage and would

have attained greater glory had not the cruel hand of death snatched him away in the hey-day of youth. Sri Utpal Dutta, the famous Cinema star, who made a name by his impersonation of Michael Madhusudhan Dutt on the screen, was for sometime at our school. Among artists we have Charu Roy, and Sarashi Kufnar Majumder, followed by Manindra Nath Roy Choudhury and the gifted Dutta Brothers, Pulin, Arabinda, Asit, and Rabindra, all sons of an illustrious father, the late Atul Chandra Dutta, erudite librarian of our college. Among litterateurs there is Sri Sabitri Prasanna Chatterjee, a poet, who has earned a niche in the temple of Bengali literature. Sri Jagadananda Bajpie is Associate Editor of the Ananda Bazar Patrika and a famous poet. Sri Atindra Nath Majumder, the author of "Nidrahiner Gaan" and "Jagaran", is a poet of promise. Sri Robin Majumder, of the cultural monthly Parichaya, is an eminent art-critic. Sri Bhawani Sankar Thakur is a talented musician. Sri Amiya Kumar Roy is a popular Radio singer. Another high priest of culture is the late Girija Sankar Chakrabarti, a musician of the highest order, who enjoyed a nation-wide reputation, not only as a great "Ustad" but also as a great teacher who trained up scores of gifted musicians.

Examination results

We close our modest survey with only a passing reference to the achievements of our boys in the University and School Final Examinations as this has been touched upon elsewhere. Our percentage of pass has always been very high. Our boys have secured Government scholarships every year, in some years as many as three or even more. We give below a list of the scholarship-winners of our school since 1933. Unfortunately, we cannot go back beyond that for lack of records.

A list of Scholarship-winners from our School since 1933

1933.	1. Krishna Chandra Mukherjee ...	Fifth in the University. 1st Grade Scholarship.
	2. Atul Chatterji	Divisional Scholarship.
1934.	1. Md. Hossain	First in the district. District Scholarship.
1935	1. Anadinath Roy	} Divisional Scholarships.
	2. The late Amarendranath Bagchi }	
	3. Jagadish Saha ... ..		District Scholarship.
1937.	1. Arun Kumar Das Gupta ...	Eighth in the University. 1st Grade Scholarship.
	2. Pritendu Choudhury	First in the district. District Scholarship.

1938.	1.	Shibdas Bose	...	...	District Scholarship.
1940.	1.	Md. Bazlar Karim	...	...	Eighth in the University. 1st Grade Scholarship.
1941.	1.	Rajat Kumar Ghosh	...	...	First in the district. District Scholarship.
1943.	1.	Debabrata Banerji	...	...	First in the district.
	2.	Naresh Chandra Majumdar	...	...	Second in the district. District Scholarships.
1944.	1.	Satyabrata Roy	...	...	First in the district.
1945.	1.	Satyaban Sarkar	...	...	Ninth in the University. District Scholarship, and Rai Radhika Prasanna Mukherjee Gold Medal for English.
	2.	Sankar Chatterji	...	...	District Scholarship.
1948.	1.	Dakshinaranjan Lahiri	...	...	Second in the district. District Scholarship.
	2.	Ajay Roy Choudhury	...	...	Third in the district. District Scholarship.
1949.	1.	Ranabir Das	...	...	First in the district. District Scholarship.
	2.	Chittaranjan Malakar	...	...	Second in the district. District Scholarship.
1950.	1.	Pranabprasanna Biswas	...	...	Fourth in the 1st Grade Scholarship.
	2.	Tarunkanti Sen	...	...	Second in the district.
	3.	Kantikumar Sen	...	...	Third in the district. District Scholarships.
1951.	1.	Amiyakumar Bagchi	...	...	Eighth in the University. Second in the 1st Grade Scholarship.
	2.	Dolegobinda Saha	...	...	Third in the district. District Scholarship.
1952.	1.	Chandranath Bhattacharjee	...	...	} Scholarships of Rs. 12/- (Dispersal).
	2.	Bimal Bardhan	...	...
1953.	1.	Pritiman Sarkar	...	...	First in the district. District Scholarship.

APPENDIX

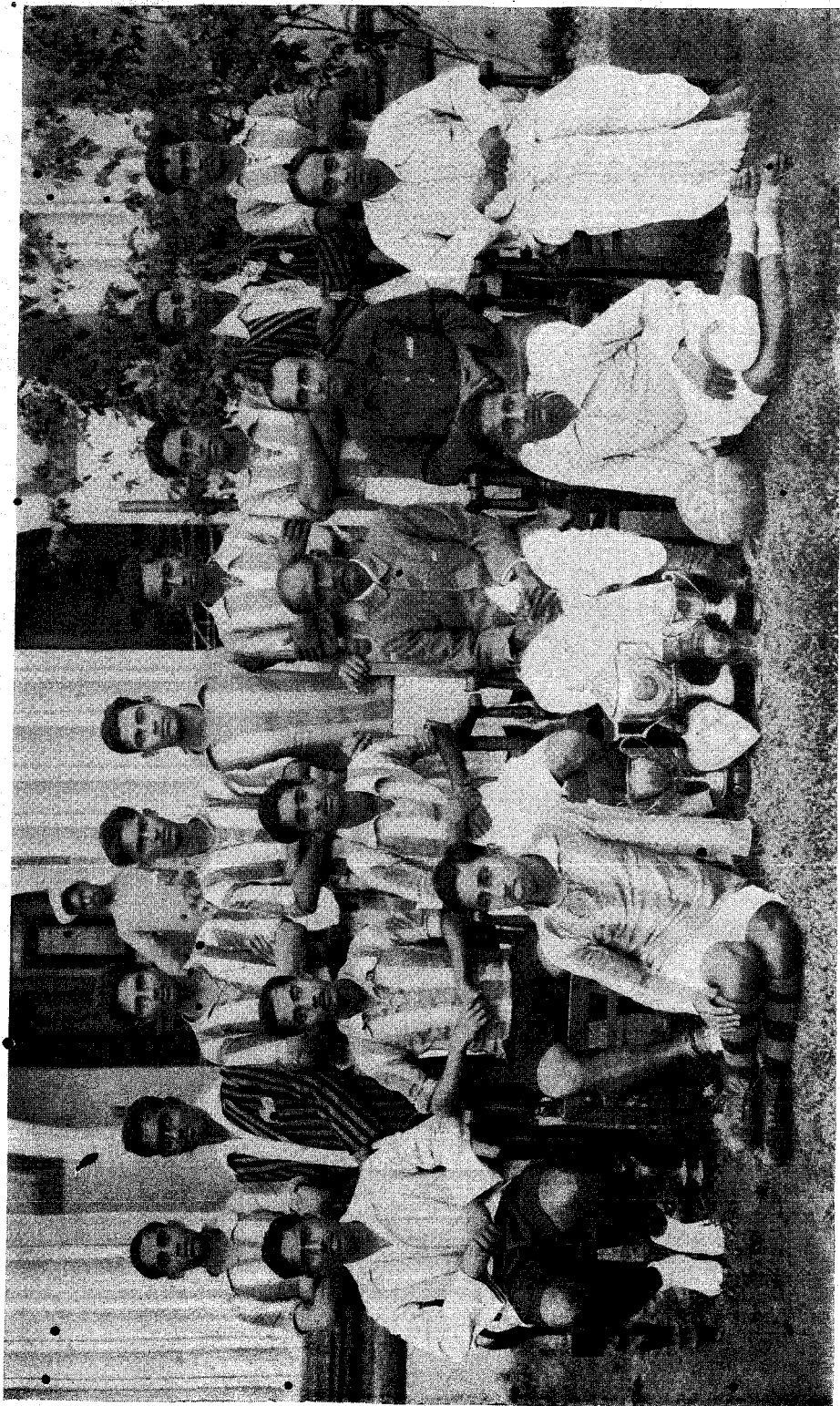
Results of the Entrance, Matriculation and School Final Examinations

Entrance. Year	No. Sent up.	1st Dn.	2nd Dn.	3rd Dn.	Drawing	Percentage Of Pass.
1900	26	5	8	2	1	57.7
1901	28	3	4	5	3	42.8
1902	28	4	5	5	10	50
1903	28	7	5	8	3	71.3
1904	26	3	3	6	3	46.1
1905	15	4	5	3	6	80
1906	20	1	2	3	2	30
1907	27	4	10	5	5	70.3
1908	32	1	9	10	10	62.5
1909	66	4	14	10	1	42.4
1910	34	2	11	4	10	50
<i>Matric.</i>						Total
1911	25	18	5	—	23	92
1912	33	19	11	—	30	90.9
1913	40	24	8	—	32	80
1914	44	25	14	2	41	93.1
1915	61	18	15	3	36	59
1916	50	18	15	1	34	68
1917	42	16	16	4	36	85.7
1918	35	19	8	—	27	77
1919	71	19	22	5	46	66.1
1920	66	17	18	9	44	66.6
1921	67	40	18	6	64	95.5
1922	45	26	14	2	42	93.3
1923	52	30	17	4	51	98
1924	47	19	16	6	41	87.2
1925	65	43	19	1	63	98.4
1926	48	16	10	1	27	56.2
1927	66	18	27	5	50	75
1928	62	27	15	2	44	70.9
1929	50	10	18	1	29	56
1930	57	23	20	7	50	87.7
1931	52	18	22	2	42	80.7
1932	56	14	11	8	33	59
1933	54	17	23	8	48	89
1934	60	28	24	3	55	91.6
1935	57	21	28	2	51	89.4
1936	68	20	32	9	61	89.7
1937	69	17	27	7	51	74
1938	79	33	35	8	76	96.2
1939	72	16	32	8	56	77.7
1940	47	8	12	23	43	91.5
1941	61	4	16	28	48	78.6
1942	75	7	14	48	69	92
1943	83	7	14	47	68	81.9
1944	83	17	20	40	77	89
1945	73	11	12	20	43	59
1946	83	10	10	51	71	85.5
1947	83	4	10	56	70	79.5
1948	71	4	14	47	65	91.5
1949	88	10	17	51	84	96.6
				6(Sup)		
1950	78	11	3	36	50	64
1951	68	3	17	32	52	76.4
<i>School Final</i>						
1952	65	8	20	31	59	90
1953	65	11	7	39	57	87.7

* The average of the above 54 years—78.7%.

Some of Our Old Players

1. Karunasankar Bhattacharyya (Habla), Aryans, Mohan Bagan, Customs and I.F.A.
2. Devendranath Datta (Tulsi), Kumartuli.
3. Kamalakanta Mukherjee (Dulu), Aryans, I.F.A.
4. Shambhunath Majumdar, Aryans.
5. Jitendranarayan Chakravarti, Kumartuli.
6. Dhirendrakumar Roy, B.Sc., Aryans.
7. Pashupati Ganguli, M.A., Aryans and Presidency College.
8. Jatish Chandra Guha, East Bengal, now General Manager of the Club.
9. Dhirendranath Roy Choudhuri, Indian Air Force.
10. Taraknath Sen (Gouri Babu), Presidency College.
11. Sripada Bhattacharyya, Mohanbagan Cricket.
12. S. Arulanantham, Mohanbagan Cricket.
13. Nabagopal Sarkar.
14. Anilbhusan Roy (Badri), Mohanbagan.
15. Jaminikanta Bhattacharyya, Tajhat.
16. Birendranath Sinha.
17. Nikhilesh Kundu, M.Sc.
18. Sayed Pyder Meerza.
19. Govindamohan Sarkar, Bhownipore.
20. Dr. Nalinaksha Sanyal (Dist. Champion in Cycle Race), Wrestler.
21. Bibharanjan Halder, Engineer, Scot. (Dist. Champion in Cycle Race), Wrestler.
22. Snahindra Mukherji, P.W.D. service.
23. Paritosh Moitra (Boxer), Rly. service, Kharagpore.
24. Samarendra Sinha (Sprinter).
25. Atindranath Sinha (Kalu), Calcutta Police.
26. Sukumar Roy Chowdhuri, Business.
27. Pramathanath Roy Choudhuri, Business.
28. Sachindranath Sinha, Pleader.
29. Satyaranjan Ghosal.
30. Sankardas Chatterjee.
31. Mukundalal Banerjee.
32. Rabindra Kumar Mallick, Engineer.
33. Manigopal Chakravarty, (Sub-editor, Murshidabad Hitaishi).
34. Jananendranath Thakur, Pleader,
35. Phanindrachandra Gupta.
36. Jananendranath Saha, Mohanbagan.
37. Praphullakumar Mojumdar (Moshin Babu), an all-rounder of m.r.t.
38. Shoroshikumar Mojumdar, Artist.
39. Goloknath Roy, B.Sc., Demonstrator, K. N. College.
40. Shambhunath Chatterji, Zamindar.
41. Subal Chatterjee, Govt. service.
42. Ajit Chatterjee.
43. Shankariprasad Saha, Business.
44. Madangopal Sen.
45. Shyamapada Bhattacharyya, M.A., M.L.A.
46. Tarapada Datta, B.M.E. (Glasgow), Engineer.
47. Brajanath Roy.
48. Brajendranath Mitra, an all-rounder of outstanding parts.
49. Ramendranath Mitra, Teacher.
50. Jitendranath Gupta, Kanchrapara Rly. service, an all-rounder.
51. Dhishankar Bhattacharyya, Mohanbagan, now C.R.A.
52. Gourishankar Bhattacharji.
53. Mohitkumar Bhattacharji.
54. Rabindranath Bhattacharji.
55. Monoranjan Bhattacharyya.
56. Charupada Bhattacharyya.
57. Hangsapada Bhattacharyya.
58. Jibankumar Bhattacharyya.
59. Satyabrata Dutta, Business.
60. Priyabrata Dutta, Business.
61. Chandlal Mehta (Tennis Champion, Bengal Jr.).
62. Prafullakumar Mukherjee.
63. Prabhatkumar Mukherjee.
64. Binod Chatterjee.
65. Amiya Chatterjee.
66. Krishnagopal Das Gupta.
67. Prafulla Das Gupta.
68. Hemanta Sinha (cricket).
69. Basanta Sinha.
70. Shyamapada Malakar.
71. Prafullo Gupta (Chandu).
72. Rajobhusan Dutta.
73. Bimal Gobinda Dutta.
74. Devendranath Dutta (Pleader).
75. Devnath Mukherji (Business).
76. Md. Ashruf Hossain (Govt. service).
77. Dilwar Hosain.
78. Refakar Hossain.



KRISHNATH COLLEGE SCHOOL F. C.
Runners-up, Wheeler Memorial Shield, 1936.

Standing (L. to R.)—B. Sen, A. Banerjee, M. Sen Gupta, P. Das Gupta, D. Roy Chowdhury, N. Roy, D. Dutt (Vice Capt.), T. Das, D. Hossain.
On Chairs (L. to R.)—Mr. R. Ball, K. Das Gupta (Capt.), Hd. master, Mr. J. Bhattacharjee (Games Master), Mr. N. Sarkar.
On the ground—A. Banerjee, S. Roy.





DIST. I. S. SPORTS AND SWIMMING CHAMPION, 1943.

Standing (L. to R.)—Nawabjan, A. Abadin, B. Sinha, S. Sen Gupta, Khalil, S. Saha, S. Sen, N. Sarkar.
In Chairs (L. to R.)—R. Roy, R. Saha (Capt.), Mr. J. Arulanantham (Hd. master), S. Mazumder,
 J. Chakravarty, P. Mazumder.
On the ground (L. to R.)—Mashud, Protiva Sen.

- | | |
|---|---|
| 79. Parthasarathi Moitra, B. Tech. (Serampore). | 99. Batuknath Banerjee. |
| 80. Sasankasekhar Sanyal (Advocate). | 100. Baruk Kumar Chatterjee. |
| *81. Prakritiranjana Dhar. | 101. Niraj Gupta. |
| 82. Sudhir Roy (artist). | 102. Baidyanath Banerjee. |
| *83. Sailendra Biswas, Business. | 103. Probhatendu Bagchi. |
| 84. Birendra Biswas, Business. | 104. Sukumar Guha, W.B.G. Press. |
| 85. Nirmal K. Chanda. | 105. Birendranath Chatterjee (of Hatishla, Krishnagar). |
| 86. Sarojmohan Sarkar, L.M.F. | 106. Birendranath Chatterji (of Dacca). |
| 87. Monojmohan Sarkar, B.Ag. (Lond.). | 107. Srinityananda Mukherjee. |
| 88. Jagatnarayan Biswas, L.M.F. | 108. Lilaranjana Chatterjee. |
| 89. Radharaman Saha, Sptg. Union. | 109. Bishwanath Sarkar (Eku). |
| 90. Bholanath Saha, Business. | 110. Shankar Majumdar, Engineer. |
| 91. Kishorimohan Sen, B.L. | 111. Bhabatoru Bhattacharji. |
| 92. Binoymohan Sen, L.M.F. | 112. Satyendra Majumdar. |
| 93. Gourangamohan Sen. | 113. Ramchandra Ghosh, Teacher. |
| 94. Prashantamohan Sen. | 114. Sukumar Saha (Swimmer). |
| 95. Nityananda Sen. | 115. Shaiban Mishra. |
| 96. Haradhan Bhaduri, L.M.F. | 116. Brajendra Gopal Sen. |
| 97. Shailendranath Bhattacharyya, M.B. | 117. Ramendra Das Gupta. |
| 98.* Shyamapada Chatterjee (Panu). | 118. Ramendra Ghose Hajra. |

OUR OLD BOYS WHO PLAYED FOR THE COLLEGE F.C.,
HOLDER OF WHEELER SHIELD IN 1920.

1. Golaknath Roy—Goalie.
2. Late Jananendranath Sen—Left Full Back.
3. Jamini K. Bhattacharji—Right Full Back.
4. Late Satindranath Roy (Chinuda)—Centre Forward.
5. Late Rabindranath Roy—Right In.
6. Prafullo Majumdar (Moshin)—Left Wing.

OUR OLD BOYS—AMONG WINNERS OF I.F.A., DURAND AND ROVERS.

- Dinanath Roy, I.F.A. (For Mohan Bagan).
Birendranath Roy, I.F.A. (Durand, Rovers, D.C.M. and I.F.A. for the East Bengal Club, Calcutta).
S. Guha } played for Mohanbagan in the unfinished final of the I.F.A. Shield
B. Majumdar } in 1952.

SOME RECENT ACHIEVEMENTS OF K. N. COLLEGE SCHOOL IN
ATHLETICS AND GAMES.

Y.M.A. Athletics Sports (Open) 1940:

Shyamapada Malakar, Class X—100 mts.—II.

District Weight Lifting Competition—1940:

1. Ajit Kumar Mukherjee, Class X (body weight 126 lbs.), lifted (2 mds. 5 seers)—I.
2. Probadh Sen, Class X (body weight 140 lbs.), lifted (2 mds. 5 seers)—III.

M.D.S.A. Aquatic Sports (Open)—1942:

1. Khaiil Ahmed, Class VII (100 mts. breast stroke)—I.
2. Sukumar Saha, Class IX (100 mts. breast stroke)—III; (400 mts.)—II; (100 mts. back stroke)—II; (1500 mts.)—III.

M.D.S.A. Football—1942:

*A and C Teams were just blooming to the Club football standard.

M.D.S.A. Football—1943:

A Team (League and knock-out winner under the Captaincy of R. Saha).

C Team—League winner.

M.D.S.A. Aquatic Sports (Open)—1943:

Group A.

1. Khalil Ahmed (100 mts. Breast Stroke)—I; (100 mts. Back Stroke)—II; (200 mts. Breast Stroke)—II.
2. Sukumar Saha (100 mts. Breast Stroke)—II; (400 mts. Breast Stroke)—III; (100 mts. Back Stroke)—I; (200 mts. Breast Stroke)—I.
3. Murari Saha (400 mts. Breast Stroke)—II; (50 mts. Back Stroke)—I; (1500 mts. Breast Stroke)—III.

Group B.

1. Anirudha Roy (100 mts. Breast Stroke)—I; (50 mts. Breast Stroke)—I.
2. Sitaram Saha (50 mts. Breast Stroke)—II.
3. Narayan Bhattacharjee (50 mts. Back Stroke)—I; (50 mts. Breast Stroke)—III.

M.D.S.A. Cricket League 1943:—Runners-up.

I.S.S.A. Athletic Sports, 1943:—Winner of the School Championship Trophy and the individual championship won by Sree Sambhu Majumder of Class X. School team won 14 prizes out of 21.

M.D.S.A. Athletic Sports, 1944:—Winner of School Championship Trophy.

Y.M.A. Athletic Sports, 1944 (won in 4 open events):

1. Sk. Momin Rashid.
2. Salil Bose.
3. Samar Sinha.
4. Aminool Abedin.

I.S.S.A. Sports, 1944:—Sub-Division Winner.

M.D.S.A. Football League, 1944:

B & C Teams (Champions in the B & C Divisions League respectively).

M.D.S.A. Aquatic Sports, 1944 (Open):

1. Sukumar Saha (400 mts. Free Style)—III; (100 mts. Back Stroke)—I; (1500 mts. Breast Stroke)—III.
2. Deben Saha (400 mts. Breast Stroke)—I.
3. Khalil Ahmed (100 mts. Breast Stroke)—I.

M.D.S.A. Sports—Inter-School, 1945:—Champion.

I.S.S.A. Sports—Football Competition 1945:—Winner in the district competition.

M.D.S.A. Football Competition, 1945:

'C' Team holder in 'C' Division.

Joseph Cup (Football Knock-out for Junior boys):

'C' Team winner of Joseph Cup.

M.D.S.A. Cricket League, 1945:—Runners-up.

I.S.S.A. Athletic Sports, 1946:—Sub-division Champion.

I.S.S.A. Football, 1946:—Sub-division Champion (*District competition abandoned*).

M.D.S.A. Football League, 1946:

Runners-up—'A' Team.

Runners-up—'B' Team.

M.D.S.A. Cricket, 1946:—Runners up (knock out and league).

I.S.S.A. Athletic Sports, 1947:—Sub-division Champion.

Bengal Olympic Sports, 1947:—Samar Sinha (1500 mts)—II.

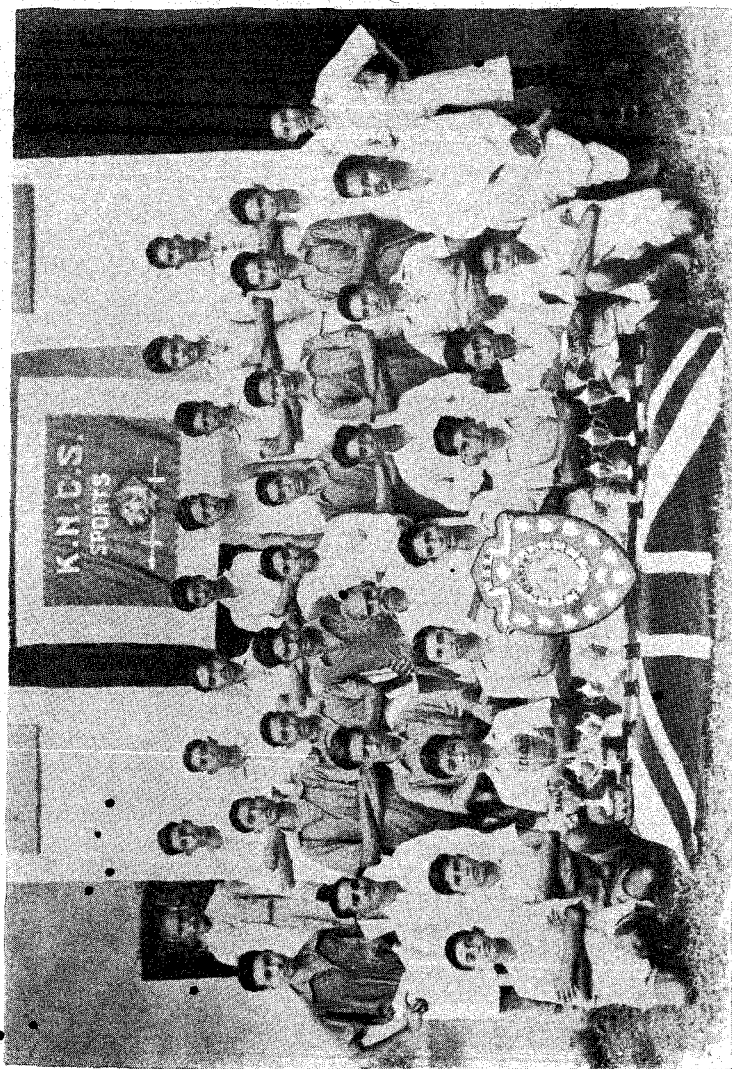
Bengal Sports, 1947:—Salil Bose (200 mts.)—II.

M.D.S.A. Hockey League, 1947:—Runners-up.

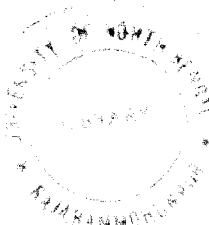
Bengal Olympic Sports, 1948:

Samar Sinha (26 miles)—IV; (300 mts.)—III.

Abul Hussain (1500 mts)—III.



KRISHNATHI COLLEGE SCHOOL, ATHLETIC SPORTS, FOOTBALL AND SWIMMING, 1943.
Headmaster Mr. J. Arulanatham in chair at the back of I.S.S.A. Shield.





1950

Standing (L. to R.)—S. Roy, S. Seal, A. Mukherjee, K. Gupta, D. Ganguly, A. Sengupta.
In Chairs (L. to R.)—A. Roy, K. Das, J. Chakravorty (Games Teacher), S. K. Banerjee (Hd. master),
B. Mukherjee, Balak Mukherjee, N. Mukherjee.
On the ground (L. to R.)—B. Burman, B. Gupta, B. Dutt, S. Ghatak.



I. S. SPORTS AND HOCKEY CHAMPION, 1953.

Back Row (L. to R.)—Balaka, Biswa, Amar, Satya, Basudev, Annada.

2nd Row Standing (L. to R.)—Aloke, Nalini, Anup, Sunil Karmakar, Samir, Nanda, Sunil Das.

In Chairs (L. to R.)—J. Chakravorty, Tapash, S. K. Banerjee (Headmaster), K. Sen (Phy. Instr.), A. Sanyal.

On the ground (L. to R.)—Asoka, Pramatha.



Calcutta Sports, 1948:—Samar Sinha (6 miles)—I.

I.S.S.A. Football Knock-out Competition, 1949:—Runners-up in the district.

Bengal Amateur Boxing, 1949:

Bimalendu Mukherji (Bantam Weight—Champion).

* Nirendra Nath Mukherji (Bantam Weight—Runners-up).

* Robindra N. Sen (Bantam Weight—Runners-up).

I.S.S.A. Sports, 1950:—District Runners-up.

I.S.S.A. Football Knock-out Competition:

District Winner (Captain—Biswanath Ghosh was awarded Best Man's prize).

M.D.S.A. Hockey League, 1951:—Winner.

I.S.S.A. Athletic Sports, 1953:

District Champion (Aloke Mukherji was the Best Man in the Sports securing 1st position in 100, 200 & 800 mts.)

I.S.S.A. Football Knock-out Competition, 1953:—District Winner.

CHAPTER IV

Satish Chandra Mukherjee, Headmaster (1892-94)

Satish Chandra Mukherjee (d. 18 April, 1948) was born on June 6, 1865 at Bandepur in the district of Hooghly. Among his comrades at school and college between 1882 and 1885, were Swami Vivekananda, Prof. Brajen Seal, Justice Asutosh Mukherjee and Dr. Nilratan Sarkar. About 1892 Mukherjee was in Murshidabad as Headmaster in the School at Berhampore (Krishnath College School).^{*} There he came in contact with Maharaja Manindra Nandi of Cossimbazar, then a young man and a rising publicist, later a great benefactor of education, industry and culture.

"The two organs through which he had set in motion forces favourable to the Boycott-Swadeshi Movement (economic aspect) were the Dawn Society and the Dawn Magazine. The Dawn Society, founded in July, 1902, soon became at Satish Chandra's hands a training ground for young patriots and nationalists..... By his saintly character and personal magnetism, he could easily storm the hearts of the young men and generate in them a deep and burning love for the country..... The moulding of a band of young students (Haran Chakladar, Radha Kumud Mukherjee, Dr. Rajendra Prasad, Principal Rabindra Narayan Ghosh, Prof. Benoy Sarkar—then 15—18 and many others, about 500 in number) with patriotic fervour and Swadeshi spirit was the first great contribution of Satish Chandra to the Boycott-Swadeshi Movement of 1905." (Satish Chandra Mukherjee: Pioneer of Swadeshi Movement in Bengal by Prof. Haridas Mukherjee, published in the Amrita Bazar Patrika of the 11th October, 1953).

Satish Mukherjee was the first Superintendent of Bengal National College and Aurobinda Ghosh the first Principal. Between 1919 and 1923, Mukherjee's contact with Gandhi was most intimate..... He was one of the makers of the Bengali Revolution (1905-14) and a father of the Indian freedom movement. Since 1924 Mukherjee had been living a retired life at Banaras. In him the Indian people has lost an epoch-making pioneer as much of constructive social work as of researches and investigations into economics, politics, sociology and culture-history. (Adapted from Prof. Benoy Sarkar's Appendix to Prof. Haridas Mukherjee's "Satish Mukherjee—a Father of the Bengali Revolution," June, 1948).

Such was one of our illustrious Headmasters in the early nineties of the last century.

Uma Charan Ray, Headmaster (1909-1918)

BIRTH AND EDUCATION:—Babu Uma Charan Ray was born at Saidabad (District Murshidabad) on the 6th July, 1855, of a respectable Kayastha family

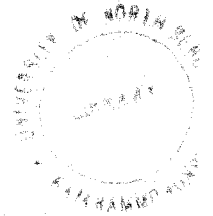
^{*} The bracketed portion is ours..



SATISH CHANDRA MUKHERJEE
Headmaster (1892—94)



GIRISH CHANDRA MITRA
Headmaster (1895—1908)





UMACHARAN ROY
Headmaster (1909—17)



JOSEPH ARULANTHAM
Headmaster (1917—45)

of Taki-Sripur. He passed the Entrance Examination in 1872 from the London Mission Society's School at Khagra where he was a very favourite pupil of the late Rev. S. J. Jill. He passed the First Arts Examination from the Berhampore College in 1874 and the B.A. Examination in January, 1877, from the Cathedral Mission College, Calcutta and was highly spoken of by Principal Dr. S. Dyson and Professor Dr. C. Banman, Ph.D., two of the greatest educationists of the time.

SERVICE:—He joined the Bengal Subordinate Education Service as Sub-Inspector of Schools at Baruiipur (District 24-Parganas) in 1877; but finding the wandering life of an inspecting officer uncongenial to his taste he joined the tutorial staff of the Hughli Collegiate School in February, 1877, as an assistant teacher.

LIFE AT HUGHLI:—As he joined the Hughli Collegiate School, he was at once chosen out by the veteran Headmaster, Babu Shib Chandra Sil (since deceased), and won the golden opinion of the Principals of the College, prominent among them being Messrs. Mowatt and Griffiths and Dr. Booth. During his stay at Hughli for a little over 14 years he greatly endeared himself to his students, and the majority of the prominent citizens of the town of Hughli and Chinsura now cherish with delight the loving memory of their old teacher. Between the years 1888 and 1891 when Babu Umacharan had sufficiently made his mark as a teacher, the then Director of Public Instruction, Sir Alfred Croft, offered him the Headmastership of the Jessore Zilla School, the Ravenshaw Collegiate School and other schools; but he courteously declined the offers as he was loath to leave the healthy atmosphere of Hughli. In the beginning of March, 1893, Mr. C. A. Martin, while officiating as the Director of Public Instruction, persuaded him to accept the Headmastership of the Dinajpur Zilla School, which he joined on the 27th March, 1893.

LIFE AT DINAJPUR:—At Dinajpur he found a congenial field for educational activities. While, on the one hand, the annual reports of the department noticed him with commendation as “the well-known educationist and disciplinarian” and the Government gave him grants for the improvement of the Library and the extension of the School building, the late Maharaja Sir Girijanath Ray Bahadur, on the other hand, helped him with funds for giving prizes to meritorious students, thus enabling him to inaugurate the distribution of Prizes, which was unknown at Dinajpur before his time. During the period of his Headmastership the University Examination results of the school were exceptionally brilliant, students securing high places and winning most of the divisional and district scholarships. The useful career of Babu Umacharan at Dinajpur was however cut short by his transfer to Cooch Behar. The affairs of the Cooch Behar Collegiate School (known as the Jenkins School) having been found rotten in various ways the Cooch Behar State authorities, in the year 1895, approached the Government of Bengal with a request for getting loan of the services of a very competent and reliable Headmaster. Sir Alfred Croft, the Director of Public Instruction,

at once thought of Babu Umacharan Ray and sent him a long message by wire requesting him to communicate by wire his acceptance of the appointment at Cooch Behar, where the Government proposed to lend his service, pensionary contribution being payable by the Cooch Behar State to Government. He felt the request as a mandate and agreed to leave Dinajpur for Cooch Behar. He joined service at Cooch Behar on October 28, 1895.

LIFE AT COOCH BEHAR:—The thirteen years which Babu Umacharan spent at Cooch-Bihar obtained for him the assured place of a veteran educationist and made him the idol of the student community and their guardians. The annual eulogiums that were paid to his services in the Reports of the Cooch Behar State and the mention that was made of the brilliant results which his school scored at almost all the University Examinations and the splendid discipline that was maintained in the school throughout his service testified to his work as a teacher and disciplinarian. One of the reports speaks of him as follows: "He has rescued the Jenkins School from the condition of effete and utter disorganisation into which it had fallen before his time and in the short space of four years and in spite of serious disadvantages has converted it into one of the most successful schools in Bengal". The Principal Dr. Brajendranath Seal, to use his own words, had "the highest regard for him". He retired from the Government service in the 53rd year of his life and left the service at Cooch Behar as he was intent on spending the rest of his life at his home at Berhampore, where his only son had by that time joined the bar. There was a tremendous demonstration at the farewell which his students and ex-students gave him about which the then Superintendent of State (Cooch Behar), Mr. A. W. Dentith, M.A., I.C.S., wrote to him as follows: "Your old pupils did you all the honour that was in their power, thus testifying to their regret at losing you and to their gratitude to you for all that you had done for them."

LIFE AT BERHAMPORE.—Shortly after Babu Umacharan had come to live at Berhampore, there was a vacancy in the Headmastership of the Krishnath College School caused by the death of the late lamented Babu Girishchandra Mitter. Babu Umacharan was personally known to Maharaja Sir Manindra Chandra Nandy, K.C.I.E. of Kasimbazar as a Headmaster of reputation and a man of sterling character, and on his recommendation the Board of Trustees of the College were pleased to appoint him Headmaster of the Krishnath College School. It was a period of confusion and disjointedness again in the history of the College School when he joined service on the 28th June, 1909. For want of a building of its own the school had a peripatetic career and until it was housed in its present magnificent building in 1911. The time was one of storm and stress. Babu Umacharan succeeded in maintaining the good name of the school all through and when owing to ill-health he had to lay down his office on the 18th January, 1918, the school was in the heyday of its glory, having 750 students on the roll. On his retirement his students and ex-students while enthusiastically bidding him farewell gave him ample souvenirs which he preserved with the same loving regard that prompted the gifts.

RETIREMENT AND DEATH:—The eight years of his retirement was a period of well-earned rest, broken only from time to time for about a year from July 1919 to July 1920, when he had to sit as an Honorary Magistrate of the Sudder Bench. He passed away very quietly from an attack of pneumonia on the morning of the 21st December, 1925.

Joseph Arulananthum, Headmaster (1919-1945)

Mr. Joseph David Arulananthum, son of the late Rev. David Arulananthum, a clergyman, was born on the 11th November, 1879, at Nazareth in the district of Tinnevely, Madras. He was the youngest of four children all of whom distinguished themselves later on in the sphere of education. Mr. A. Arulananthum, B.A. (Oxon.) was a distinguished member of the Indian Educational Service and retired from the Madras Presidency College. The second son was the Rev. John Arulananthum, B.A. Mary Arulananthum was the first lady to graduate from Madras University and gradually rose to be the Inspectress of Schools, Trichinopoli Division.

As the University of Calcutta was at the peak of its fame in those days, Mr. Joseph with his two brothers was sent to Calcutta for higher education. He passed the Entrance Examination in 1897 from the Bishop's College, Calcutta, F.A. from the Bangabasi College, Calcutta in 1899 and graduated with Honours in English from the same College in 1901. As his eldest brother, Mr. A. Arulananthum proceeded to England for higher studies and John left for Madras after graduating from the Bangabasi College, Joseph was left under the loving care and guardianship of the Rev. E. M. Wheeler who was then a Professor of the same College and drafted afterwards to the Krishnath College, Berhampore, as its Principal.

After graduation Mr. Joseph attended the Law classes and also articulated himself to the firm of Messrs. Leslie and Hinds, solicitors, to qualify as a solicitor. But Providence disposed otherwise. Probably he was destined to be a teacher. He joined the St. Paul's College, Calcutta, in 1902 as an Assistant Professor of History and Logic and a Tutor in Latin in the St. Paul's School. Afterwards he became a private tutor to the sons of late Bipradas Pal Chaudhury, Zeminder of Maheshganj, Nadia.

In 1905, he married the youngest sister of late Srishchandra De, Advocate, Patna High Court. He joined the Krishnath College, Berhampore, in 1907 as a Lecturer in English and continued in the post till 1910. He joined Government service in 1911 as an Assistant Master of English, Ranchi Zilla School, but resigned in 1913 to join the Krishnath College, Berhampore, as a Lecturer in English in which post he continued with great success for 5 years till he joined the Krishnath College School, Berhampore, in 1919, as its Headmaster.

MR. JOSEPH AS AN EMINENT SPORTSMAN:—Mr. Joseph played for the Bangabasi College and then as Centre half for the Nationals which was the first Indian team to win the Trades Cup in 1901. He played Hockey and

Cricket for Calcutta Town Club and also represented Maharaja of Cooch-behar's and Nator's eleven.

Besides an innate urge for developing sportsmanly spirit in the youth, he imbibed a love for the field from his guardian, Principal Wheeler. He took a very prominent part in organising and running the local sports and was elected

(a) District Secretary, Boy Scouts Association, Murshidabad.

(b) Secretary, Wheeler Memorial Shield Committee, 1920-45.

(c) Secretary, Murshidabad Olympic Association, 1925-45.

He had an inexhaustible fund of energy which he utilised in efficiently discharging his duties as the Headmaster of a big institution with 28 teachers and 680 students on an average throughout to all of whom he was a friend, philosopher and guide.

SOME INTERESTING INCIDENTS:—It was proposed in George V's Silver Jubilee Celebration Committee that the boy scouts of the school should lead the public procession to be taken out on the occasion. Mr. Joseph vehemently opposed the proposal saying, "My boys are not circus animals. I won't allow them to stay out for a long time in the tropical heat."

Such was his overflowing love for the boys.

The District Physical Organiser interfered and tried to get the upper-hand in the games and sports of the school. Mr. Joseph, being a sportsman himself, did not like it and thus gave offence to the Organiser who reported the matter to the District Magistrate and also to the then Physical Director Mr. James Buchanan. Mr. Buchanan who had had no occasion to visit the School, came down to see what the School had been doing in developing the physical side of the school. Mr. Joseph saw through the whole thing which, he presumed, had been engineered through misrepresentation of facts by the disgruntled Organiser to bring his school into disrepute. Mr. Buchanan went round, visited the field and saw the boys at their games under the Games teacher. But Mr. Joseph sat all the while glum in his room.

Such was his spirit of independence and lofty sense of professional dignity.

Here we are reminded of a great English Headmaster who made history by not doffing his hat when King Charles I visited his school. On being asked why he failed to show some common courtesy to the King of England, the Headmaster curtly replied with all the dignity he could command that he did not like that the boys should be given to understand that there was anyone superior to him.

Mr. Joseph had an admirable memory for names and he knew almost every boy and his guardian by their names. This intimate relationship with the boys together with his tactfulness, suavity of temper, and winning manners made him so popular with the boys and their guardians.

One of the teachers applied for a loan from his Provident Fund account on account of the marriage ceremony of his daughter, suddenly arranged, which was to come off on the 3rd day from the date of his application. The application was forwarded to the President for necessary sanction. But

as it would take some time to have his sanction, Mr. Joseph saw the urgency of his colleague's case, withdrew Rs. 600/- from his own postal account and handed it over to the teacher concerned. Subsequently, of course, the loan was sanctioned and the teacher repaid the loan to Mr. Joseph with his throat choked with feelings of gratitude.

Once when Khwaja Sir Nazimuddin was the Education Minister of undivided Bengal, he presided over an annual Prize Distribution ceremony of the school. The police took exception to a piece of Bengali recitation and the matter naturally went up to the Education Ministry. The then Assistant Director of Public Instruction for Mahomedan Education was asked to enquire into the matter. He told Mr. Joseph that Sri Prafulla Kumar Majumdar, the teacher in charge of recitations was responsible for the inclusion of this objectionable piece in the programme. But Mr. Joseph at once replied, "Surely not, I am responsible for it". Instances can be multiplied to show his great love for his colleagues.

As a disciplinarian "even his failings leaned to virtue's side". He would often lean to the side of leniency and love rather than of sternness and rigidity in respect of his sacred charge, the boys and the staff. To him the playfield was the "Greater School".

He was a loquacious conversationalist in staff meetings and social gatherings and would rather have all the talk to himself than be talked to. It was this liveliness and vivacity, born of his sportsmanly make-up which was the keynote to his commanding personality. The three generations of students he taught have treasured up his memory in their heart of hearts. He succumbed to a short attack of sciatica and paralysis on the 18th of July, 1945.

There are Headmasters who possess qualifications for governing very big institutions. But such a Headmaster-cum-sportsman as Mr. Joseph was rarely to be found.

It will not be out of place to quote some remarks about Mr. Joseph from the Visitors' Book.

"..... I was extremely pleased with the Headmaster who appeared to have a very clear idea of the requirements of a good school and to be doing his best to put the institution in good order". (M. West, Inspector of Schools, Presidency Division, 8th July, 1919).

"..... I have nothing but praise for the way in which the Headmaster has carried on his duties in the last few years". (T. O. D. Dunn, Inspector of Schools, Presidency Division, 1st November, 1922).

"..... It was a matter of great gratification to me to find that the school is practically unaffected by the present unrest in the country and all credit is due to the Headmaster and his worthy colleagues.

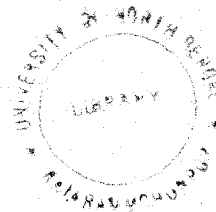
Altogether I have nothing but praise for the good work which the Headmaster is doing in this School". (K. C. Sarkar, Inspector of Schools, Presidency Division, 5th September, 1930).

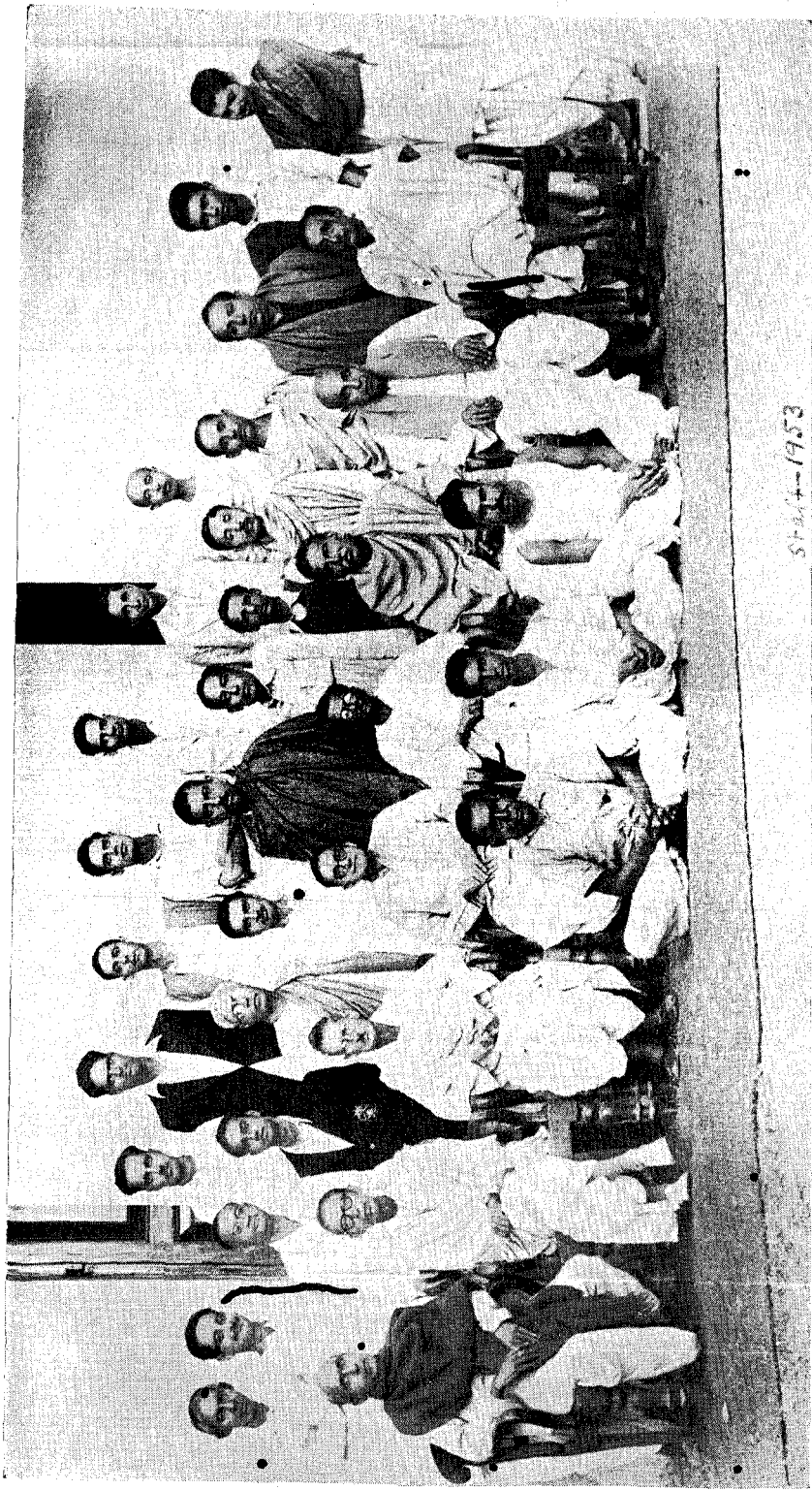
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We bow our heads in reverence to the illustrious Headmasters who gave of their best to the school to build up a tradition which is all its own and which it will be our sacred duty to maintain and hand down to our successors.

In grateful memory of the Headmasters, let each of us say in the words of Lord Byron,

“Farewell if ever fondest prayer
For other’s weal availed on high,
Mine will not all be lost in air,
But waft thy name beyond the sky.”





Staff-1953

PRESENT STAFF.

Standing back row (L. to R.)—G. Barat, N. N. Roy Choudhury, N. Ojha, N. Roy, S. Dhar, K. Nath, B. Gupta.
 2nd row (L. to R.)—N. G. Sarkar, A. Roy, R. Ghosh, K. Sen, R. Das, M. Biswas, A. Sanval, N. Raha, K. Sarkhel, H. Bagchi, B. B. Bhat-
 tacherjee, P. Gupta, S. Das (Clerk), G. Bose.
 In Chairs (L. to R.)—J. Bhatnagarjee, B. Bagchi, B. Chaudhuri, S. K. Banerjee (Hd. master), G. Biswas (Asst. Hd. master), M. Basak, S. Bhat-
 tacherjee, A. Sen.
 On the ground (L. to R.)—Jugal, Prasanna, Dipan.

THE PRESENT STAFF

	Date of Joining.
1. Sri Sushil Kumar Banerjee, M.A. (Eng.), B.T. (class I, 1st),— Headmaster	2-1-47
2. „ Gauri Prasanna Biswas, M.A. (Eng.), B.T. (class I), Scout and Bratachari Trained—Asst. Headmaster	3-9-49
3. „ Narayanbandhu Sarkar, B.A. (Eng. Hons., class I)	6-4-36
4. „ Rakhahari Das, B.A. (Eng. Hons.)	11-7-29
5. „ Nripendra Kumar Raha, L.T. (Scout-Trained)	12-1-25
6. „ Jaminikanta Bhattacharjee, Matric, Kavyatirtha	11-8-22
7. „ Rabindranath Ghosh, B.Sc., B.T., Science-trained, Scout & Cub-trained	3-7-37
8. „ Sailendranath Dhar, B.Sc., B.T. (Geography-trained)	5-7-44
9. „ Ramendranath Bagchi, B.A. (Distinction), B.T.	1-3-44
10. „ Anadinath Sanyal, B.Sc.	6-2-45
11. „ Benoybhusan Bhattacharjee, B.A., B.T.	16-2-45
12. „ Bhabatosh Bhattacharjee, B.A.	1-3-30
13. „ Kshirodemohan Sarkhel, M.A. (Hist.)	1-5-51
14. „ Sasibhusan Bhattacharjee, B.A. (Teacher & Librarian)	5-2-40
15. „ Maltendranath Basak, Kavyatirtha	2-4-51
16. „ Ganganarayan Barat, M.A. (Hist.)	15-1-46
17. „ Prashanta Kumar Gupta, B.Com. (Geography-trained)	2-1-44
18. „ Nabagopal Sarker	1-1-32
19. „ Muralimohan Biswas, B.Sc.	9-1-40
20. „ Kishorimohan Sarker	6-2-30
21. „ Achintyanath Gupta	5-1-25
22. „ Nirmal Kanta Ojha, B.A.	1-8-45
23. „ Gangadas Bose, B.A. (Distinction), B.T.	1-8-44
24. „ Kamalapada Sen, B.A., Dip-in-Phy. Ed., Senior Officer, N.C.C.	21-6-51
25. „ Nagendranath Roy Chaudhury, Matric V.M., Officer, Junior N.C.C. School Troop	21-3-45
26. „ Kamalaksha Roy, Matric, V.M.	1-7-36
27. „ Jitendranarayan Chakravarty, Matric, A.B.T.A.-Trained, Games master	11-1-35
28. „ Ramvilash Upadhyaya, Hindi Teacher (part time)	2-1-51
29. „ Anil Kumar Roy (Offg.)	
30. „ Ashutosh Mallick, Head Clerk & Cashier	1-1-14
31. „ Bimal Kumar Maitra, Matric, Clerk & Typist	10-5-49

Primary Section

1. Sri Bejoygopal Chaudhury—Entrance.
2. „ Birendranath Bagchi—Entrance.
3. „ Benoy Bhusan Gupta—Matric.
4. „ Hirendranath Bagchi—Matric. & G.T.
5. „ Nitaipada Roy—I.A.
6. „ Kandarpa Narayan Nath—G.T.

Present Committee of Management

1. Maharaj Kumar Somendra Chandra Nandi, M.A.—President.
2. Dr. Anilchandra Banerjee, M.A., P.R.S., Ph.D.—Principal, Maharaja Manindra Chandra College, Calcutta, and Lecturer, Calcutta University.
3. The District Magistrate.
4. The District Judge.
5. The District Inspector of Schools.
6. Sri Nishakanta Sarkar, M.A.—Principal, K. N. College.
7. „ Sushil Kumar Banerjee, M.A., B.T.—Headmaster and Secretary.
8. „ Nripendra Kumar Raha—Teachers' Representative.

CHAPTER V

SECONDARY EDUCATION FOR ALL

T. C. VICARY, M.A. (London).

Principal, Union Christian Training College, Berhampore.

"Secondary Education for All" was made compulsory in England and Wales by the Education Act of 1944 and parallel legislation was passed for Scotland in the following year. The Langevin Commission of 1946 proposed similar reforms of the secondary stage in France—indeed it proposed the regrading of the whole system from the Infant School to the University. Since the end of the War, Soviet practice has made a break at eleven-plus and provision is being made for the education of the adolescent (i.e. secondary education) in the Soviet seven-years' incomplete and eleven-years' complete secondary school.

Secondary Education for all does not mean, in any of these schemes, what we should call "High School" education. It means the provision of education for all boys and girls who are adolescents, and in each country there is to be a break corresponding to the "complete break" of the English scheme. The "secondary stage of education" will provide education suited to the needs and aspirations of pupils of different ability and aptitude; it should fulfil the purpose of education as it was defined in the Spens Report, "The prime duty of a school providing secondary education is to cater for the needs of children who are entering and passing through the stage of adolescence."

This has meant, in practice (in England and Wales), the provision of three types of secondary education (although there is no valid reason for limiting the types to three). (1) The Grammar Schools, which correspond to our Sc. Bengal High Schools, although they do not attempt to make provision for such a wide range of ability as our schools are compelled to do (and in consequence lower their standards). They meet the needs of pupils who are going into the professions and a fair proportion of the pupils will proceed to the Universities. Their education is generally divided in the upper part of the school into Arts and Science 'sides', with many more pupils on the Science side than in Bengal. And pupils stay in school until they are 18 and take examinations of intermediate standard. Most of these proceed straightaway to do their compulsory two years' National (military) Service, the rest postponing it—with permission—until the completion of their University or professional education. (2) Other pupils will pass on, at 11, into Technical High Schools and thence into Technical Colleges and into Engineering. (3) The remainder will pass on into what are called Secondary Modern Schools, the secondary schools provided for the majority

of boys and girls. It has been stated that 60 per cent of the population above 11 will attend these schools, the remainder being divided between Grammar Schools and Technical High Schools, roughly 20 per cent each.

Our High Schools have to meet the need of practically all our education for literate adolescents. Many pupils in our schools are not fit for High School education—80 per cent of English boys and girls are not counted fit for (or do not want) Grammar School education; but, notwithstanding, they receive a *secondary* education. Many pupils in our schools are not fit for High School education, while many more who are fit have no opportunity of getting it, because there is no adequate provision for primary education; and because many who are able, many more than there are in our present High Schools, cannot get the High School education they are fit for, the country is being deprived of their ability. The need of Technical High Schools needs no stressing, but we often forget that the technical education India needs should be mainly agricultural.

In this brief account I wish to stress the need of the secondary education of the ordinary boy and girl, the pupil who has not the ability of the High School pupil nor the special aptitudes needed, in addition, for Technical High School. (In passing it should be noted that we can no longer afford to reserve Technical High School education for those who are not intelligent enough for High School.) The Sargent Scheme planned to meet the need of the average pupil in the Senior Basic School but at the moment the ordinary citizen can think of secondary education only in terms of the High School, the only form of secondary education we know.

It was my privilege during a visit to England on furlough in 1952-53 to visit educational institutions wherever I went on tour. Altogether I visited nearly fifty schools, grammar, technical and modern, primary and infant schools, technical colleges and schools for special disabilities as well as child guidance clinics. My first choice in every place was the "Secondary Modern School"—from Edinburgh and Glasgow in the north to Guernsey in the Channel Islands, in the south; from Norwich and Lincoln in the east to South Wales in the west. The Secondary Modern School is the "growing-point" of English education at the present time. Each modern school seemed different from every other modern school, for, the variety of the English educational system has not been lost in the greater central control given to the Ministry of Education in the 1944 Act. The Local Education Authority (L.E.A.) can still provide for local needs and all the schools I visited seemed to be solving their problems in their own way. Some of them have been compelled to do so because so many school buildings were destroyed by "enemy action" that schools are still housed in buildings meant for other educational systems, or in country houses whose owners have been taxed so that they can no longer live in them in the old style. This has made the provision of classes difficult but has also, on the other hand, meant that many schools are housed in beautiful old buildings in grounds where streams have been dammed and forestry encouraged, and where country boys (and masters brought up on farms) have been able to retain their love of the countryside. There are,

of course, some magnificent new buildings—one I visited, for example, built entirely of aluminium (insulated with glass 'wool'). In one of those schools the pupils were entertaining the school, class by class, doing what their elders did in the factories during the War, providing a daily "workers' playtime". In another school, which I visited with the local L.E.A.'s Supervisor of Secondary Modern Schools, there were two rooms furnished as a modern home and a very good lunch was served by the two girls who were, for that week, responsible for all the housework of their small "flat". In another school great stress was laid on the pupils' musical education—there were two bands, one a brass band and one small boy, of sub-normal ability, was playing his father's large brass instrument with a self-forgetting concentration which impressed me so much that when I think of that school I see him. This illustrates another aspect of the Secondary Modern school as I saw it—the eager co-operation of parents in providing amenities which the Authority cannot afford—gymnastic uniforms, for example, which were paid for by concerts; furniture which fathers had made during their spare time. In another school the Headmaster apologised for his late arrival because he had that morning taken some of the Young Farmers Club to market and the bacon factory with their pig. The animal husbandry of this school was organised as a limited liability company in which the boys had shares and negotiated loans through the local bank manager. In some schools a second language (general French) was taught; in others, none. Much depends upon the qualifications of the staff and the local needs. But where French, for example, is taught it is not the French of a Matriculation syllabus but much less academic. And the schools take no external examination.

It has to be recognised that these schools have not yet been unreservedly accepted by parents some of whom still think like our parents, in terms of the Grammar School when they think of Secondary Education, but confidence is being steadily built up and the enthusiasm of the staffs will, it is hoped, convince parents that these schools are providing the education which their children need. When I think of those I saw I summarise my general impression by saying that they are 'civilizing' this generation. We hope that our boys and girls will soon receive the secondary education they need for a more abundant life and the service of their fellows.

A FEW WORDS ON THE SYSTEM OF EDUCATION IN PRE-WAR GERMANY ..

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The schools in Germany were placed in three classes, namely, primary school, middle school, and high school, the last being called Gymnasium in the German language. A complete course of studies in the primary school, lasting for a period of four years, was made compulsory for every individual of the country. Illiteracy, in the sense of inability to read and write was thus totally unknown.

Education in the middle school, though not compulsory, was taken by most of the children coming out of the primary school, after which many took to courses of vocational training according to individual tastes, while a large percentage got themselves admitted into the high school or Gymnasium. The high schools again had two broad groups, in one of which stress was given to the study of science and mathematics, while the schools belonging to the other group taught mainly literature and languages, besides the elementary principles of science and mathematics. The average age at which a student passed the high school examination (called Abitur in German) was nineteen, and the knowledge they acquired by this time could be favourably compared with that of an average graduate of our country. The schools were usually maintained by the Government, some only being maintained by private persons.

While a majority of the students after passing the high school examination took to various occupations, not a small fraction of them, probably about half the number, took to the pursuit of higher education by getting themselves admitted in the University. The Universities fell under two categories, the General University and the Engineering University, the latter being termed Technische Hochschule in German. The Engineering Universities were open not merely to technical subjects, but also embraced many of the pure arts subjects including Mathematics, Physics, Chemistry, Botany, Zoology, Mineralogy, Astronomy, Aerodynamics, Hygiene, and Geography. Some such Universities taught even literature and languages. The faculty of medicine was held by some particular Universities, while that of music was held by the University of Königsberg in East Prussia. The Universities had also provision for holding German language classes for the convenience of foreign students. Besides the Universities, there are schools for imparting practical training in particular technical subjects. Such a school is called Fachschule in the German language, and its standard is not so high as that of the University. The period of training in such schools varies from two to

four years, at the end of which there is an examination and a certificate is issued to the successful candidate.

In the General University two kinds of examination are held,—the State Examination, somewhat similar to our Public Service Examination, for which a Certificate is issued and the Doctorate Examination, for which the title Dr. Phil. is awarded to the successful candidate. In the State Examination one has got to pass in a large number of subjects, fairly high in standard, while in the Doctorate Examination one is examined in his main subject, for which a thesis has to be submitted, and two other subsidiary subjects.

Like the General University, the Engineering University also holds the two aforesaid examinations; but there is a third examination as well, viz. the Diploma Examination, for which the title *Diplom. Ing.* (meaning Diploma Engineering) is given. In the Engineering University one is not allowed to work for a Doctorate unless one has passed the State or the Diploma Examination, for either of which a thesis, though not of so high a standard as for the Doctorate, has to be submitted. The degree issued by this University is usually Dr. Ing., although titles such as Dr. rer. Nat. (short form of *Doktor rerum Naturwissenschaften* meaning Doctor of Science) and Dr. rer. Tech. (short form of *Doktor rerum Technikum*) are also given in specific cases. The degrees for medicine and music are Dr. Med. and Dr. Mus. respectively. The title of Doctorate is the only degree title given by a German University.

But it must not be supposed that the above-mentioned examinations are the only ones taken by the Universities. Before a candidate proves eligible for these higher examinations, for which only titles are issued, he has got to get through from time to time, a number of smaller examinations, one for each subject taken up by him. The latter, known as seasonal examinations (called *Semestralprüfung* in German), may be compared with the terminal examinations of our country. The method of examination is also entirely different from that of our country. There nearly all the examinations, starting from the primary school right up to the University doctorate examination, are taken as *viva voce*. In the case of the diploma or doctorate examination, a meeting is convened consisting of a president, a head examiner (known as *Referant* in German), a second examiner (called *Co-referant*), and several other invited guests conversant in the subject. Prior to this, the thesis must have been approved by a board of examiners, and kept in the office for public show and inspection. During the course of *viva voce* the thesis is put on the table, and the examinee is offered a pencil and a piece of paper. Questions are asked first by the head examiner, who is usually the professor under whom the candidate has worked, then by the second examiner, and finally the president invites other persons present on the occasion to ask questions, which, however, is optional to them. The duration of the examination is about an hour, and the questions put relate mainly to the subject of the thesis, but questions, general in nature, are also asked. Cases of failure are rare in a

doctorate examination. The success of a candidate in the examination depends to a large extent on the impression cherished by the professor, under whom he has worked. In case the professor is not pleased with the candidate, however brilliant he might be, or if there is a misunderstanding between them, the former would hardly allow the latter to submit his thesis and take the examination. The personal relation between the professor and the examinee thus plays a great role in deciding the success of the examinee. The tendency of the examining body is to see whether the examinee has had a real grasp of his subject, or whether he has mechanically worked out his thesis without having a due conception of the subject. In the latter case the examining body asks the candidate in a polite manner, to come again for the examination, without openly declaring him a failure. Usually no marks are given in the examination, only notes are given. The notes are, in German, Ausgezeichnet, Schrgut, Gut, Genügend, and Ungenügend, meaning, respectively, excellent, very good, good, tolerable (sufficient), and insufficient, the last denoting failure. In some places, remarks like IA, IB, IIA, IIB, etc. are given according to the order of merit. In case a candidate has stood the examination successfully, the president of the examining body congratulates him after shaking hands, and usually gives him noble advice and good wishes for his future life.

Now a few words about the practical classes in science subjects. Elementary practical classes are held in the upper classes of high schools. In the University they fall into three parts, viz., Anfangspraktikum, Mittelpraktikum, and Hoheres Praktikum, meaning thereby the beginning practical, the middle practical, and the higher practical. The standard of the beginning practical may be compared with that of our I.Sc. and B.Sc. combined, while in the middle practical a sort of elementary research is needed. The higher practical means research work for the diploma or doctorate thesis. No experiment is asked to be performed at the time of examination, which consists in the inspection of laboratory note books furnishing record of practical work done from time to time, and in answering oral questions. The spirit of independent thinking and research thus begins to grow gradually in the student from an early age.

One might be led to think that, with the winning of the title of doctorate, the educational career of a student comes to a close. This, however, is far from truth. The real education begins with the attainment of doctorate, which acts like a threshold. In our country a person, after passing the M.A. or M.Sc. examination, is sometimes lucky to secure a post in a college; he then passes for a Professor. But in Germany, the designation 'Professor' falls to the lot of only a few degree-holders. In fact, the word Professor is itself a title conferred by the Government. There, if a candidate wins his doctorate and incurs the favour of the Professor under whom he has worked, he might get the post of a laboratory assistant in some University. But he will not be allowed to deliver lectures to classes, until and unless he has done further research work and has passed

the Dr. Habil. (Doctor of Habilitation) examination. It is only after one has got this title, that one becomes competent to become a lecturer. Becoming a 'professor' is still further away, and the honour falls to the lot of the few fortunates, who have proved worthy of it by showing special ability in research, teaching and administration.

It will perhaps not be out of place here to add a few words on discipline as observed by the students of Germany. Perhaps no civic sense is so thorough as discipline, as observed not only by the students but also by the people in general. Whether in walking, talking, or in the discharge of any kind of duty, one seems to be as well-disciplined as one could imagine. The system of queue is obeyed with perfect silence whenever a number of persons have to wait before a counter. When I first arrived at the giant main railway station in Munich, the first thing that struck me most was the manner in which the people were moving in various directions. There was no unnecessary hue and cry, no haggling with the porters, no jostling with the crowd, no spitting here and there, and no other like things as are to be commonly seen in a big railway station in India. And, on coming out of the station hall, I stood still for a while on the foot-path, to look on the mode of walk of the pedestrians. How rhythmical and picturesque it seemed! When two or more persons are in a company, they talk to each other so softly that their voice can hardly be heard by a third person; and, if per chance anyone touches the body of a third person, he at once begs pardon. Neatness and cleanliness is to be found throughout, whether in the station, or in the street, or on the foot-path, or in railway carriages, cities and villages making no distinction in this respect. As can be imagined, discipline is strictly observed by the students, whether in the class-room or within the College precincts or in the dining hall. In Germany a class period lasts full one hour, out of which the first fifteen minutes (popularly known as Akademisches Viertel) are allowed to the students for changing rooms, putting off hats and overcoats, and for occupying seats. The teacher, then, has full forty-five minutes at his disposal for delivering his lecture, no time being wasted for taking attendance which is not in vogue in that country. Inside the class-room, pin-drop silence is observed by the students, even though the teacher might prove a failure. In case a student fails to understand anything in the class-room, it is not the custom for him to ask the teacher then and there, but he may see him in his chamber during his visiting hours. But he may point out any mistakes that the teacher might make in the class. In our country when a teacher enters the class-room, the students get up in a body, but in Germany they make a flapping sound by briskly striking the floor with their shoes. This peculiar practice, however, never appealed to me.

There is co-education in the college stage. In the secondary stage, there are separate schools for boys and girls.

There are two academic terms (called Semesters in German) in a year, viz., the summer term and the winter term, the former lasting three months

and the latter four months. In order to promote an all-round cultural development among the students, excursions are arranged from time to time to various places of interest, such as those of historical importance, museums, sanatoriums, workshops, beauty spots and the like. Children below sixteen are forbidden to visit cinema houses; for them special cultural films are arranged. Extra-mural lectures and colloquiums are held from time to time in all academic institutions. There is also provision for exchange lectures.

SECONDARY EDUCATION AND TEACHERS

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Of the tripartite division into which education is generally classified, viz., primary, secondary and tertiary the secondary stage is *sine dubio* the most important. It may be called the keystone in the arch of education or in the words of Sir P. C. Mitter, the pivot of our educational system. A good system of secondary education postulates a sound higher education and *vice versa*, inasmuch as the former provides the foundation on which is reared the superstructure of the latter. Again, it forms the basis of commercial, industrial and technical training. "The importance of Secondary English and in particular of high school education is far-reaching.....The inferior output of secondary schools invades colleges and technical institutions and hinders the growth of higher education". (Indian Education Policy, p. 16). Furthermore, the success of primary education relies on it for success because the teachers of primary schools are products of the secondary system.

The miserably low salary of the teachers is the most outstanding of the defects underlying the structure of secondary education, particularly in West Bengal. Teaching vocation in India is the veritable Cinderella of learned professions. "A large portion of our teachers get as pay," remarked an Education Minister, "something less than the wages which are earned by our unskilled labour employed in large towns or in manufacturing centres". No wonder, then, meritorious persons have a great aversion to the teacher's job. Some take to the teaching profession as a halting place for preparation for the bar or as a stepping-stone to lucrative avenues of life. Teachers are, more often than not, men of poor calibre and their work suffers from lack of not only efficiency but energy and enthusiasm. The above is to a large extent responsible for the depreciated standard of education. "They (teachers) take little interest in their work or in their pupils.....Education and discipline suffer under such conditions and development of the finer traits of character and attainment of a high degree of intellectual vigour or moral excellence can hardly be expected." (Sixth Quinquennial Report on Education in Bengal).

In Euro-America teachers are not only first-rate men of high academic qualifications and not like their Indian confreres misfits for other callings. In the U.S.A., University graduates who have won college degrees by original researches in some branch of education after 4 years' training and passed teachers' examination with distinction are accepted as teachers. An esteemed friend who holds the doctor's degree of the Amsterdam University and is now a professor of the Andhra University tells us that in

Holland there are more Ph.D.'s than one in each and every high school. In this connexion, the views of Rev. N. G. Leather, a senior Wrangler of Cambridge, quondam Principal, Berhampore K. N. College, are worth quoting, "Whenever I think of the staff of an Indian School, I cannot help comparing the staff of the school at which I was educated in England. It was almost entirely a classical school which regarded Mathematics as a very minor subject and yet there were three mathematical masters whose qualifications were at least twice as good as mine; but in India I was considered fit to teach mathematics up to the M.A. standard and am now Principal of a first-grade college. Almost without exceptions members of the staff were Honourmen of Oxford or Cambridge (which is a higher standard than any Indian M.A. degree), the one or two exceptions there being pass graduates who were employed for their proficiency in games (such men would be Blues)".

Raison d'etre of the above phenomena is to be sought in decent emolument and respectable status that teachers have the good fortune of enjoying there. In England under the Burnham Scales "the present basic salary for qualified assistant teachers in schools maintained by local education authorities is on the scale of £300 × £15 to £525 for men, and £270 × £12 to £420 for women. Certain additions are made to these rates for teachers in the London area, and in respect of a course of training longer than two years and for university graduates. Extra payments ranging from £50 to £100 in the case of men, and £40 to £80 for women, are made to teachers holding posts of special responsibility, generally in secondary schools. The maximum salaries of headmasters and headmistresses range from £570 for men and £460 for women in the smallest schools to £750 and £620 respectively in schools with more than 500 pupils with additions of £50 (£40 for women) for every 30 pupils over 15 years of age." In the U.S.A. the average annual income of a teacher is 3,100 dollars. In pre-war Germany teachers were not only highly paid but held in great esteem so much so that officers were appointed on their recommendation. In France, teachers occupy the same position as that of a lord or a baron. In the U.S.S.R., the Government annually honour the best teachers by conferring on them the title of *Cūlinchniki* (excellent person).

Teachers are, to borrow an expression of the Radhakrishnan Commission, the corner-stone in the arch of education, because it is through them the educational system of the country is worked. No improvement of the system of education is possible without the betterment of the pay, prospects and status of the teachers. Thus wrote a distinguished educationist, "It is through the teachers that all schemes can be put into practice, and so long as the members of the teaching profession remain ill-paid and discontented and command neither respect nor prestige, the change of method or re-organization of machinery would not achieve the desired end. Any reform of secondary education which fails to take this vital problem into account is doomed to failure."

Not only the canons of justice and fair play but the interest of education demand that fat salaries should be offered to the followers of the noblest of professions. Free India needs first-rate men as her nation-builders. Let us bring the topic to a close by quoting the following excerpts from the memorandum submitted by the Calcutta Branch of the All-India Women's Conference to the Mudaliar Commission. "The teacher's position should be brought into line with the administrative services in all ranks from the lowest to the highest. Unless the teacher occupies an equal position with the administrator, the best talent will not be drawn to the teaching profession as in modern society economic standards play a very prominent part in establishing status."

LANGUAGES IN THE SYLLABUS OF STUDIES FOR HIGH SCHOOLS IN WEST BENGAL

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A pupil in his career through the High School is required to learn as many as 4 languages,—Hindi for 2 years, Sanskrit for 4 years and Bengali and English for 6 years. Two years' Hindi is worse than useless. It is paying lip-homage to the national language without any real benefit. What is the good of introducing Hindi in Class V as a compulsory subject if it is to be removed from the syllabus of the upper 4 classes? The little Hindi that the pupil may happen to pick up during this short period goes clean out of his mind when it is discontinued in his subsequent career through the school. The time and energy spent upon the subject are simply thrown away. Four years' instruction in Sanskrit fares no better unless it is followed up in collegiate courses. Ninety per cent of the pupils whose study of Sanskrit has been limited to 4 years in a High School are found to relapse into such complete ignorance of the language that they are unable to read a simple Sanskrit sentence written in Devnagri script. Six years' instruction in English may seem apparently to be sufficient to give a good grounding in this language. But the facts belie this complacent view. The very large percentage of failure in English at the Matriculation or the School Final and the Intermediate Examination is an unmistakable proof that even 8 or 10 years' grinding at English cannot bring about the desired result. When candidates for admission to the Medical College, all of whom have passed the Intermediate Examination in the First Division, some with high marks in English, are reported to be at a loss to understand the meaning of a simple question like "What is your father?" or to answer "I have come in Calcutta in 1950," it must be admitted that there is something seriously wrong with the system. Not only the syllabus of studies, but the method of instruction as well is responsible for this sad state of things. What with a defective syllabus and what with a wrong method of instruction we have contrived to make a total failure of our efforts to teach languages. A large number of children receiving primary education without completing the course lapse back into illiteracy. This wastage is generally deplored; but not so the waste of time and energy caused in secondary education by an ill-conceived syllabus and a totally ineffective method of instruction. This unprofitable expenditure of time and energy is a great loss and calls for serious attention.

The reform should start with the syllabus. The burden of 4 languages is too heavy even for the better type of pupils. Few students of the age group 10 to 16 can be expected to bear this burden without some injury

to their mental constitution. It is true that the Board of Secondary Education has made a provision in its new syllabus, yet to come into force, for other subjects such as Engineering Drawing, Agriculture, Book-keeping, etc. in place of Sanskrit. But a very large majority of schools have neither teachers on their staff competent to teach any of these subjects nor the equipment required for the purpose. Sanskrit is, therefore, bound to continue as a compulsory subject in most schools for many years to come. There are strong supporters of Sanskrit and they are most reluctant to exclude it from the list of compulsory subjects. One of their arguments is that Sanskrit is the repository of our ancient culture and to cut ourselves off from our cultural heritage will have disastrous consequences. They are afraid if Sanskrit is not given a place on the list of compulsory subjects we shall lose touch with our ancient culture. Our ancient culture, however, is not shut up within the pages of some Sanskrit books only. It has diffused itself over the whole sphere of our life; it permeates our arts and literature, our religious faiths and institutions. Our thoughts and beliefs, our traditions and customs bear the stamp of our ancient culture. This culture encompasses us like the air we breathe. It has transformed itself very largely from age to age, and in some respects, the transformation is so great that it is difficult to recognise the past in the present. Yet the past is there, and whether we have Sanskrit on our syllabus or not, there is no chance of our completely breaking away from the past. But the issue is not between Sanskrit or no Sanskrit, but between compulsory Sanskrit and optional Sanskrit. The transfer of Sanskrit from the compulsory to the optional list will not set us adrift from our ancient moorings as is apprehended by some. This slight change will make little difference so far as maintaining a contact with our cultural inheritance is concerned. The supporters of 'compulsory' have another argument to urge. They hold that a good grounding in Sanskrit is essential for proficiency in Bengali. They forget that Bengali has outgrown its infancy and is no longer tied to the mother's apron-strings. It has shed much of the inflectional and synthetic character of the classical language and has developed a grammar of its own, which is, in many respects, independent of Sanskrit grammar. The vocabulary of Bengali is indeed mainly of Sanskritic origin. But it is not absolutely necessary that one should know the derivation of a word in order to understand its meaning and use it in ordinary speech and writing. It must also be admitted that there is still much scope for enriching Bengali by words imported and adapted from Sanskrit. But this task is not for the average scholars who form the largest majority of pupils in secondary schools. It may be left to the gifted few who may acquire sufficient proficiency in both Sanskrit and Bengali. There can be no justification in imposing Sanskrit indiscriminately on all pupils irrespective of their tastes, aptitudes and future needs in the hope that a very limited few out of thousands and thousands of pupils may gain sufficient knowledge of Sanskrit to fulfil the task of further enrichment of Bengali. The aim of the greatest good for the greatest number should not be lost sight of in framing the syllabus. *

The syllabus of classes V and VI is overcrowded and it is necessary to relieve the pressure of too many subjects on immature minds. Hindi may very well be taken off the courses of these two classes. But as Hindi has been adopted as the national language and is a means of inter-provincial communication in the whole of northern India and is widely used among Indians living abroad, we cannot altogether dispense with its study. It is true that there is an important section of public opinion in Bengal that cannot reconcile itself to the idea of Hindi as the national language, because it has not the flexibility, grace and power of expression that Bengali possesses and the literature produced in Hindi is not comparable in worth with that of Bengali. But it is not an imperative necessity that a language must have a rich literature to be elected to the proud position of a national language. English has become an inter-national language, not because Shakespeare, Milton and others have written their immortal works in this language, but because the English people have spread all over the world, colonising different countries and opening trade relations with various peoples, and they have carried their language with them to almost every part of the world where they have extended their influence. Considered from this standpoint, the claim of Hindi to be the national language is irresistible, and we can neglect it only at our own cost. If we refuse to welcome it we shall lag behind the other provinces politically, economically and even educationally just as the Muslims did in consequence of their boycott of English education in the early days of British rule. The Secondary Education Commission appointed by the Central Government has recommended in its report the study of Hindi besides that of the mother tongue and a foreign language. Hindi should be introduced in class VII, and not in class V as now, and continue right up to the School Final Standard. The pupil will then have four years to learn Hindi and not two years as at present. As Hindi has a close kinship with Bengali and the vocabulary of one is mostly the same as that of the other, the pupil may be expected to acquire a fairly good command of Hindi in four years, specially in view of the fact that he will feel an inner urge to learn it on account of its practical value in life, and where this inner urge or motive is present, difficulties are overcome with comparative ease. Hundreds of young men and women are every year passing examinations held under the auspices of the Rashtra Bhasa Prachar Samiti and it may be assumed that in a year or two there will be no difficulty in securing the services of qualified Hindi teachers. The supply of Hindi teachers may be accelerated by the provision of an extra allowance to one or two members of the staff of every school if they qualify themselves by passing the final examination of the Rashtra Bhasa Prachar Samiti.

English dominated our whole system of education for more than a century. With the introduction of western education English became the medium of instruction even in the High School and continued to discharge that function till 1937 when it made room for Bengali as the instrument of instruction. English still holds the most important position on the

syllabus. It carries 250 marks in the School Final Examination, and the student is expected to devote most of his time and energy to the study of English. The hope of entering Government service had so long been the chief stimulus to the study of English. With the attainment of independence and the decision to adopt Hindi as the official language of the Central Government, the scene has changed and English has lost much of its glamour. In a few years more it is bound to fade out of the picture. Students have an instinctive perception of the declining importance of this alien language, and they have unconsciously adjusted themselves to the new political set-up as is evident from their neglect of this subject and the consequent deterioration of the standard of their attainment in English. They are clever enough not to worship the setting sun. For good or for evil, the fascination of English is gone, and it is necessary to recognise this fact in the syllabus.

Bihar has reacted to the changed political condition of the country by dropping English out of the syllabus of classes VII downwards. West Bengal has reduced the length of the English course by two years, though, strangely enough, there is no corresponding lowering of the standard of English in the School Final Examination. The reduction of the period of study, therefore, means that the student will be required to cover in six years the ground which he formerly took full eight years to cover. This is an absurd demand and an average student will find it totally impossible to meet the demand. Mere tinkering with the length of the course or with the syllabus of study will not carry us far. It will only make matters worse instead of improving them. What is required is a thorough change of our attitude and our approach to English.

Before determining our future attitude towards English it is necessary to consider what it has done for us and what it has failed to do. It has been of immense help to us in promoting a sense of unity among the people of the different parts of the country and awakening our national consciousness and strengthening our struggle for freedom. It has opened to us a vast literature of wonderful richness and vitality and the accumulated store of scientific knowledge of the west. It has broken down the barriers raised by conservatism and thrown the mind of the country open to the liberalising influences of western literature. It has provided an instrument of great value for establishing political, economic and commercial relations with foreign countries. It has done all this and much more. Yet it must be admitted that English has not been an unmixed blessing to us. We cannot breathe freely in the atmosphere of a foreign language. It casts a chill over the mind and freezes the thinking process. Knowledge acquired through a foreign tongue tends to become superficial, vague and indefinite. It is for this reason that cramming is so much in vogue among our students. Barring a few intellectual giants, our educated men are mostly mental cripples; they cannot walk independently with firm and steady steps, but hobble along on crutches in a most clumsy manner. This is the inevitable result of education through a foreign medium. Besides crippling the mind,

English has widened the gulf of difference between the educated and the uneducated: for, education in this country has practically come to be synonymous with a smattering of English. Vast masses of the teeming population of the country remain unaffected by this education.

English was tried as a medium of instruction for more than a century and the results were found to be far from encouraging. When the medium is a foreign tongue, the form comes to the fore and the matter recedes to the background, and knowledge remains mostly unassimilated. This realisation came too late and it was only in the thirties of the present century that English was replaced by the mother tongue as the instrument of instruction in the High School. But English still holds the field in higher education, though Bengali is slowly making headway even into that region. The chief difficulty in the immediate replacement of English by Bengali in higher education is that books of the required standard of excellence, specially in higher science and technology, are not available. Many years must elapse before authoritative books in Bengali on Physics, Chemistry, Geology, Mineralogy, Metallurgy, Medicine, Surgery, etc. are forthcoming, and pending the appearance of such books English is destined to continue as the medium of higher education. The complete change-over from the English to the Bengali medium is still a long way off. Until Bengali comes to its own in the field of higher education there is no option but to use English as the chief instrument for the acquisition of knowledge. But why should not Bengali be used more and more widely as a vehicle of expression even in higher education? College teachers should use Bengali as far as practicable in expounding their subjects and the students should be encouraged by every possible means to answer examination papers in Bengali. Higher education may be bilingual in its receptive aspect and unilingual in its expressive aspect. Let the student read books written in English and listen to lectures given in Bengali as well as in English, but express themselves in Bengali only. Impressions may pour in through the channels of both English and Bengali; for expression, however, there will be only one outlet, viz., Bengali. That this is possible is proved by the instances of many persons who can understand English well when they read it or hear it, but cannot use it in their own speech or writing.

We are now in a position to fix the aim with which English should be taught to the student of the High School. The aim is to develop in him the ability to understand English when he hears it or reads it so that he may use it as a means of acquiring knowledge, if necessary, in his higher education. If his aim is accepted, it is useless to ask him to write substances and explanations and to answer questions on the contents of the text books in English. Grammar and Composition also go out of the syllabus. Poetry should be rigidly excluded from the English course. Poetry is not meant for language teaching. Its appeal is mainly aesthetic. It quickens the sense of beauty, chastens the emotions, stimulates the imagination and lifts us, though momentarily, to a higher level of existence. But English poetry, as it is generally taught in our schools and colleges, does none of these

things. There is no attempt to enter into the spirit of a poem and to recreate the mood in which the poem was composed. A poem is paraphrased, explained and annotated; it is dissected like a lifeless thing. Ready-made appreciations are dished up to the students for consumption to be thrown up undigested at the bidding of the examiner. Genuine appreciation of English poetry is rare even among the advanced students of English literature. What passes for appreciation is a mere pretence,—a feigned delight in what is pointed by others as beautiful. There is no freshness or originality in this appreciation. It is all counterfeit and lacks the ring of the true coin. The way poetry is taught in our schools and colleges serves only to breed an antipathy to it which continues unabated ever afterwards throughout life. So strong is the aversion produced, that very few of the students of English literature ever recur to any poem they read in their school or college days, not to speak of touching a new poem. The sooner this travesty of appreciation of English poetry is done away with, the better for all concerned. This, however, does not mean that the aesthetic side of the student's mind should be left uncared for. The cultivation of aesthetic sentiments may be left to the mother tongue.

The restriction of the scope of English lays a great responsibility on the mother tongue, and if it is to bear this responsibility satisfactorily, the teaching of Bengali must be considerably improved. Though Bengali has acquired some importance since the introduction of the revised syllabus, it does not receive its due share of attention. It is taken for granted that Bengali, being the mother tongue of the students, requires no particular care and the teaching of the subject is carried on in a very perfunctory manner. This wrong assumption must be got rid of and all possible care should be taken to give the student a fairly good command of the mother tongue so that he may be able to express himself through it with ease and facility. In Bengali the student should not be satisfied with mere correctness of expression. He should aim higher and should cultivate the power of clear, direct and forceful expression. He should be encouraged to widen his range of studies by making a proper use of the School Library which should be stocked with the books of all authors of established reputation. It is necessary to point out to the student how the style of one author varies from that of another according to the subject-matter dealt with;—grave and dignified when the subject is serious, playful and witty when it is light, ornate and figurative, when imaginative, plain and precise, when scientific. He should have a taste of the joy that comes from the appreciation of good literature, and if reading is a pleasure to him, he is on the way to fair progress. Bengali will then become a flexible instrument in his hands, ready to be applied to a variety of uses besides expressing the dearest and most intimate things of the heart. A School Magazine is a very useful adjunct, and the pleasure of seeing his writings appearing in print and being read eagerly by his friends serves as a great incentive to juvenile literary efforts. A Debating Club, a Literary Society and a Dramatic Club also may be formed and harnessed to service in the culti-

vation of the mother tongue. What is necessary is to create an environment favourable to the study of Bengali and to the attainment of a high standard of proficiency in it. The improvement of the teaching of Bengali will surely make an exacting demand on the time and energy of the teachers entrusted with the subject. They must be well qualified and prepared to work hard, failing which Bengali cannot be expected to discharge the responsibility which it will be called upon, sooner or later, to shoulder in higher education.

A FEW WORDS TO OUR PRESENT STUDENTS

GAURIPRASANNA BISWAS, M.A., B.T.,

Assistant Headmaster, Krishnath College School.

You feel proud to belong to a school that has stepped into the 101st year of its eventful life, don't you? Just have a glance at the pages of this volume. You will see that your school has built up an enviable tradition both on the academic and the extra-academic side. So you will agree the celebration of its Centenary has a special significance. It scarcely falls to the lot of a man or woman to see his or her hundredth birthday and be burdened with flower-wreaths and stuffed with sweets. But it does fall to the lot of a temple of Learning to celebrate its centenaries. Just look back through the long long vista of ten decades. You feel a thrill through your nerves. Then look ahead in your mind's eye through the hundreds of decades that are to come. I ask you to do a little bit of hard thinking as to what you should do in order to be what each one of you ought to be. You should deserve well of your Mother that suckles you, by a due discharge of your duties and responsibilities. You must keep and help keep the candle burning through the ages to come.

Don't feel yourselves small or insignificant in this vast land of ours. You are the tiny grains of sand that make this pleasant land. You drop a pebble into a pool of water. There is at first a small circle. It then widens and widens. Likewise widen your circle on and on till the circumference touches the far-flung frontiers of your country and ultimately the remotest corners of the world. Be true to yourself, to your institution, to your village or town, to your district, to your State, to your country and to the World at large.

There are some great Public Schools in England such as Eton, Harrow, Winchester, Rugby, etc. Our Jawaharlal is a product of Harrow. You know what a luminous bit of lightning he is. He is an engine running full steam for hours and days on end. You have also read of our Aswinikumar of *Bhaktiyoga*, of Vivekananda, of Asutosh, of Subhas and a lot of others. What was the secret of their success? Whence did they derive the inspiration, the drive? Certainly did they owe not a little to their teachers and schools and colleges. An Etonian or a Rugby man had a particular stamp of character which distinguished him from others. Belonging as you do to a big and glorious institution as this, you are expected to follow in the footsteps of your illustrious elder brothers who have gone ahead. Let everyone you come in contact with have reasons to say, "this boy is or was a student of the Krishnath College School and therefore so good and noble." I may tell you in this connection that this goodness or nobility consists, in the words of Sir Asutosh, "not merely in the capture

of prizes but in the formation of character". You may not have a good score at examinations. Nevertheless, you may have the best score out here in the world. Newton, Gandhiji, Rajaji and many other successful men were mediocre students at school.

There was a great teacher named Edward Bowen in England. His watchword was "Sursum Crura, Sursum Corda", i.e., lift up your legs and lift up your hearts. In other words, there should be harmonious development of the mind and the body. You remember Vivekananda saying "It is better to have a game of football out in the field than pore over the Gita".

You may say, "Stop, sir, none of your moral instructions. We have basket-fuls of them everyday. We are poor. We face unemployment. Our education does not equip us for the struggle for existence" and so on and so forth.

My reply would be, "They also serve who stand and wait". You know the performing tiger in the circus is a mere apology of a tiger. The cage has made it into a cat in the tiger's skin. A caged bird clean forgets the use and the very existence of its wings. We have only recently broken the shackles of two hundred years' slavery, oppression and exploitation. We have been dehumanised, so to say. So a little preaching by older people like ourselves is necessary to rally you and to point, at the crossroads where you stand, to the track you should follow. What is the track? "Let us do our best, the very best each one of us is capable of, in our own spheres." In the language of the poet let us "play up, play up and play the game." Many nation-building schemes are afloat. The education you are receiving does need a reform and a drastic and thorough reform at that. Your curriculum is being recast to make producers rather than clerks of you. You will 'learn' and at the same time 'earn' in the near future. You will find yourselves in gainful occupations rather than at the desk driving the quill from morn to noon and from noon to dewy eve. Don't you feel there is something in the offing? There can't be a complete sea-change overnight. Our Independence, so far political, is still in swaddling clothes. Its sister, economic Independence, is full time in our Mother's womb. They will very shortly combine to usher in the millennium. So I call upon you to keep your balance till then. Remember,

"Honour and shame from no condition rise
Act well your part, there all the honour lies".

ছাত্রজীবনের স্মৃতি

১৯৫৩ সালের ১লা নভেম্বর মণীন্দ্র ছাত্রাবাসে কলেজের প্রাক্তন ছাত্র শ্রীযুক্ত হরিভূষণ চট্টোপাধ্যায় বি. এল. মহাশয়ের সভাপতিত্বে কলেজ ও স্কুলের প্রতীক শতবার্ষিকী উৎসব উপলক্ষে কলেজ ও স্কুলের প্রাক্তন ছাত্র শ্রীযুক্ত দ্বিজেন্দ্রমোহন সেন এল. এম. এম্. মহাশয় প্রদত্ত অতিভাষণ :—

“শ্রম্ভের সভাপতি মহাশয়, মাননীয় অধ্যাপকমণ্ডলী, সমবেত স্দুধীবন্দ ও প্রিয় ছাত্রগণ, আজকের এই সম্মিলনে আপনারা আমাকে প্রধান অতিথির সম্মান দিয়ে গৌরবান্বিত করেছেন, আমি সে সম্মানের যোগ্য নই। আমার চেয়ে যোগ্যতর লোক এখানে ছিলেন, তাঁদের কেউ এই পদ অলঙ্কৃত ক'রলে বেশ স্দুশোভন হ'ত। যাহা হউক আমাকেই যখন আপনারা এই সম্মান দিতে ইচ্ছা করেছেন তখন সহস্র কুণ্ঠা ও বিব্রত বোধ ক'রলেও এই সম্মানের মর্যাদা আমি স্বীকার ক'রে নিলাম এবং আমি আমার আন্তরিক কৃতজ্ঞতা আপনাদের জ্ঞাপন কর্ছি।

যে উদ্দেশ্য নিয়ে আজ আমরা এখানে মিলিত হয়েছি তাতে আজ আমার অনেক পুরাতন বাল্যের স্মৃতি মনে এনে দিচ্ছে।

আজ বহরমপুর কৃষ্ণনাথ কলেজ ও কলেজ স্কুলের “শতবার্ষিকী” স্মৃতি-নিদর্শন উৎসবের দিনে আমি গোড়াতেই বলতে চাই যে ১৮৫৩ সালের ১লা নভেম্বর তারিখে এই বিদ্যায়তনের নাম ছিল বহরমপুর কলেজ ও কলেজিয়েট স্কুল। আমরা যখন ইস্কুলে প'ড়তাম তখন ইস্কুল ও কলেজ এক স্থানে ও একই ভবনে প্রতিষ্ঠিত ছিল। আমি ইংরাজী ১৮৮৯ সালে বহরমপুর কলেজিয়েট স্কুলে প্রথম প্রবেশ করি। শ্রীরাধাকুম্ভদ মন্ডোপাধ্যায়, আজ যাঁর খ্যাতি ভারতবর্ষের বাহিরেও স্দুবিদিত, তিনিও ঐ একই দিনে আমার সঙ্গে বহরমপুর কলেজিয়েট স্কুলে ভর্তি হন। আজকের মত তখন স্কুলে দশটি শ্রেণীতে প'ড়তে হ'ত না, মাত্র নয়টি শ্রেণীতে পড়ে প্রবেশিকা পরীক্ষা Entrance Examination দিতে হ'ত।

আমাদের স্কুলে ভর্তি হওয়ার সময় আমাদের Head Master ছিলেন শ্রীযুক্ত বিনয় সেন। তিনি কলেজেরও Professor ছিলেন। আমি যতদূর সংবাদ সংগ্রহ ক'রতে পেরেছি তাতে অবগত হয়েছি যে তিনয়বাবুর পূর্বে শ্রীযুক্ত নীলমণি গাঙ্গুলী, শ্রীযুক্ত তারাকিশোর বন্দ্যোপাধ্যায় ও শ্রীযুক্ত শ্যামাপ্রসন্ন মজুমদার যথাক্রমে বহরমপুর কলেজিয়েট স্কুলের হেডমাস্টার ছিলেন। শ্রীযুক্ত বিনয়বাবুর পূর্বে আমাদের প'ড়বার সময়ই শ্রীযুক্ত গিরীশচন্দ্র সান্যাল ও শ্রীযুক্ত গিরীশচন্দ্র মিত্র পর পর হেডমাস্টার হন। আমাদের স্কুলে প'ড়বার সময় অর্থাৎ ১৮৮৯ সাল হ'তে ১৮৯৭ সাল পর্যন্ত যারা এই স্কুলের শিক্ষক ছিলেন তাঁদের নাম নিম্নে দেওয়া হ'ল :—

• হেডমাস্টার

	•	শ্রীবিনয় সেন।
		• শ্রীগিরীশচন্দ্র সান্যাল।
		• শ্রীগিরীশচন্দ্র মিত্র।

Second Master :— শ্রীকালীপ্রসন্ন বন্দ্যোপাধ্যায়, তিনি ইতিহাস পড়াতেন। তাঁহার পূর্বে Second Master ছিলেন শ্রীযুক্ত ক্ষীরোদবাবু ও সীতানাথ নন্দী।

Third Master :— শ্রীনবকৃষ্ণ রায়, ইনি কলেজেও ইংরাজীর অধ্যাপক ছিলেন।

Fourth Master :— শ্রীনীলরতন বন্দ্যোপাধ্যায়, ইনি গ্রামার ও ট্রান্সলেশন পড়াতেন।

• Mathematics :— শ্রীরাজকৃষ্ণ দাস প্রথম শ্রেণী হ'তে চতুর্থ শ্রেণী পর্যন্ত পড়াতেন।

Sanskrit:—শ্রীগয়ারাম স্মৃতিতীর্থ প্রথম ও দ্বিতীয় শ্রেণীতে সংস্কৃত পড়াতেন। ইনি কলেজেও সংস্কৃতের অধ্যাপক ছিলেন। শ্রীনীলমণি কাব্যতীর্থ তৃতীয় ও চতুর্থ শ্রেণীতে সংস্কৃত পড়াতেন।

Fifth Master:—শ্রীসাবিত্রীপ্রসন্ন সান্যাল, তিনি 5th, 6th ও 7th ক্লাসে ইংরাজী ও গ্রামার পড়াতেন।

Sixth Master:—শ্রীসুরেন্দ্রনাথ বন্দ্যোপাধ্যায়, ইনি 7th, 8th ও 9th ক্লাসে ইংরাজী পড়াতেন।

Seventh Master:—শ্রীপঞ্চানন রায়, ইনি 5th, 6th, 7th ক্লাসে ভূগোল পড়াতেন।

Eighth Master:—শ্রীগণেশচন্দ্র প্রামাণিক, ইনি 5th, 6th, 7th ও 8th ক্লাসে অংক কষাতেন।

Ninth Master:—শ্রীশশধর গোস্বামী, ইনি 6th, 7th, 8th ক্লাসে বাংলা পড়াতেন। শ্রীধনঞ্জয় ভট্টাচার্য, ইনি 5th, 6th ও 7th ক্লাসে ব্যাকরণ পড়াতেন। শুনছি যে ইহাদের বহু-পূর্বে শ্রীআনন্দমোহন সরকার সংস্কৃত ও বাংলার অধ্যাপক ছিলেন।

Drawing Master:—শ্রীপূর্ণচন্দ্র দাস, ইনি 5th ক্লাস হতে 9th ক্লাস পর্যন্ত Drawing করাতেন। শ্রীরজেন্দ্রনাথ পাল 4th ক্লাস হতে 1st ক্লাস পর্যন্ত Drawing করাতেন।

জিমনাষ্টিক মাস্টার:—শ্রীরাজকৃষ্ণ দাস। ইনি স্কুলে অংকের শিক্ষক ছিলেন।

Head Clerk:—শ্রীপ্রতাপচন্দ্র রায়।

আমাদের সময়ে কলেজে ও স্কুলে যদ্বন্দ্বাবে যে একটি পরিচালকমণ্ডলী ছিলেন তাঁদের নাম :—

- (১) জেলা জজ প্রেসিডেন্ট।
- (২) জেলা ম্যাজিস্ট্রেট।
- (৩) শ্রীগোপালচন্দ্র মদ্বোপাধ্যায়, উকিল।
- (৪) শ্রীবৈকুণ্ঠনাথ সেন, উকিল।
- (৫) রায়বাহাদুর শ্রীশ্রীনাথ পাল।
- (৬) শ্রীরজেন্দ্রনাথ শীল, কলেজের প্রিন্সিপ্যাল।

বহরমপুর কলেজিয়েট স্কুল যখন স্থাপিত হয় তখন গোরাবাজারে Normal স্কুল নামে একটি স্কুল ছিল। যতদূর অবগত হ'য়েছি, ১৮৬৭ সালে শ্রীরামগতি ন্যায়রত্ন ও শ্রীলালমোহন বিদ্যানিধি (“সম্বন্ধ-নির্ণয়”-প্রণেতা) মহোদয়গণ এই Normal স্কুলে শিক্ষকতা করতেন। আমার বন্ধু শ্রীমধুরানাথ মদ্বোপাধ্যায়, তাঁহার পিতা শ্রীমহেন্দ্রনাথ মদ্বোপাধ্যায় উকিল মহোদয়ের স্বহস্তে লিখিত Diary হতে এই তথ্য আমাকে জানিয়েছেন।

আমাদের সময় শিক্ষার পন্থা কি রকম ছিল সেই কথাই বিশেষ করে আজ আমি বলতে চাই। বিদ্যাশিক্ষার গোড়ার কথাই হ'ল, কেবল মাত্র আক্ষরিক শিক্ষাই প্রকৃত শিক্ষা নয়, এটা শিক্ষার একটা দিকমাত্র। নৈতিক, শারীরিক ও চারিত্রিক উৎকর্ষ সাধন আক্ষরিক শিক্ষার সূত্র নিবিড়ভাবে যুক্ত হ'য়ে আছে। কেবলমাত্র গতানুগতিক বিদ্যা গিলিয়ে দিলেই ছাত্র তা জীর্ণ করতে পারে না। সে যাতে জীর্ণ করতে সমর্থ হয় শিক্ষক ছাত্রগণকে সেই পথই দেখিয়ে দেবেন। তার কোঁতুল জাগরে, তার বদ্বন্দ্ববৃত্তিকে জাগিয়ে তুলে, জ্ঞান-পিপাসাকে উদ্বুদ্ধ করে, তার নিজের শক্তিকে প্রকাশ করে, তার উপর ভর করে, সে যাতে সর্বতোভাবে ভবিষ্যতে দাঁড়াতে পারে, ইহাই হ'ল শিক্ষার ক্লাজ। ছাত্র ভবিষ্যতে দায়িত্বশীল নাগরিক হতে পারে, স্বাবলম্বী হতে পারে এটাও শিক্ষকের প্রধান ও পবিত্র কর্তব্য। আমাদের শিক্ষকগণ এবিষয়ে যথেষ্ট সচেতন ছিলেন; এমন কি তাঁদের আগ্রহের ভাবে আমরা কখন কখন বিরত বোধ করিছি, তবে সে সব বাহুল্য ঘটবার কারণও ছিল।

যখন ছাত্রের দুর্বির্ভাবীত অশিষ্ট ব্যবহার শিক্ষককে অতিমাত্রায় চণ্ডল করে তুলেছে, তখনই তিনি শৃঙ্খলা জন্ম কঠোর হয়েছেন। তার মূল কথা হচ্ছে, প্রত্যেক শিক্ষকই ছাত্রের সর্বাঙ্গীণ মঙ্গল কামনায় রতী ছিলেন। শৃঙ্খল শিক্ষকতায় নয়, ছাত্রদের সঙ্গে লেখা পড়ার বাইরেও তাঁদের যোগাযোগ থাকত।

আমাদের সময় শিক্ষার পদ্ধতি এইরূপ ছিল :—স্কুল বসবার পরে প্রথমেই শিক্ষকগণ ছাত্রদের কাছ থেকে দৈনন্দিন পাঠ নিতেন। তারপরে পরের দিনের পড়া পাড়িয়ে দিয়ে ছাত্রদের তা লিখতে বলতেন। সেই লেখাপত্র শিক্ষক মহাশয় বাড়ী গিয়ে যেতেন এবং সন্ধ্যা পর্যন্ত তা সংশোধিত আকারে ছেলেদের তা ফেরত দিতেন এবং পুনরায় ঐ একই ভাবে পড়া শুরুর করতেন। এইভাবে শিক্ষকগণ ছাত্রদের পড়া বুঝিয়ে দিয়ে তাঁদের কতব্য শেষ করতেন না, ছাত্রেরা যে সে শিক্ষা গ্রহণ করতে পেরেছে শিক্ষকগণ সৌন্দর্য সন্ধান দৃষ্টি রাখতেন। কেবল পড়ানোর চেয়ে সেই পাঠ্যবিষয় লিখলে যে তা ছাত্রদের মনে অধিক প্রভাব বিস্তার করে এবং তাদের স্মৃতিপটে মুদ্রিত হয়ে যায় সেই উদ্দেশ্যেই তাঁরা ঐ ধারা অনুসরণ করেছিলেন।

প্রত্যেক ছাত্রের স্বাস্থ্যের দিকেও শিক্ষকদের সর্বাঙ্গীণ নজর থাকতো। সর্ব নিম্ন শ্রেণী থেকে আরম্ভ করে প্রথম শ্রেণী পর্যন্ত সকল ছাত্রকেই কোনও না কোন রকম ব্যায়াম করতে হ'ত। ছাত্রের স্বাস্থ্যের সঙ্গে বৃদ্ধিবিভিন্ন যে নিবিড় সম্বন্ধ তা শিক্ষকেরা জানতেন। ছাত্রদের স্বাস্থ্য সংগঠনের দিকে তাঁদের সতর্কতা সর্বদাই জাগ্রত থাকতো। আগেই ব'লেছি শ্রীরাজকৃষ্ণ দাস আমাদের 9th class থেকে 1st class পর্যন্ত gymnastics করতেন। তাঁর হাতে গড়া ছাত্রদের মধ্যে যাঁরা এবিষয়ে আমাদের সময়ে পারদর্শিতা লাভ করেছিলেন তাঁদের নাম :—শ্রীরজনী রায়, ও শ্রীরজেন্দ্রনাথ সেন। প্রথমজন মারা গিয়েছেন। শ্রীরজেন্দ্রনাথ এখন একজন বড় ব্যবসায়ী এবং তিনি গোরাবাজারে বাস করেন। স্কুলের শিক্ষকগণ কেবলমাত্র স্কুলের মধ্যে ছাত্রদের সঙ্গে সম্বন্ধ রাখতেন তা নয়; কোন ছাত্র কিভাবে বাইরে জীবন কাটা তার খোঁজও তাঁরা রাখতেন। কোনও ছাত্রের কি স্কুলে, কি বাইরে, কোনও রকম অশিষ্টতা দেখলে শিক্ষকগণ যে শৃঙ্খল কঠোর ভাব অবলম্বন করতেন তা নয়, ছাত্রদের অভিভাবকগণকেও তা জানাতেন এবং এই ভাবে ছেলেরা যাতে ভাল ভাবে গড়ে উঠতে পারে তার উপরও সতর্ক দৃষ্টি রাখতেন। আমাদের সময় নিম্নশ্রেণীর ছাত্রগণের সঙ্গে উচ্চশ্রেণীর ছাত্রদের বেশ একটা শ্রদ্ধা ও ভালবাসার সম্পর্ক ছিল। ছোটরা বড়দের মর্যেৎ সম্মান করত ও বড়রা ছোটদের স্নেহের চোখে দেখতো। এইভাবে আমাদের শিক্ষালাভের সুযোগ হ'য়েছিল বলে ভবিষ্যতে শিক্ষার বৃহৎ ক্ষেত্রে কখনও অসুবিধায় পড়তে হয়নি এবং আমার মনে হয় এইভাবে শিক্ষা লাভ হ'লে ছাত্রদের পরীক্ষা-বিভীষিকা থাকে না এবং তাদের পরীক্ষায় অকৃতকার্য হওয়ার সম্ভাবনা কমে যায়।

এইভাবে বহরমপুর কলেজ স্কুলের শিক্ষা শেষ করে ১৮৯৭ সালে বিশ্ববিদ্যালয়ের প্রথম পরীক্ষা Entrance Examination পাশ করি। তার পরে শারীরিক অসুস্থতা-নিবন্ধন আমার এক বৎসর নষ্ট হয়। আমি ১৮৯৯ সালে বহরমপুর কলেজে F.A. ক্লাসে ভর্তি হই। আমাদের সময় Principal ছিলেন শ্রীযুক্ত রজেন্দ্রনাথ শীল। তাঁর পরে কলেজে Principal হন শ্রীজানকী ভট্টাচার্য, শ্রীঅম্বিকাচরণ মিত্র ও Mr. E. A. Murphy.

শুনোছি ইহার বহুপূর্বে Hand সাহেব ও Livingstone সাহেব কলেজের Principal ছিলেন। আমাদের সময় কলেজে যিনি যা পড়াতেন তা নিম্ন দেওয়া হ'ল :—

English Prose and Drama:—Mr. E. A. Murphy.

English Poetry:—শ্রীনবকৃষ্ণ রায়, শ্রীলীলিতচন্দ্র চট্টোপাধ্যায়।

English Drama:—শ্রীলীলিতচন্দ্র বন্দ্যোপাধ্যায়।

আমাদের সময়ের অব্যবহিত পূর্বে ইংরাজী পড়াতেন শ্রীবিনয় সেন, শ্রীমোহিত সেন ও শ্রীলীলাতচন্দ্র বন্দ্যোপাধ্যায়।

Logic: — শ্রীগিরীশচন্দ্র মিত্র। ইনি স্কুলের হেডমাস্টারও ছিলেন।

Philosophy: — ডাঃ হীরালাল হালদার।

Sanskrit: — শ্রীমাধবচন্দ্র তর্ক-সিদ্ধান্ত।

শ্রীগয়ারাম স্মৃতি-তীর্থ—ইনি স্কুলেও পড়াতেন।

শ্রীপদুশচন্দ্র ব্রহ্মান্ত চণ্ডু।

Physics: — শ্রীমোহিনীমোহন রায়।

Chemistry and Mathematics: — শ্রীশিশিশেখর বন্দ্যোপাধ্যায়।

Mathematics: — শ্রীননীগোপাল ভট্টাচার্য।

Laboratory Asst: — শ্রীভবতারণ চট্টোপাধ্যায়।

আমাদের সময় F.A. ক্লাসে Arts and Science, Sanskrit and Mathematics সবই পড়ান হ'ত। কেবল B.A. ক্লাসে Arts and Science ভাগ হ'য়ে যেত এবং যার যা ইচ্ছা সে তাই প'ড়ত। আমি 4th Year পর্যন্ত কলেজে পড়েছিলাম Arts-এ। তারপর মোডিক্যাল কলেজে ভর্তি হই। আমাদের সময়ের পড়ানর ধারার সঙ্গে আজকালকার পড়ানর ধারার কোনও মিল নেই। আমি বিশেষ করে আমাদের Physics-এর Prof. শ্রীযুক্ত মোহিনী-মোহন রায়ের কথা আপনাদের বলছি। বর্তমানে তাঁর ছেলে শ্রীপ্রতিভারঞ্জন রায় আপনাদের কলেজের Higher Mathematics-এর Prof. শ্রীযুক্ত মোহিনী রায় প্রথমেই দৈনন্দিন পাঠের Lecture দিয়ে তৎক্ষণাৎ তা ছাত্রদের লিখতে বলতেন, এবং ছেলেদের লেখা খাতাগুলি বাড়ী নিয়ে যেতেন। পরের দিন বাড়ী থেকে খাতাগুলি সংশোধন করে এনে ছাত্রদের ফেরৎ দিতেন এবং নতুন Lecture দিতেন। আমি এইভাবে প'ড়তে পেরেছিলাম বলে যখন মোডিক্যাল কলেজে ভর্তি হলাম তখন সেখানে Preliminary Scientific M.B. Examination এ বিনা আয়াসেই Physics-এ প্রথম স্থান লাভ করেছিলাম।

আমাদের Principal ছাত্রদের শিষ্ট জীবনের দিকেও কড়া নজর রাখতেন। কলেজ ক্লাসে কোনও ছাত্রের পান খেয়ে আসা তিনি পছন্দ করতেন না। আমি আজকে যা বলতে চাই তার আসল কথা এই যে আমাদের সময়ে শিক্ষার পদ্ধতির ধারাই ভিন্ন ছিল। হয়তো শিক্ষকের রুঢ় আচরণের কথা অনেক গল্পে বিভীষিকার সৃষ্টি করে থাকে; কিন্তু সেটাই আসল কথা নয়। ছাত্রকে ভবিষ্যৎ জীবনে স্বাবলম্বী ও কর্মক্ষম করে গড়ে তুলবার সবারকম উপাদানই শিক্ষকগণ ছাত্রদের মনের মধ্যে প্রতিষ্ঠিত করবার প্রাণপণ চেষ্টা করতেন। সে সময়ে কি স্কুলে, কি কলেজে, ছাত্রদের চরিত্রগঠনে সর্বদাই শিক্ষকেরা মনোযোগী থাকতেন এবং শৃঙ্খলার প্রতি যথেষ্ট দৃষ্টি রাখতেন। সেই Discipline হয়ত সময়ে সময়ে কঠোর হ'য়েছে; কিন্তু Discipline-এর অভাবে মানুষের জীবন যে বিপর্যস্ত হ'য়ে যায় সে কথা ভাবলে Discipline মানুষের জীবনের যে একটা প্রধান ধর্ম সে কথা মনে নিতেই হবে।

আমাদের সময়ে কলেজে B.A. পর্যন্ত পড়ান হ'ত। Principal শ্রীব্রজেন্দ্রনাথ শীল Private M.A. পড়িয়েছিলেন। আমার বড়দাদা শ্রীরাধিকামোহন সেন ও শ্রীবিপিনবিহারী গাঙ্গুলী, এখান থেকেই M.A. পাশ করেন।

আমাদের সময়ে কলেজে Law পড়ানও হ'ত। Law-এ অধ্যক্ষ ছিলেন:

(১) শ্রীগোপালচন্দ্র মন্থোপাধ্যায়, (২) শ্রীরামচন্দ্র মজুমদার, (৩) শ্রীহারধন নাগ, (৪) শ্রীরাধিকা-মোহন সেন ও (৫) শ্রীনীলমণি ঘোষাল।

শুনোছি ইহার বহুপূর্বে শ্রীযুক্ত গুরদাস বন্দ্যোপাধ্যায় এই কলেজেই আইন ও অঙ্কের অধ্যাপক ছিলেন।

আমি আমার নিজের অভিজ্ঞতা থেকে আমার যা কিছু বলবার আপনাদের কাছে বলে আমার বক্তব্য শেষ করলাম। হয়ত আপনাদের অনেকের আমার বক্তব্য শুনতে বৈধাচ্যুতি হ'লে থাকতে পারে, সেজন্য আপনাদের সকলের নিকট ক্ষমা প্রার্থনা করে আমি বিদায় নিলাম।”

আমার ছাত্রজীবন ও শিক্ষা সম্বন্ধে দুই একটি কথা

শ্রীকীর্তীশচন্দ্র বন্দ্যোপাধ্যায়, এম. এ.,

ইংরাজীর অধ্যাপক, সুরেন্দ্রনাথ কলেজ, কলিকাতা। প্রাক্তন ছাত্র—১৯১১।

ইংরাজী ১৯০৮ সালে জানুয়ারী মাসে কৃষ্ণনাথ কলেজিয়েট স্কুলে তৃতীয় শ্রেণীতে (বর্তমান অষ্টম মান) আমি ভর্তি হই। কলেজিয়েট স্কুলের প্রধান শিক্ষক ছিলেন স্বর্গত গিরীশচন্দ্র মিত্র— অধ্যাপক ও পরে অধ্যক্ষ জ্যোতিষচন্দ্র মিত্রের পিতা। খ্যাতনামা অধ্যাপক E. M. Wheeler তখন কলেজের অধ্যক্ষ ছিলেন। বর্তমান কলেজভবনের পূর্বাংশে স্কুলের পড়াশুনার কাজ চলিত। প্রধান শিক্ষক ও অধ্যক্ষ মহাশয় প্রায় প্রত্যেক দিনই অন্ততঃ একবার করিয়া স্কুলশ্রেণীগুলিতে পরিভ্রমণ দিতেন ও ছাত্রদিগকে নানা বিষয়ে প্রশ্ন করিতেন। এই স্কুলের একটি শাখা খাগড়ায় গঙ্গাতীরে তৃতীয় শ্রেণী (অষ্টম মান) পর্যন্ত চলিত। তাহার পরিচালনার ভার ছিল সহকারী প্রধান শিক্ষক স্বর্গত সতীশচন্দ্র মন্ডলের উপর। আজ আমার পুরাতন শিক্ষকদের পূর্ন্যস্মৃতি আমাকে এই পরিণত বয়সেও বিহ্বল করিতেছে। বারবার আমার মস্তক প্রস্থায় অবনত হইতেছে। ইহার মধ্যে লৌকিক আচার নাই; আছে শুদ্ধ প্রাণের আবেগ। যে সব শিক্ষকমন্ডলীর পাদপ্রান্তে শিক্ষালাভের সুযোগ ঘটিয়াছিল তাঁহাদের স্নেহ আগ্রহ চিরস্মরণীয়। তাঁহাদের সৌম্যমূর্তি, কঠোর শাসন ও কোমল প্রাণের স্বাক্ষর এখনও আমার মনে স্বর্ণাক্ষরে দীপ্যমান। অতুলবাবু, সান্তুবাবু, সতীশবাবু, বিশ্বেশ্বর পণ্ডিত মহাশয়, রাজুবাবু, রাজেনবাবু প্রভৃতির শিক্ষাপ্রণালী ছিল চিত্তাকর্ষক। তাঁহাদের সরল, অনলস, অনাড়ম্বর জীবন ও তাঁহাদের মধুর চরিত্রশ্রাব্যতা তাঁহারা ছাত্রদিগকে কেবল জ্ঞান পরিবেশন করিতেন না—অশ্রুত জ্ঞান ভাণ্ডারের প্রতি অতৃপ্ত আকাঙ্ক্ষা উদ্দীপনাই ছিল তাঁহাদের লক্ষ্য।

আমাদের সময় অধ্যক্ষ E. M. Wheeler-এর নির্দেশে তৃতীয় শ্রেণী (অষ্টম মান) হইতে কোন ইংরাজী ব্যাকরণ পড়ান হইত না। অথচ তখনকার দিনের প্রচলিত Grammar Rowe's Hints ও Nesfield হইতে প্রশ্ন করিলে সকল বালকই উত্তর দিতে পারিত। অধ্যক্ষ মহাশয়ের নির্দেশে অঙ্কনবিদ্যা বিশেষতঃ Model Drawing বাধ্যতামূলক শিক্ষানীতি বিষয় ছিল। চিত্র-শৈথিল্যের বা সৌন্দর্যবোধের ও মানুুষের পরিণত বয়সের উপজীব্য আনন্দের একটি প্রধান উপকরণ অঙ্কন বিদ্যা। বিশ্বপ্রকৃতির শাস্বত ছন্দোময় লীলা মানুুষ বিচিত্র রেখা ও বর্ণের সুসমঞ্জস সমাবেশে প্রতিফলিত করিয়া যে গভীর আনন্দ পায় তাহার তুলনা মিলে কাব্যে ও সঙ্গীতে। আমি এই সুযোগে স্কুলের শিক্ষক গঙ্গাবাবুর চরণে আমার প্রণতি জানাই।

অধ্যক্ষ মহাশয়ের পরিচালনায় ছাত্রদের মধ্যে অপেক্ষাকৃত Weak ছাত্রদের জন্য বিশেষ শিক্ষাদানের ব্যবস্থা ছিল এবং অন্যায়ের শাস্তি হিসাবে জরিমানার পরিবর্তে 'Heavy Home Task' দেওয়া হইত। এই Task দিতেন স্বয়ং অধ্যক্ষ মহাশয়—যেমন জ্যামিতির ৭টি 'প্রতিজ্ঞা' লিখিতে হইত। এইসব ছাত্রদের মধ্যে অনেকেই পরিণামে তাঁহার প্রিয়ছাত্ররূপে পরিগণিত হইয়াছিল। শিক্ষাকে সরস ও প্রাণবন্ত করিতে হইলে যে হৃদয়ের মাধুর্যের প্রয়োজন তখনকার দিনে তাহার অভাব ছিল না। বুদ্ধির প্রখরতা, ব্যাপক অভিজ্ঞতা অপেক্ষা দরদী মনই ছাত্রদের উপর অধিকতর স্থায়ী প্রভাব বিস্তার করে।

এই স্কুলের কার্য কিছুদিনের জন্য খাগড়ায় হরিবাবুর বালাখানায়, সৈদাবাদে গঙ্গাতীরের রাজবাড়ীতে, Fergusson সাহেবের কুঠীতে স্থানান্তরিত করিতে হইয়াছিল। বিজ্ঞান বিভাগের

প্রসারবাহিতঃ কলেজ ভবনে স্থানাভাব হওয়ায় ছাত্র ও শিক্ষকদিগকে এইরূপ অবস্থার সন্মুখীন হইতে হইয়াছিল, কিন্তু কখনও কাহারও খৈৰ্ঘ্যচ্যুতি ঘটে নাই। আজকার 'ঈজম' ও 'জিন্দাবাদের' দিনে নিঃসৃত হইত বলা যায় না।

সবশেষে ১৯১১-১২ সালের মধ্যে স্কুলগৃহের স্থায়ীভবন প্রতিষ্ঠিত হইল। পুণ্যস্মৃতি রাণী স্বর্ণময়ীর উত্তরাধিকারী দাতাকর্ণ মহারাজ মণীন্দ্রচন্দ্রের শতসহস্র কীর্তির অন্যতম এই বিরাট হল-বিশিষ্ট স্কুলভবন। এই স্কুলের প্রথম সমারোহ অনুষ্ঠান স্কুলের পারিতোষিক বিতরণ। Lieutenant Governor Duke ছিলেন ইছার পুরোচিত। বহরমপুর সহরের খ্যাতনামা জমিদারবর্গ, শ্রেষ্ঠী ও মণিক সম্প্রদায় অতিথি, অধ্যক্ষ Wheeler ও স্কুলের শিক্ষকগণ ও স্কুল ও কলেজের ছাত্রদশকবৃন্দ। সেই প্রকাণ্ড হল বিচরণবর্ণে সমাজজুল। সেইদিন সর্বশ্রেষ্ঠ পুরস্কার লাভ আমার ভাগ্যেই ঘটয়াছিল। কিন্তু লাট-হস্ত হইতে গ্রহণ করিবার সময় ভারপ্রাপ্তের জন্য শশপদ পুস্তকগুলি হস্তচ্যুত হইয়া যায়। লজ্জায় ও ভয়ে আরক্তিম বদনে লাটসাহেবকে অভিবাদন না করিয়াই স্বস্থানে ফিরিয়া আসি। সভাকক্ষে মৃদুগুঞ্জন ও হাস্যলহরী চলিতে থাকে। সেদিনকার কথা এখনও সহপাঠীগণ স্মরণ করাইয়া কৌতুক বোধ করেন।

স্বর্গীয় গিরীশচন্দ্রের আকস্মিক মৃত্যুর পর প্রধান শিক্ষকের পদে নিযুক্ত হইলেন দেশভক্ত শিক্ষকলুৎক চরিত্র প্রবীণ উকীল শ্রীআম্বকাচরণ রায় মহাশয়ের পিতা স্বর্গত শ্রীউমাচরণ রায়। তিনি কোচবিহার গভর্ণমেন্ট স্কুল হইতে অবকাশ গ্রহণ করিয়া এই কার্যে যোগ দেন। তাঁহার ইংরাজী, ইতিহাস ও বাংলা বিষয়ে শিক্ষাপ্রণালী, মধুর শাসন ও গম্ভীর আচরণে ছাত্রগণ ছিল মূগ্ধ। বাংলা 'অহল্যাবাই' পড়াইবার সময় তিনি অংশবিশেষ ছাত্রদিগকে মুখে মুখে অনুবাদ করিতে বলিতেন এবং কৃতী ছাত্রদের নির্ভুল অনুবাদে আনন্দে উৎফুল্ল হইতেন। সপ্তাহে অন্ততঃ একদিন স্কুলের দপ্তরী আসিয়া প্রত্যেক ছাত্রকে একখানি করিয়া ছোট সাদা কাগজ দিয়া যাইত। তাহার মধ্যে সংক্ষিপ্ত আকারে ইংরাজীতে রচনা লিখিতে হইত। যোগ্যতা ভাল উত্তর বলিয়া বিবেচিত হইত সেগুলি তিনি অধ্যক্ষ মহাশয়কে দেখাইয়া তাঁহার অনুমোদন লইতেন ও এই সুযোগে কতিপয় ছাত্র অধ্যক্ষ মহাশয়ের সহিত পরিচয়ের সুযোগ লাভ করিয়া ধন্য হইয়াছিল।

আমাদের স্থায়ীভাবে কোন পৃথক ছাত্রাবাস ছিল না। অধিকাংশ সময়েই কলেজ হোস্টেলের একাংশে স্বর্গীয় চন্দ্রকুমার গাঙ্গুলী মহাশয়ের তত্ত্বাবধানে আমরা বাস করিতাম। সেই সময় অনেক মেধাশী কলেজছাত্রের সাহচর্য লাভের সুযোগ ঘটিয়াছিল। তাহাদের শাসন, স্নেহ, উৎসাহ ও অনুপ্রেরণা জীবনে আনিয়াছিল এক নতুন উদ্দীপনা। কৌশিকবাবু, কালীকুমারবাবু, বগলাবাবু, প্রভৃতি পরীক্ষায় উচ্চস্থান লাভ করিয়াছিলেন। কর্মজীবনে তাঁহারা প্রতিষ্ঠিত। অবিনাশবাবু, যোগেনবাবু, মহাতোষবাবু তাঁহাদের দেশপ্রীতি ও স্নেহমধুর ব্যবহারে আমাদের হৃদয় জয় করিয়াছিলেন। আমার মনে পড়ে যে 'প্রচণ্ড' কৌশিকবাবুও কালীকুমারবাবুর এক কথায় নরম হইয়া পড়িতেন। তখনকার দিনের শৃঙ্খলা ও শ্রদ্ধার ভাব ছাত্রাবাসকে যেন স্বর্ণসুদ্রে আবণ্ড রাখিয়াছিল। কালীকুমারবাবুর বর্তমান জীবনের নিষ্ঠা, ধর্মপরায়ণতা ও কঠোরতার অক্ষুর ছাত্র-জীবনেই উৎগত হইয়াছিল।

বহরমপুরের অনেক প্রসিদ্ধ নাগরিক, হরিবাবু প্রভৃতি স্কুলের ও কলেজের ছাত্রের সহিত পরিচিত হইবার আগ্রহ প্রকাশ করিতেন। অনেকেরই প্রতি বাৎসল্য ভাব দেখাইতেন। আমরা যখন স্কুলের ছাত্র তখন বহরমপুরের যশস্বী ছাত্র ও মনীষীর নাম শুনিতাম—রাধাকুমুদ্রাবাবু, রাধাকমলবাবু, 'গলাকাটা' রাম মজুমদার ও ডাঃ রামদাস সেন। তাঁহাদের কাহিনী আমাদের অল্পপ্রাপিত করিত। ছাত্রাবাসের ছাত্রগণ বৎসরে অন্ততঃ দুইবার করিয়া কাশিমবাজার রাজভবনে নিমন্ত্রিত হইত ও স্বয়ং মহারাজা গললুপ্তনিকৃতবাসে সকলেরই আপ্যায়নে ব্যস্ত থাকিতেন। সেই মনোহর

মূর্তি ভগবানের প্রতিহারীর বেশধারণের ন্যায় এখনও স্মৃতিপথে উঁদিত হইলে কণ্ঠ বাস্পরুদ্ধ হয়। মোটকথা স্কুল ও কলেজকে কেন্দ্র করিয়া সমগ্র শহরে একটা মধুর পরিবেশ গড়িয়া উঠিয়াছিল, এবং ইহার প্রাণ ছিল মহারাজার অকুণ্ঠদান ও Wheeler সাহেবের গভীর ধ্যান। এই দুইএর অপূর্ব সমন্বয় স্কুল ও কলেজের নবরূপায়ণের ভিত্তি। শিক্ষক অধ্যাপক সকলেরই শ্রমধার পাত্র, কৃপাপাত্র নহে।

তখনকার যে সকল ছাত্র কর্মজীবনে প্রতিষ্ঠা লাভ করিয়াছেন তাঁহাদের মধ্যে আজ মনে পড়ে শ্যামাপদ ভট্টাচার্য, নলিনাক্ষ সান্যাল, অমল্যকুমার গাঙ্গুলী, সাবিত্রীপ্রসন্ন চট্টোপাধ্যায়, ডাঃ বিষ্ণুপদ ত্রিবেদী। শ্যামাপদবাবুর কথা সর্বস্তারে বলা নিঃপ্রয়োজন। নলিনাক্ষের বাগ্মিতা, প্রতুৎপন্ন-মতিত্ব, নিম্নম সমালোচনা, উন্নত গ্রীবা ও সঙ্গে সঙ্গে অকপট সরল ব্যবহারের মধ্যে সামঞ্জস্য করা কঠিন। তার পরেও আমাদের সমসাময়িক ছাত্রদের মধ্যে যাঁহারা লক্ষ্যপ্রতিষ্ঠ হইয়াছেন তাঁহাদের মধ্যে বাগ্মপ্রবর শশাঙ্ক সান্যাল যথেষ্ট জনপ্রিয়তা অর্জন করিয়াছেন। নিম্নলি গদ্যপুত্র, ঈশ্বর ইনস্টিটিউটসনের যোগেন ও জিতেন আমাদের সহপাঠী ছিল। কিন্তু এই প্রসঙ্গে স্বর্গত শ্রীশচন্দ্র নন্দীর কথা অবিস্মরণীয়। তাঁহার অকালমৃত্যু বহরমপুর সমাজ-জীবনের উপর এক নিদারুণ আঘাত। তাঁহার বিনয়বনত ভগ্নী, সৌম্যমূর্তি ও নিষ্কলঙ্ক চরিত্র চিরস্মরণীয়।

একটা কথা এই স্থানে বিশেষ প্রাসঙ্গিক বলিয়া মনে করি। তখনকার ছাত্রদের মধ্যে পড়াশুনায় যে উৎসাহ আগ্রহ ও উদ্দীপনা পরিস্ফুট ছিল আজকে তাহার অভাব দেখা যাইতেছে। ত্রিশ বৎসর পূর্বে সাধারণ ছাত্রেরা প্রবেশিকা পরীক্ষায় সেরূপ স্বচ্ছন্দে ইংরাজী ভাষায় উত্তর দিতে পারিত আজকাল বি.এ. পরীক্ষার্থীদের মধ্যে সে সামর্থ্য দেখা যায় না। অবশ্য মেধাবী ছাত্রদের কথা স্বতন্ত্র। আমাদের সময় যে সব ছাত্র পরীক্ষায় উচ্চস্থান লাভ করিতেন আমার ধারণায় আজ-কালকার উচ্চস্থানাধিকারী ছাত্রগণ তাহা অপেক্ষা অধিকতর জ্ঞান লাভের সুযোগ পান। যুগ-পরিবর্তনের সঙ্গে সঙ্গে বিজ্ঞানের আলোক বিস্তারের প্রভাবে, বাস্তব জগতে যে প্রতিক্রিয়া হইতেছে তাহা হইতে মেধাবী ছাত্রগণ প্রভূত পরিমাণে বাস্তবজ্ঞান অর্জন করিতেছেন। শূন্যস্তর বিজ্ঞান, কাব্য, দর্শন, সাহিত্য এক যুগান্তর সৃষ্টি করিতেছে। সেই সঙ্গে এক বৈশ্বলিক মনোভাব ও দৃষ্টিভঙ্গী সর্বত্রই গড়িয়া উঠিয়াছে। মেধাবী ছাত্রগণের অনুসন্ধানৎসর্গ মন অকুণ্ঠভাবে তাহাদের জ্ঞান-পিপাসা নিবৃত্তির সুযোগ পাইয়াছে, কিন্তু সঙ্গে সঙ্গে সাধারণ ছাত্রদিগকে বিশেষ অসুবিধা ও ক্লেশ ভোগ করিতে হইতেছে। তাহারা পাঠ্যতালিকার গুরুভার সহ্য করিতে পারিতেছে না। বাংলায় রচিত ইতিহাস, ভূগোল, ব্যাকরণ, গণিত, জ্যামিতি প্রভৃতি নতুন পরিভাষায় কণ্টকিত হওয়ার দরুণ সরল বিষয়ও জটিল আকার ধারণ করিয়াছে। তাহার উপর শিক্ষণীয় বিষয় বৎসর পর বৎসর বিস্তৃতি লাভ করিতেছে। স্বনামধন্য স্যার আশুতোষ অশ্বতীয় মনীষাবলে যে পাঠ্যতালিকা প্রণয়ন করিয়া জাতীয় শিক্ষা মন্ত্রদের দ্বারা প্রসারিত করিয়াছিলেন তাহা উত্তরোত্তর সংকুচিত হইয়া যাইতেছে। সৃজনশীল বলে শতধারা বিধা উপেক্ষা করিয়া তিনি বিশ্ববিদ্যালয়কে রূপান্তরিত করিয়াছিলেন। বাংলা দেশের শিক্ষা-জগতে আনিয়াছিলেন এক Renaissance বা নবযুগ।

শিক্ষার মান সত্যসত্যই উন্নত রাখা দরকার। কিন্তু প্রবেশিকা পরীক্ষার্থীদের বয়স ও সামর্থ্য অনুপাতে শিক্ষণীয় বিষয়ের পরিকল্পনা প্রস্তুত করা উচিত। বর্তমান ভূগোল ও ইতিহাসের মধ্যে যে সব বিষয়-বস্তু স্থান পাইতেছে তাহার দিকে সকলের দৃষ্টি আকর্ষণ করি। Physics বা Science-এর মোটামুটি জ্ঞান না থাকিলে ভূগোল আয়ত্ত করা কঠিন। গবেষণালব্ধ বহু বিষয় ইতিহাসকে বিশেষ জটিল করিয়া তুলিয়াছে। অনেকে বলেন প্রবেশিকার ভূগোল ও ইতিহাস আয়ত্ত করিতে পারিলে উচ্চতর পরীক্ষায় প্রায় বারো আনা কাজ হাশিল হইয়া যায়।

এইবার ইংরাজী শিক্ষা সম্বন্ধে সামান্য আলোচনা করিতে ইচ্ছা করি। ছাত্রদের উত্তরের মধ্যে যে রচনার নমুনা পাই তাহাতে আমার মনে হয় যে ইংরাজী পাঠ্যাংশ হ্রাস করার বিশেষ প্রয়োজন। অষ্টম মানের পর লোপ করিলেও ক্ষতি নাই। স্বাধীনভাবে ইংরাজী বাক্যগঠন ও কল্প-শিক্ষারই বিশেষ প্রয়োজন। অনেকের ধারণা, পড়িতে পড়িতেই ভাষাজ্ঞান আয়ত্ত হইবে। মাতৃভাষা সম্বন্ধে ইহা খাটিতে পারে। কিন্তু যে ভাষার ব্যাকরণ ও প্রকাশভঙ্গী সম্পূর্ণ পৃথক, সে ভাষা অধিকার করিতে হইলে প্রথম শিক্ষার্থীদেরকে কতকগুলি নিয়ম পদ্ধতি দৃষ্টান্ত দ্বারা ভালরূপে বুঝিতে হইবে। ভিত্তিগঠন না করিয়া Lady's Juggler অথবা The Lord of Chateau Noir অথবা Discovery পড়ানোর কোনই অর্থ হয় না। শতকরা ৮০।৮৫ জন ছাত্রই ভাষার গণ্ডী অতিক্রম করিয়া ভাষারসের সন্ধান পায় না। ভাষার গোলকর্ধায়ায় অবরুদ্ধ থাকে। ভাষার গঠন ও শব্দপ্রয়োগ (structure of sentences and use of words in various parts of speech) পুস্তকের সাহায্যে আয়ত্ত করিতে হইলে একটি বা দুইটির বেশী প্রবন্ধ পড়ানো চলে না। ফলে অধিকাংশ ছাত্রই বিষয়বস্তুর সারমর্ম মুখস্থ করিয়া প্রশ্নের উত্তর উদ্গীরণ করিয়া পরীক্ষকগণকে বিবৃত করে। কিন্তু যাহারা বুদ্ধিমান ও মেধাবী, তাহারা ইংরাজী বাক্যের উপর জোর দিয়া ইংরাজী শব্দের প্রয়োগ, বাক্যগঠন প্রভৃতি বিশেষভাবে আয়ত্ত করিয়া আত্মবিশ্বাস লাভ করে ও সেই বলে স্বচ্ছন্দভাবে সঙ্গতিবোধ অক্ষুণ্ণ রাখিয়া প্রশ্নগুলির উত্তর দিতে পারে। আমাদের সময় অধিকাংশ ছাত্রই অলপবিস্তার নিজের ভাষায় মনোভাব প্রকাশ করিতে পারিত। এই পার্থক্যের হেতু কি? ছাত্রের উদাসীনতা? তাহাদের শ্রদ্ধার অভাব? হয়তো আংশিক সত্য, কিন্তু সমস্ত দায়িত্ব কি সম্পূর্ণ তাহাদেরই? যাহারা দেশের শিক্ষারতী ও শিক্ষাসংস্কারক তাহাদিগকে এই বিষয়ে সতর্কভাবে একটু অনুসন্ধান করিতে অনুরোধ জানাই।

বিষয়বস্তুর চাপ হ্রাস না করিয়া, মনোভাব প্রকাশের স্বচ্ছন্দ আবেগ অনুশীলনের সুযোগ না দিয়া, উত্তরোত্তর পাঠ্যতালিকার বিস্তার করিলে শিক্ষাজগতে যে দুর্ভিক্ষ উপস্থিত হইবে তাহার করাল ছায়া আভাসে ইংগিতে দৃষ্টগোচর হইতেছে।

পরিশেষে ছাত্রবন্ধুদের প্রতি আমার উপদেশ যে যদিও তাহারা আজ এক ক্ষমস্যাসঙ্কুল বিচিত্র জগতের অধিবাসিরূপে এক স্বপ্নোন্মত্ত জীবিতের দিকে অগ্রসর হইতে বন্ধপরিকর, তবুও জ্ঞান তাহারা জরাজীর্ণ অতীতকে অশ্রদ্ধার চোখে না দেখেন। তাহাদের পিতৃমাতামহের স্মৃতি-মণ্ডিত অতীতের নুবকলেবর তাহাদের সেই অতীত ও এই বর্তমানের নিষ্ফলতা ও সফলতার সংযুক্ত অবদান। অতীতের আরুণি উপাখ্যানের আদর্শ বর্তমান যুগে উল্লভ ও কষ্টসাধ্য মনে হইলেও উপাখ্যানের অন্তর্নিহিত আদর্শ চির ভাস্বর। গুরুর জন্য ত্যাগ, গুরুর প্রতি শ্রদ্ধা, জ্ঞান-লাভ তথা চরিত্রোৎকর্ষসাধনের প্রধান পন্থা। আমাদের পুরাণ, আমাদের দর্শন, জ্ঞানার্জনকে চরিত্র-অনুশীলনের সোপান বলিয়া ধরিয়াছে। ইউরোপ বিজ্ঞানের মহিমা ঘোষণা করে। আমাদের দেশ চরিত্রের মাহাত্ম্য ঘোষণা করে। ছাত্রবন্ধুগণ, তোমাদিগকে এই জ্ঞান ও বিজ্ঞানের সমন্বয় ঘটাইতে হইবে।

বর্তমান জগতে শিক্ষকের জীবন, শিক্ষকের আদর্শ, কেবল প্রাণহীন অভিনয়—প্রহসনের অভিনয়; একমাত্র ছাত্রগণই তাহাদের শ্রদ্ধা ও ত্যাগ দ্বারা শিক্ষকের আদর্শকে মূর্তিমান ও জীবন্ত করিতে পারে। ভবিষ্যৎ সমাজের সৃষ্টির বীজ যাহাদের অন্তরে নিহিত সেই স্থানে অমৃত সিংগন একমাত্র ছাত্রেরাই করিতে পারে। শিক্ষকের উদাসীনতা, শিক্ষকের জড়তা, শিক্ষকের দুর্দোর্বলতা একমাত্র ছাত্রদের অনাবিল আদর্শস্পর্শে শূন্যে মিলাইয়া যাইবে। শিক্ষকগণ ঐশ্বর্য চান না—চান কেবল শান্তিতে আনন্দে বাঁচিতে। বর্তমান রাষ্ট্র, বর্তমান সমাজ, শিক্ষকদের প্রতি উদাসীন—

বড় জোর মধ্যে মধ্যে কৃপাকটাক্ষপাত ভিন্ন আর কিছু অদৃষ্টে ঘটে না। বুনো রান্দাসের আদর্শকে পাথেররূপে গ্রহণ করিয়া এই যন্ত্রযুগে পদক্ষেপও সম্ভব নহে। অথচ এই শিক্ষকদিগকে বাঁচতেই হইবে। ইহার জন্য প্রয়োজন ছাত্রদের বলিষ্ঠ মনোবৃত্তি—এককথায় ছাত্রধর্মের পুনরুজ্জীবন। মধ্যযুগে ইউরোপে ক্ষাত্রধর্ম (chivalry) ইউরোপীয় সমাজকে নগ্ন-বীরত্বের হাত হইতে উদ্ধার করিতে সক্ষম হইয়াছিল। আজ এই সভ্য জগতে শিক্ষককে বাঁচাইতে, চাই—ছাত্রদের শ্রদ্ধা, ছাত্রদের ত্যাগ, ছাত্রদের জ্ঞান-পিপাসা। ইহাই ছাত্রধর্মের বোধনমন্ত্র। ছাত্রদিগকে আর বলিবার কিছুই নাই। তাহারা যেন কখনও ভুলিয়া না যায় যে তাহারা স্বাধীন দেশের নাগরিক। তাহারা যেন না ভোলে যে স্বাধীনতার মূল্য নিঃস্পলক জাগরণ, অনলস সাবধানতা। তাহারা যেন স্মরণ রাখে স্বাধীন দেশের স্বাধীনতা ও গৌরব রক্ষা করিতে হইলে বিশ্বপ্রেমে উদ্বেগ হইতে হইবে। জগৎ জুড়িয়া যে মিলনের ক্ষীণ সূত্র ধর্মানিত হইতেছে অন্তরে অন্তরে তাহা ঝঙ্কত হওয়া চাই। তবেই হইবে তাহাদের জীবনের সার্থকতা ও শিক্ষকের জীবন ধন্য। শিক্ষক ছাত্র তৈয়ারী করে, না ছাত্র শিক্ষক তৈয়ারী করে, সে প্রশ্ন আলোচনা মনীষিগণের কাজ, আমার নহে।

আমি আমার কৈশোরের শিক্ষাপীঠকে সমগ্র অন্তর দিয়া শ্রদ্ধা জানাই। সেখানকার শিক্ষকবৃন্দ ও ছাত্রগণকে আমার সমগোষ্ঠীয় মনে করি। কল্পনানন্দে সেই চিত্র আমার অবকাশ রঞ্জন করে। সেখানকার পরীক্ষার ফল দেখিয়া আমার মনে অহমিকা জাগরিত হয়। যতদূর জানিয়াছিলাম গত বৎসর এবং তাহার পূর্ব বৎসর (১৯৫২ এবং '৫৩) School Final পরীক্ষায় কোন ছাত্রই ইংরাজীতে অকৃতকার্য হয় নাই। দুই একজন বিশেষ কৃতিত্বও দেখাইয়াছিল। ইহার জন্য প্রধান শিক্ষক ও তাহার সহকর্মীগণকে আমার হৃদয়ের কৃতজ্ঞতা ও ধন্যবাদ জানাই এবং এই প্রসঙ্গে উদারহৃদয় স্মিতবদন ছাত্রবন্ধু প্রথিতযশা অধ্যক্ষ E. M. Wheeler-এর নির্দিষ্ট শিক্ষাপ্রণালী অনুসরণ করিয়া স্কুলের গৌরব রাখিতে তাহাদিগকে অনুরোধ জানাইয়া আমার প্রবন্ধ শেষ করি। “জয় হিন্দু”

মাধ্যমিক শিক্ষা-ব্যবস্থা ও শিক্ষক-সমাজ

শ্রীবিশ্বনাথ রায়, এম, এ, বি-এল—প্রাক্তন ছাত্র ১৯১৪

স্বাধীনতা লাভের পর আমরাদিগকে যে সমস্ত সমস্যার সম্মুখীন হইতে হইয়াছে তন্মধ্যে শিক্ষার সমস্যা বিশেষ গুরুতর। শিক্ষাই জাতীয় উন্নতির প্রথম ও প্রধান সোপান। কিন্তু ইহা স্বাধীন গভর্ণমেন্টের উপযুক্ত পরিমাণে দৃষ্টি আকর্ষণ করিতে পারিয়াছে বলিয়া মনে হয় না, কারণ ইহার উন্নতিকল্পে সেরূপ প্রচেষ্টা পরিচালিত হইতেছে না। কেন্দ্রীয় গভর্ণমেন্ট হইতে যে পঞ্চবার্ষিকী পরিকল্পনা করা হইয়াছে তাহাতে দেখা যায় উক্ত পরিকল্পনায় মোট যে ২০৬৮ ৭৮ কোটি টাকার বরাদ্দ করা হইয়াছে তন্মধ্যে শিক্ষা বাবদ সমস্ত ভারতবর্ষে কেন্দ্রীয় গভর্ণমেন্ট ও রাজ্য গভর্ণমেন্টের ব্যয় একত্র করিয়া পাঁচ বৎসরের জন্য ১৫১-৬৬ কোটি টাকা বরাদ্দ করা হইয়াছে, অর্থাৎ বার্ষিক ৩০.৩৩ কোটি টাকা বরাদ্দ করা হইয়াছে। ভারতবর্ষের ছাত্র ও ছাত্রীগণের সংখ্যার তুলনায় এই টাকা এত সামান্য যে ইহাতে প্রকৃতপক্ষে শিক্ষার কোনরূপ উন্নতি হইতে পারে বলিয়া মনে হয় না। এই টাকার অধিকাংশ আবার প্রাথমিক শিক্ষার জন্য ব্যয়িত হইবে; কাজেই ইহাতে মাধ্যমিক শিক্ষা-ক্ষেত্রে কোন উন্নতির আশা করা বৃথা। কেন্দ্রীয় গভর্ণমেন্ট মাধ্যমিক শিক্ষার উন্নতিকল্পে এক কমিশন নিযুক্ত করিয়াছিলেন। উক্ত কমিশনের রিপোর্টের মন্তব্য কতদূর কার্যে পরিণত হইবে তাহা ভবিষ্যৎ বিচার করিবে। পূর্বেবর্তী শিক্ষা কমিশন-গুলির প্রায় সমস্ত মন্তব্যই কীটদন্ট অবস্থায় পূর্বকালয়ের আলমারিতে রুদ্ধশ্বাস হইয়া আছে।

শিক্ষার উন্নতির জন্য শিক্ষার স্বরূপ এবং পদ্ধতি, নির্ধারণ এ পর্যন্ত কিছুই হইল না। প্রকৃত শিক্ষা দিতে হইলে প্রথম প্রয়োজন শিক্ষকের। কিন্তু শিক্ষকগণের প্রতি গভর্ণমেন্ট বা জনসাধারণ কতটুকু দৃষ্টি দিয়াছেন তাহা চিন্তা করা উচিত। শিক্ষকগণকে গালভরা কথায় বলা হয় Builders of the nation (জাতির সংগঠক); অথচ সেই শিক্ষকগণই আজ সব চাইতে অবহেলিত সমাজে পরিণত হইয়াছে। তাহাদিগকে যে বেতন দেওয়া হয় তাহা কেবল বাঁচিয়া থাকিবার পক্ষেও যথেষ্ট নয়। স্বাধীনতা লাভের পর সকলের মনেই আশার উদ্বেক হয় যে এবার হয়ত তাহাদের অবস্থার কিছু পরিবর্তন হইবে। কিন্তু সে আশা নিরাশায় পরিণত হইল এবং শিক্ষকগণ যে ভীমরে সেই ভীমরেই রহিয়া গেলেন। তাহাদিগকে প্রাইভেট টিউশনি ও বিদ্যালয়ের জন্য সুস্বোদয়ের পূর্ব হইতে প্রায় মধ্যরাত্রি পর্যন্ত যে হাড়ভাঙা পরিশ্রম করিতে হয় এবং এইরূপে পরিশ্রম করা সত্ত্বেও যে ভাবে তাহাদিগকে সংসার প্রতিপালন করিতে হয়, তাহাতে যদি কখনও তাহাদের কার্যে শৈথিল্য প্রকাশ পায় তাহাতে মোটেই দোষ দেওয়া যায় না। মাধ্যমিক শিক্ষা বোর্ড বেরূপ হারে শিক্ষকগণের বেতন হওয়া সঙ্গত বলিয়া মন্তব্য করিয়াছেন, যদিও তাহা পর্যাপ্ত নহে তবুও এ পর্যন্ত গভর্ণমেন্ট তাহা কার্যে পরিণত করেন নাই বা সে বিষয়ে কোন আগ্রহ দেখান নাই। নিখিল বঙ্গ শিক্ষক সমিতি শিক্ষাদান কার্য স্থায়িত করার প্রস্তাব করার তাহার নিবারণকল্পে সোদীন আইন পরিষদে পশ্চিম বাংলার শিক্ষামন্ত্রী এই বলিয়া আশ্বাস দিয়াছেন যে মাধ্যমিক শিক্ষকগণের বিষয় গভীর সহানুভূতির সহিত (with great sympathy and understanding) চিন্তা করা হইতেছে। এই সন্দেহে সত্ত্বেই মাধ্যমিক শিক্ষাপর্ষতের বিচারনুযায়ী ব্যবস্থা হওয়া সঙ্গত। নতুবা শিক্ষালয়ে উপযুক্ত শিক্ষক পাওয়া যাইবে না, এখনও পাওয়া যাইতেছে না। ইচ্ছা করিয়া কে দারিদ্র্য ও অবহেলনা বরণ করিয়া লইবে?

পশ্চিম বাংলা সরকার তাঁহাদের বাজেটে অন্যান্য রাজ্য সরকারের চাইতে শিক্ষা বাবদে অনেক কম টাকার বরাদ্দ করিয়া থাকেন। তাঁহারা সম্পূর্ণ আয়ের শতকরা ৮ ভাগ শিক্ষায় ব্যয় করিয়া থাকেন; কিন্তু বিহার, উড়িষ্যা, মাদ্রাজ, মধ্যপ্রদেশ, উত্তর প্রদেশ, দিল্লী, বোম্বাই ইহা অপেক্ষা অনেক বেশী টাকার বরাদ্দ করেন। কেহ শতকরা ১৪ ভাগ, কেহ ১৬ ভাগ, কেহ ২০ ভাগ, কেহ বা তাহা অপেক্ষা অধিক ব্যয় করেন। আবার শিক্ষা বাবদ ব্যয়ের বরাদ্দের অধিকাংশ ভাগই গভর্ণমেন্ট স্কুল, কলেজ, পরিদর্শন-বিভাগ ও তদানুসঙ্গিক ব্যয় বাবদই খরচ হইয়া থাকে।

এখনও গভর্ণমেন্ট স্কুল, Aided School এবং unaided স্কুলের পার্থক্য যে কেন রহিয়াছে তাহার কারণ বুঝা যায় না। ব্রিটিশ রাজের অধীনে এরূপ পার্থক্য থাকার কারণ থাকিতে পারে, কিন্তু আজ যখন দেশের প্রত্যেক অধিবাসীর দাবী সমান তখন সমস্ত বিদ্যালয়কে একই পর্যায়ে আনা সঙ্গত এবং ছাত্রের সংখ্যা ও শিক্ষার মানের অনুযায়ী প্রত্যেক শিক্ষা-প্রতিষ্ঠানকে গভর্ণমেন্টের সাহায্য দান করা উচিত। কিছুদিন পূর্বে ঘাটতি পূরণ সাহায্য দানের নিয়ম প্রবর্তন করা হইয়াছে। এই নিয়মে স্দাবিধার পরিবর্তে অস্দাবিধাই বেশী বলিয়া মনে হয়। ইহাতে কোন বিদ্যালয়ই তাহার বর্তমান অবস্থার উন্নতিকর কোন কার্য কখনও করিতে পারিবে না। ইহা আদৌ বাঞ্ছনীয় নয়। সাহায্যদানের এই নিয়ম তুলিয়া দেওয়া উচিত। প্রত্যেক বিদ্যালয়ের ছাত্র-সংখ্যা, আর্থিক অবস্থা এবং শিক্ষার মান দেখিয়া ন্যায়সঙ্গতভাবে সকলের মধ্যে সাহায্য বিতরণ করা সঙ্গত। এখন আর কোন বিদ্যালয়কে স্দনজরে এবং কোন বিদ্যালয়কে উদাসীন দৃষ্টিতে দেখার অর্থ হয় না।

শিক্ষকগণের সম্বন্ধে জনসাধারণেরও যথেষ্ট কতব্য রহিয়াছে। আমরা তাঁহাদের হস্তে ছেলেমেয়েদের শিক্ষার ভার ন্যস্ত করিয়াছি অথচ মাসিক স্কুলের বেতন দিয়াই আমাদের কতব্যের সমাধা করিতেছি। শিক্ষকগণ স্কুলে যথেষ্ট বেতন পান না। কিন্তু যদি তাঁহারা যথেষ্ট পরিমাণে সামাজিক সম্মান পাইতেন, তাহা হইলে তাঁহারাও মনন কথঞ্চিৎ সান্ধ্বনা লাভ করিতে পারিতেন। সৈদিক দিয়া জনসাধারণের যথেষ্ট ত্রুটি দেখা যায়। আজ অর্থই সামাজিক সম্মানের মাপকাঠি হইয়া দাঁড়াইয়াছে। কিন্তু অর্থ ছাড়া গুণের সম্মান জনসাধারণ যেদিন রাখিবে সেইদিন প্রকৃত মনুষ্যত্বের বিকাশ হইবে। সহরের কথা দূরে থাকুক পল্লী অঞ্চলেও দেখা যায় যে যখন জনসাধারণের কোন সভা বা সমিতি হয় তখন সভাপতিত্ব করিবার জন্য আহূত হন সরকারী কর্মচারী, জমিদার, ব্যবসায়ী, বা কোন ধনী ব্যক্তি; এমন কি তিনি যদি মূর্খও হন তবুও তাঁহাকেই সে সম্মান দেওয়া হইয়া থাকে। সেখানে শিক্ষিত শিক্ষক থাকা সত্ত্বেও তাঁহাকে সে সম্মান দিবার কথা স্মরণ থাকে না। অন্য কোন আনুষ্ঠানিক ব্যাপারেও জনসাধারণ তাঁহাদের কথা বিস্মৃত হন। এইরূপ ব্যবহার জনসাধারণের কাছে পাইলে কি আশা কি উৎসাহ লইয়া তাঁহারা কাজ করিবেন তাহা ধারণায় আসে না। অবশ্য সকল শিক্ষকের কথা বলিতেছি না। কিন্তু কতব্যপারায়ণ শিক্ষকের সংখ্যাও কম নহে। যাহাতে শিক্ষকগণ মানুষের মত বাঁচিয়া থাকিয়া দেশের ভবিষ্যৎ নাগরিক ও নেতা গঠন করিয়া তুলিতে পারেন সে বিষয়ে গভর্ণমেন্ট এবং জনসাধারণের বিশেষভাবে দৃষ্টি দেওয়া উচিত।

শিক্ষার অপচয়

• শ্রীজগন্নাথ মুঞ্জুমদার, বি, এ, বি, টি—প্রাক্তন ছাত্র ও শিক্ষক

শিক্ষার উদ্দেশ্য প্রধানতঃ দুইটি। প্রথম, শারীরিক ও মানসিক বৃত্তিগুলির সম্মিলিত উৎকর্ষসাধন। এই উৎকর্ষসাধন এইরূপে করিতে হইবে যাহাতে বাহ্যগুণের ঘাত প্রতিঘাত মানসিক সমতা নষ্ট করিতে না পারে এবং অন্তরে একটা শান্তির আনন্দ দান করে। দ্বিতীয়, কর্মজগতের যুদ্ধে জয়ী হইবার জন্য শক্তি ও সামর্থ্য সংগ্রহ। পৃথিবীতে স্থায়ী শান্তি ও শ্রীবৃন্দ সাধনের জন্য নূতন উপায় উদ্ভাবনের শক্তিবাহুর প্রয়াসকে শিক্ষার তৃতীয় উদ্দেশ্য বলা যাইতে পারে। প্রথম উদ্দেশ্যকে পারমার্থিক এবং দ্বিতীয় উদ্দেশ্যকে লৌকিক বা পার্থিব বলা যায়।

বর্তমান বস্তুতান্ত্রিক যুগে প্রথম উদ্দেশ্য লইয়া সাধারণ বিদ্যালয়ে শিক্ষালাভের জন্য কেহ গমন করে না, কোন পিতাই তাহার পুত্রকন্যাকে পারমার্থিক শক্তি সঞ্চয়ের জন্য বিদ্যালয়তনে পাঠান না। শিক্ষাদানের উদ্দেশ্য প্রায় সকলেরই এক, পুত্রকন্যাকে কর্মক্ষেত্রে জয়ী হইবার জন্য পাথের সংগ্রহ, যাহাতে জীবনে সুখী হইতে পারে, ধন, পদমর্যাদা ও বশঃ যে সুখ দিতে পারে তাহাই লাভের সাহায্য। চরিত্রগঠন যে শিক্ষার মূখ্য উদ্দেশ্য তাহা অনেকে মুখে স্বীকার করিলেও কার্যতঃ তাহার প্রতি অনুরাগ নাই। এই অনুরাগের অভাবের জন্য চরিত্রগঠনের উপযোগী কোন ব্যবস্থা সাধারণ বিদ্যালয়ে নাই। ইহার ফলে, বালকগণ আজকাল দুর্বলনীতি ও অনমনীয় হইয়া উঠিতেছে। উচ্চতর পারমার্থিক জ্ঞানলাভ বা ধর্মের পার্থিব অনুষ্ঠান সাধারণ শিক্ষার পর্যায়ে আনিবার কোন প্রয়োজন নাই, কিন্তু ঈশ্বরে বিশ্বাস, ভীতি ও নির্ভরতা, বাহ্য ব্যতীত চরিত্রগঠন হয় না, প্রত্যেকের অন্তরে বাল্যকালেই তাহা জন্মাইবার প্রয়াস পাওয়া উচিত। দুঃখের বিষয়, চরিত্রগঠনকে আমরা অপ্রাসঙ্গিক বলিয়া আজকাল মনে করিয়া থাকি। অথচ অভিযোগ করিতে দুটি করি না যে, আজকাল বালকগণ অশিষ্ট, অবাধ্য ও দুর্বলনীতি হইয়া উঠিতেছে। বালকদের উপর দোষারোপ করিবার পূর্বে, আমাদের ভাবিয়া দেখা উচিত যে, তাহাদের এই নৈতিক অবনতির কারণ সাধারণ বিদ্যালয়ের বর্তমান শিক্ষা ও পরিচালনা-পদ্ধতি। বেতন আদান-প্রদান ও পাইকারী ভাবে শিক্ষাদান ব্যতীত শিক্ষার্থীর সহিত শিক্ষকের অন্য কোন সম্বন্ধ নাই। পুরাকালের গুরুগৃহে শিষ্যের শিক্ষালাভের ও স্নানবন্ধের কথা শ্রী তোলাই ভাল। কিন্তু সাধারণ বিদ্যালয়গুলি, বিশেষতঃ বহুছাত্রবিশিষ্ট বর্তমান শিক্ষায়তনগুলি একরূপ ব্যবসায়ের নামান্তর। ছাত্ররা বেতন দেয়, শিক্ষকগণ বেতন লইয়া শিক্ষা দেন, অর্থের আদান ও প্রদানের উপর যেন প্রতিষ্ঠিত।

• যদি পুস্তকগত বা কর্মগত বিদ্যা শিক্ষা করাই একমাত্র উদ্দেশ্য হয়, চরিত্রগঠন হউক বা না হউক, তবে বর্তমান শিক্ষার উপর কোন দোষারোপ করা চলে না। কিন্তু বিদ্যাশিক্ষার সাথে যদি চরিত্রগঠনও কাম্য হয় তবে বর্তমান সাধারণ বিদ্যালয়ের শিক্ষাপদ্ধতি ব্যর্থ হইয়াছে, শিক্ষার অপচয় ঘটিতেছে।

এ কথা ভুলিলে চলবে না যে, সম্যকভাবে চরিত্র গঠিত না হইলে কর্মজীবনে পূর্ণতা লাভ হয় না এবং রাষ্ট্রে ও সমাজে আসে হীন মনোবৃত্তি। কাজেই এই বিষয়ে স্বেচ্ছাবগের চিন্তা করা প্রয়োজন। ভারত ধর্মনিরপেক্ষ রাষ্ট্র বলিয়া কথিত হইলেও চরিত্রগঠনের ষেগুলি প্রধান উপাদান তাহা সৃষ্টির জন্য বিদ্যালয়ে পারিপার্শ্বিক অবস্থা ও ক্ষেত্র প্রস্তুতির বাধা কি থাকিতে পারে? শিক্ষার প্রথম উদ্দেশ্য এইজন্য মনে হয় ব্যর্থ হইয়াছে।

• এখন দেখা যাউক, শিক্ষার দ্বিতীয় উদ্দেশ্য কতদূর সফল হইয়াছে। বিদ্যালয়ের প্রাথমিক স্তর হইতে আরম্ভ করিয়া উচ্চ স্তর পর্যন্ত সকল স্তরেই বালকদিগকে নানাবিধ পড়িতে হয়।

কমসংখ্যক বালকই সকল বিষয়ে সমান ব্যুৎপত্তি লাভ করিতে সমর্থ হয়। প্রকৃত ব্যুৎপত্তি বালিতে যাহা বৃদ্ধায় তাহার লাভ ঘটে অতি অল্পসংখ্যক বালকের অদৃষ্টে। এইসকল বালক উত্তরকালে কর্মক্ষেত্রে স্থান করিয়া লইবার সৌভাগ্য লাভ করে। অবশিষ্ট যাহারা থাকে তাহাদের সম্মুখে আসে দারুণ সংগ্রাম, সে সংগ্রামে পরাজিত হয় অধিকাংশই। এই পরাজয়ের কারণও আমাদের বর্তমান শিক্ষা ও পরীক্ষা গ্রহণ পদ্ধতি ও রাষ্ট্রের অব্যবস্থা। পাঁচ বা ছয়টি অবশ্যপাঠ্য বিষয়ের মধ্যে কোন একটি বিষয়েও নির্ধারিত ব্যুৎপত্তি লাভ না করিতে পারিলে বালক অকৃতকার্য বলিয়া পরিচিত হয়। কোন বিশেষ বিষয়ে কোন বালকের যদি পারদর্শিতা থাকে তবে তাহাকে সেই বিষয়ে উৎকর্ষলাভের সুযোগ দেওয়া উচিত, একটি বিষয়ে নির্ধারিত ব্যুৎপত্তি লাভ করিতে পারিল না বলিয়া জীবনের প্রারম্ভে অকৃতকার্যতার চিহ্ন দিয়া ছাড়িয়া দেওয়া মানবধর্মের পরিপন্থী। পরাজয়ের মনোবৃত্তি লইয়া যখন এই সকল বালক কর্মক্ষেত্রে অগ্রসর হয়, তখন পদে পদে বিরত হইয়া উঠে, শেষে ক্ষত-বিক্ষত হইয়া বিদ্রোহ ঘোষণা করে, আনে সমাজে ও রাষ্ট্রে অশান্তি ও বিশৃঙ্খলা।

বর্তমানকালের সাধারণ বিদ্যালয়ে বালকদের মানসিক অবস্থা পরীক্ষার কোন ব্যবস্থা নাই। তাহাদিগকে আমরা বুদ্ধিমতী বালিয়া উপেক্ষা করিয়া থাকি তাহারা কেন বুদ্ধিমতী হইল তাহার অনুসন্ধানের বা প্রতিকারের কোন ব্যবস্থা নাই। কোন ছাত্র কোন বিষয়ে অপারদর্শী এবং কেন, তাহাও আমরা অনুসন্ধান করিয়া দেখি না বা প্রতিকারের উপায় উদ্ভাবন করি না। সকল দোষ ছাত্রদের ঘাড়ে চাপাইয়া দিয়া নিশ্চিন্ত হইয়া বসিয়া থাকি। সাধারণ বিদ্যালয়ে এমন কোন ব্যবস্থা করাও সম্ভব হয় নাই যাহাতে ছাত্রদের কোন বিশিষ্ট বিষয়ে পারদর্শিতা থাকিলে সেই বিষয়ে তাহাদিগকে অগ্রগামী হইবার সুযোগ দেওয়া যাইতে পারে। রাষ্ট্র ও শিক্ষার্থীদের জন্য ব্যাপকভাবে বিশিষ্ট বিদ্যালয় বা কলকারখানা স্থাপন করিতে পারে নাই, যেখানে এই সকল পরাজিত শ্রেণীর বালকগণ আত্মপ্রতিষ্ঠা করিতে পারে। শক্তি থাকা সত্ত্বেও তাহারা সাধারণ শিক্ষার পরাজিত হইয়া সেই শক্তি এমন পথে পরিচালনা করে যাহাতে রাষ্ট্র ও সমাজের অনিষ্ট বইকল্যাণ হয় না। কাজেই, শিক্ষার দ্বিতীয় যে উদ্দেশ্য তাহা সফল হয় সৌভাগ্যবান কয়েকজনের অদৃষ্টে, অধিকাংশের নিকট হয় বিফল। আজকাল বেকার সমস্যা যে বিপুলভাবে দেখা দিয়াছে তাহার মূল কারণ শিক্ষার ব্যর্থতা ও প্রকৃতিদত্ত শক্তির সম্যকভাবে পরিষ্ফুটিত হইবার সুযোগের অভাব। যে শক্তি ভিন্নভাবে পরিচালিত হইলে ফলপ্রসূ হইত তাহা সাধারণ বিদ্যালয়ে নিষ্ফল হইয়া যায় বহু বালকের পক্ষে। সাধারণ বিদ্যালয়ে ১০০ জন পাঠার্থীর মধ্যে গড়ে ৫০ জন ছাত্র মাধ্যমিক শিক্ষা-সাগর উত্তীর্ণ হইয়া থাকে এবং বিশ্ববিদ্যালয়ের শেষ পরীক্ষা পর্যন্ত এই একশত জনের মধ্যে মাত্র তিনজন সফলতার সৌভাগ্য লাভ করিয়া থাকে। শিক্ষালাভের এই পরিচয় কি শিক্ষার ও পাঠার্থীর শক্তির অপচয় নয়?

শিক্ষার এই ব্যর্থতা দূর করিতে হইলে বিদ্যালয়গুলির আয়তন ছোট করিতে হইবে, প্রাথমিক স্তরে ১০০ এবং মাধ্যমিক স্তরে ৩০০ বিদ্যার্থীর বেশী কোন সাধারণ বিদ্যালয়ে থাকিতে দেওয়া উচিত নয়। শিক্ষকদের সঙ্গ ছাত্রগণ যাহাতে বেশী পায় তজ্জন্য এক একজন শিক্ষকের অধীনে এক এক দল ছাত্রের বৈকালে বেড়াইবার বা কোন খোলাস্থানে একত্র বসিয়া নানা বিষয় বিশেষতঃ সাময়িক সংবাদাদি আলোচনার ব্যবস্থা হওয়া দরকার। ইহাতে ছাত্রদের অসং সঙ্গ মিশিবার সম্ভাবনা কম হইবে এবং চরিত্র গঠনের সুযোগ আসিবে। চরিত্র গঠনের উপযোগী পরিবেশ সৃষ্টি করা বিদ্যালয়ের একটি প্রধান কর্তব্য। নানা বিষয় আলোচনার ফলে শিক্ষার্থীদের সাধারণ জ্ঞানের সীমা বর্ধিত হইবে এবং উত্তরকালে প্রতিযোগিতামূলক পরীক্ষার ও বাস্তব কর্মজীবনে সাফল্য লাভের সুযোগ হইবে।

নতুন সূর্য

শ্রীসার্বভৌম চট্টোপাধ্যায়, বি, এ,—প্রাক্তন ছাত্র ১৯১৪

তবুও উঠেছে সূর্য,
কেটে গেছে রাত্রির আঁধার,
উষার আলোকে লোক
তন্দ্রা হ'তে মেলেছে নয়ন,
কোটি কোটি মানুষের
বন্ধন-মুক্তির অবকাশে
যদি উঠে অন্তরের অক্ষয়ুট আনন্দ-কোলাহল
সে কি হবে আশ্চর্যবর্ণনা?

তবুও ত' এসেছে প্রভাত,
নতুন দিনের আশা ক্ষুধা মনে বেঁধেছিল বাসা
সে আশা কি হয় নি সফল?
সফল হয়নি তার অগ্নিমন্ত্রে মুক্তি উপাসনা?
শতাব্দীর অভিশাপে অহল্যা পাষণ
সে কি আজ উঠেনি জাগিয়া?

যে দঃখ এখনিও মনে,
যে ব্যথায় বিদীর্ণ অন্তর,
যে নিঃস্বভা দিকে দিকে ফেলিতেছে উত্তপ্ত নিশ্বাস,
তারই মাঝে তবুও মানুষ
আপনারে চিনিবার পেয়েছে সময়;
কে আপন কে বা পর,
কোন শত্রু অলক্ষ্যে রাহিয়া
হানিতেছে মৃত্যুবাণ অসংখ্য জীবনে,
আনিতেছে প্রত্যাহের জীবন-সংগ্রাম,
তা'দের তো চিনিলাম দিনের আলোকে
চিনিলাম রাত্রি-অন্ধকারে।

কথার আতসর্বাঙ্গ
চোখের সম্মুখে পড়ে ছাই,
বীরস্বের ফানুস আকাশে
ধীরে ধীরে দিগন্তে মিলায়;
পায়ের তলায় মাটি
সে মাটি যে নির্মম কঠিন
সে কথা ত' বৃষ্টিতোঁছ প্রতি পদক্ষেপে।

পথের ধূলায় যদি ধূসর এ দেহ
 পথ তব্দ পথ হ'য়ে এনেছে হেথায়।
 জাগ্রত পল্লীর পথে
 অগণিত নরনারী আজ
 উদিত সূর্যের পানে
 বার বার করে নমস্কার
 সূে সূর্য জীবনে তারা দেখিনি কখনও।

এ সূর্য উঠেছে আজ নবীন প্রভাতে
 প্রভাতের এ আলোকে নূতন দিনের সম্ভাবনা,
 জাগিতেছে সোনার ফসলে;
 নূতন আশার গানে
 দিকে দিকে উঠিছে গল্পজন;
 রাত্রির আঁধার শেষে
 দিবসের এই প্রতিশ্রুতি
 ফিরাইয়া দিব মোরা
 অভিমানে আত্মবঞ্চনায়?

সম্মুখে সূদীর্ঘ পথ,
 এখনও দিগন্তে জাগে মন্দিরের চূড়া
 রাজেন্দ্রাণী মা আমার সমাসীনা রঙ্গসিংহাসনে;
 বাজিছে পূজার ঘণ্টা
 যায় যায় লগ্ন ব'য়ে যায়—
 এসো, এসো হে যাত্রিক,
 শূচিশূদ্ধ চিত্ত ভরি' জীবনের অর্থ্য লও হাতে,
 যাত্রা শেষে দিতে হবে
 পূর্ণাহুতি সহস্র প্রাণের,
 সহস্র প্রাণের মন্তে যাত্রাপথ হোক নিরাপদ।

যুগান্ত

শ্রীঅতীন্দ্র মজুমদার, বি, এ, বি, টি—প্রাক্তন ছাত্র ১৯৩৯

এই শতবর্ষ পরে নবজন্ম-রক্তিম প্রত্যুষে
একবার দেখ, মন, কী এসেছে ফেলে গিছনের
ছায়াচ্ছন্ন জীবনের আঁকে-বাঁকে, নির্মম দিনের
ধূলিরক্ষ রাজপথে, কোন্ ক্লান্তি, কোন্ কান্নাগূলি,
ব্যর্থ রিক্ত বেদনার তারে তারে কোন্ হাহাকার
একান্তে তুলেছ তুমি এই দীর্ঘ পথ পর্যটনে ?
এ সুদীর্ঘ ইষ্টহাস প্রতিক্ষণে করায় স্মরণ
কত যে ক্লান্তির ধূমে সমাকীর্ণ জীবন-বাসরে
দুব্বহ প্রহর জাগা হ'ল। শিক্ষা দীক্ষা অবসর
আরাম আরোগ্যে কত স্তপীকৃত অভিশাপ; সুখ
নিঃশেষে মিলিয়ে গেছে তপ্তবালু-বরুণ রূঢ় পথে ॥
আজো সে কান্নার শেষ নাই, শেষ নাই সে ক্লান্তির—
জীবন এখনও যেন জীবনের ব্যাণ্ণ চিহ্ন হ'য়ে
পৃথিবীকে দিয়েছে ধিক্কার। সুখ-হর্ষ-রোমাণ্ডিত
স্বদেশ আজও যেন ঘেরা আছে ঘণা-ধূলিজালে ॥
সমস্ত হারিয়ে তবু মীন ভাবে হারানোর শেষে
আছে এক পাওয়ার ভূমিকা। সেই প্রাপ্তির প্রহরে
নবজাত শিশু তার অসংকোচ হাসির প্রহরে
সূর্যকে ছিনিয়ে আনে জীবনের আঁধার আকাশে।
তেমনি দেখ ত মন, অন্ধকার ছিঁড়ে, কুয়াশার
ভীড় ঠেলে ঠেলে কালো চেতনার সুবিস্তৃত পটে
নব সম্ভাবনা নিয়ে, জ্বলেছে কি পান্নাচুনীগুনো ?
কিংবা সে কেবলই আশা, আশা দিয়ে জড়ানো নিরাশা
শতবর্ষব্যাপী-দীর্ঘ নিজর্ন রাত্রির আঁধারে ॥

A LIST OF SOME EX-STUDENTS

A list of some ex-students who have obliged us with short notes of their life in response to our appeal. The year against each name is the year of passing out.

1. Annadaprasad Chaudhury (1867). B.L. from Berhampore Law College, 1873. A lawyer at Berhampore Court for 53 years.
2. Kedarnath Chaudhury (1896), B.A. Son of late Annadaprasad Chaudhury. P.A. Late Maharaja Manindrachandra Nandi. Household Secretary to Late Maharaja Srishchandra Nandi and to Maharajkumar Somendrachandra Nandi of Cossimbazar.
3. G. C. Das (1908), M.A. Late Accountant General, C. P.
4. Sudhishchandra Mitra (1908). Son of late Headmaster Girish Chandra Mitra. Retd. Controller of Currency.
5. Lalit Mohan Sen (1908). Chief Sanitary Officer, Mines.
6. Biswanath Roy Tandon. A descendant of Mahtab Roy of the Punjab. Hon. Magistrate for 25 years. Military Recruiting Officer. Connected with social and educational institutions of the locality.
7. Baidyanath Bhattacharyya (1910). M.L.S.E. Engineer, Indian Iron & Steel Co. A litterateur and author of "Palli-Sanskar", etc.
8. Umapada Sen, M.A., B.L. Formerly Headmaster, Khanjanpur High School (Bogra). Pleader, Bogra Bar (1921-35). Director and Advisor, Mayurbhanj Industries, since 1947.
9. Ramapada Sen (1911), M.A., B.L. Lawyer, Bogra (1920-50). Advocate, Rairangpur, Mayurbhanj.
10. Kirtishchandra Banerjee (1911), M.A. Professor of English, Surendranath College, Calcutta.
11. Biswanath Roy (1914), M.A., B.L. Vice-Chairman for many years, Berhampore Municipality. One of the founders and later Secretary, Maharani Kashishwari Girls' High School and Girls' College, Berhampore. Founder, Manindra Banking Corporation (now Manindra Land and Bldg. Corp. Ltd.) Advocate, Calcutta High Court. Connected with various business organisations.
12. Sailendusekhar Bagchi (1919), F.R.E.S. (London). Research Scholar, Silk Weaving and Technological College, Tokyo. Author of "Industrial Development of Japan" and "Sericulture and Silk Technology". Toured Europe and South East Asia. Superintendent, Silk Conditioning House, Bengal. Represented Calcutta University at International Conference in Japan. Political Sufferer. Appointed Deputy Director, Patiala State. Died 1943.
13. Rabindranath Roy (1922), B.Sc., M.B.B.S. Late House Surgeon, Sir Kedarnath Maternity Hospital, Carmichael Medical College. First Athletic Secretary, Sports Union of the College. Assistant M.O., Sadar Hospital, Berhampore. Superintendent, A. G. Hospital, Sadar. Connected with Sports and educational activities of the locality. Secretary, Matri Sadan Working Committee.
14. Kalicharan Chaudhury (1922), M.B.B.S. Formerly Member, I.N.A., Singapore. An eminent medical practitioner. Connected with local institutions. Secretary, Mahakali Pathshala Girls' High School, Berhampore.
15. Kamalakanta Mukherjee (1922). Well-known footballer. Played in the first International game for the Aryans Club.
16. Ramanath Mukherjee (1922), B.Sc. Connected with public activities of the locality.
17. Kamalakshya Chakravarty (1923), B.E. Project Officer, D. V. C. Deputed to M/S. Gruner Bros. Consulting Engineers.
18. Amiyannath Chaudhury (1925), L.M. (Rotunda-Dublin). Medical Officer, Sindri.

19. Jibendranath Roy (1925), M.B.B.S. Medical Practitioner. Member, Governing Body, Rangipur College.
20. Aral Kumar Sen (1925), M.A., B.L. 1st Class in M.A. & B.L. exams. Presidency Magistrate, Calcutta.
21. Saradindu Bose (1931), M.A. Political sufferer, 1934-37. Got his 2nd Class M.A. degree from Midnapore Central Jail, 1944. P.A. to Sri K. N. Das Gupta, Minister, Works & Buildings, W. Bengal.
22. Haragovinda Chaudhury (1932), B.Sc. Trained in Leather Industry. Officer, Hindusthan Tannery, Calcutta.
23. Hemchandra Roy Chaudhury (1932), B.Sc. Officer, Hindusthan Tannery, Calcutta.
24. Anadinath Roy (1935), B.A. (Hons.) Tele-Communication Engineer, P. & T. Dept., W. Bengal.
25. Dhrubaranjan Mallick (1935), B.E. Formerly Engineer, Kalimpong Ropeway Co. Ltd. In charge of M/s. Goenka Agencies, Engineering Section, Calcutta.
26. Anil Kumar Bhaskar (1935). Apprentice, Indian Iron & Steel Co., Kulti. Higher Training Overseas. Asstt. Engineer, the same Company.
27. Bejoyananda Sengupta (1937), B.A. Diploma in Librarianship. Technical Asstt., National Library, Calcutta.
28. Purnendu Mukherjee (1938), G.V.Sc. In the Indian Army Veterinary Corps, in the last Great War. Teacher of Anatomy, Veterinary College, Calcutta.
29. Subashkumar Roy (1938). Diploma in Radio Engineering from St. Xavier's College, Bombay. Patrol Officer, Food Dept., Midnapore.
30. Punyaketu Biswas (1938), B.M.F., A.M.I.E. (Ind.). Asstt. Engineer, P. & T. Dept., Government of India.
31. Swarindranath Banerjee (1939), L.M.F. Medical Officer, D. B., Murshidabad.
32. Rabindranath Mallick, (1940), B.M.E. Engineer, The General Electric Co. of India Ltd., Calcutta.
33. Kshetranath Roy (1941), B.Sc. Stenographer, Chief Engineer's Office, D.V.C.
34. Subashchandra Sinha (1943). In a business farm.
35. Apurbamohan Sen (1944), B.Sc. Senior Observer, River Research Institute, Kulti.
36. Durgadas Chatterjee (1944), B.Sc., B.Com. Student, Chartered Accountancy.
37. Benoybhusan Mazumder (1944), B.Sc. Student, Final Year, Chemical Engineering, College of Engineering & Technology, Jadavpur.
38. Chittaranjan Guha (1945), B.Sc. Apprentice, Ordnance Factory, Ichhapore.
39. Animesh Chatterjee (1946), B.A. Final Law student, Calcutta University. On the staff of the Calcutta Electric Supply Co.
40. Siddhartha Roy Chaudhury (1947). Sportsman, Gwalior.

