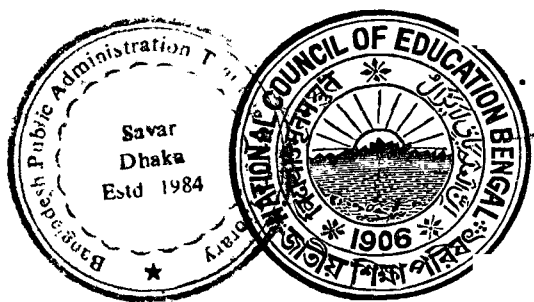


ADMINISTRATIVE REFORM
THE
NATIONAL COUNCIL OF EDUCATION, BENGAL.

CALENDAR

1906—1908.



Calcutta.

PUBLISHED BY THE NATIONAL COUNCIL OF EDUCATION, BENGAL.

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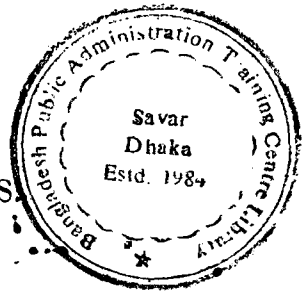
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THE NATIONAL COUNCIL OF EDUCATION, BENGAL.

Preliminary History.

On the 16th of November, 1905, several leading citizens of Bengal met in Conference in the rooms of the Bengal Landholders' Association in Park Street to consider the question of National Education. For some time past many people in Bengal had been thinking about this question and had felt the necessity for instituting a system of National Education. This was, however, only a vague desire and the Conference practically focussed the feeling with regard to the matter. Many schemes were in the air about National Education and the entire country seemed to be ripe for taking a decided step in that direction. The Conference met to consider the situation and after a prolonged deliberation it unanimously adopted the following Resolution :—

“That in the opinion of this conference it is desirable and necessary that a National Council of Education should be at once established to organise a system of Education—Literary, Scientific and Technical—on National lines and under National control, and that the following gentlemen (here follow names) should be appointed, as a Provisional Committee to take immediate steps to further this object and that the Committee be instructed to submit their report within three weeks.”

The next day there was a very large and enthusiastic meeting attended by over 15,000 people, mostly students, in the grounds of the Field and Academy Club, which received the decision of the Conference arrived at the previous evening with great satisfaction. This was followed by many other meetings in various parts of Bengal. In the meantime, the Provisional Committee appointed by the Conference went on with its deliberations and on the 2nd December, 1905, it formulated a provisional scheme which was considered by the Conference at its second meeting held on the 10th December, 1905, and the Conference on that day appointed a small Committee of Ways and Means which after having met almost daily for several weeks submitted a report amending the scheme of

the Provisional Committee in certain respects which was considered at the third and final meeting of the Conference (also held in the rooms of the Bengal Landholders' Association) on the 11th March, 1906, and on that day the Conference adopted the report of the Ways and Means Committee and constituted the *National Council of Education, Bengal*, composed of many leading noblemen and gentlemen on this side of India.*

The Council thus constituted started work at once and after a body of Rules and Regulations for its management and its Memorandum of Association, got itself registered on the 1st of June, 1906, under Act XXI of 1860.

Memorandum of Association.

In the matter of Act XXI of 1860 of the Acts of the Viceroy & Governor-General of India in Council being an Act for the registration of Literary, Scientific and Charitable Societies and

IN THE MATTER OF

THE NATIONAL COUNCIL OF EDUCATION, BENGAL.

1. The name of the Association is the National Council of Education, Bengal.

2. The objects of the Association are :—

(a) To impart and promote the imparting of Education—Literary and Scientific, as well as Technical and Professional—on National lines and exclusively under National control—not in opposition to, but standing apart from, the existing systems of Primary, Secondary and Collegiate Education—attaching special importance to a knowledge of the Country, its Literature, History and Philosophy, and designed to incorporate with the best Oriental ideals of life and thought, the best assimilable ideals of the West and to inspire students with a genuine love for and a real desire to serve the country.

(b) To promote and encourage the study chiefly of such branches of the Arts, Sciences, Industries and Commerce as are best calculated to develop the material resources of the country and to satisfy its pressing wants, including in Scientific Education generally a knowledge of the scientific truths embodied in Oriental Learning and in Medical Education specially, a knowledge of such scientific truths as are to be found in the Ayurvedic and Hakimi systems.

(c) To promote moral and physical education.

(d) To provide for denominational religious education out of funds specifically contributed for that purpose : Such education, however, is not to

* The letter convening the Conference, the reports of the meetings and the reports of the Provisional Committee and the Committee of Ways and Means will be found in *Appendix A*.

include the enforcement of religious rites and practices. It is to be presumed that Hindus, Mahomedans, Christians, Brahmos and members of other religious bodies desire that their wards should receive religious education in their respective creeds unless the guardians of such wards express a contrary intention.

(e) To create and maintain a high standard of proficiency and to enforce strict discipline (including the paying of proper regard to the religious sentiments and customs of the different sections of the community),—in accordance with the best traditions of the country.

(f) To impart and to facilitate the imparting of education ordinarily through the medium of the vernacular languages such as Bengalee, Hindi, Urdu, &c., English being a compulsory second language.

(g) To establish in Calcutta and elsewhere schools, primary and secondary, as well as colleges and other educational institutions for the imparting of such education.

(h) To affiliate, admit, recognise or otherwise utilise schools, colleges, tols, madrasahs and other educational and research institutions for the imparting of such education.

(i) To prepare and encourage the preparation of suitable text-books especially in the vernaculars, in Arts, Sciences, and Technical and Professional subjects.

(j) To found and maintain professorships, lectureships, scholarships and fellowships for the encouragement of learning and research.

(k) To create and maintain a high standard of qualification, intellectual as well as moral, in teachers, by providing, where necessary, advanced instruction in all subjects included in a liberal education, by supplying a training in the principles and practice of educational methods, and by instituting examinations for testing such qualification and granting certificates to successful candidates.

(l) To establish and maintain and affiliate, admit, or recognise, hospitals, workshops, laboratories, libraries, museums, art-galleries and other institutions conducive to the objects of the Association.

(m) To establish, maintain and control suitable boarding-houses and residences for students prosecuting their studies in institutions connected with the Association.

(n) To provide for examination of students prosecuting their studies in institutions connected with the Association, to award certificates to successful students, to award prizes, stipends and scholarships for enabling them to prosecute further studies either in institutions connected with the Association or other educational institutions in India, or elsewhere.

(o) To confer titles, diplomas and other marks of honor on any person who by reason of eminent position and attainments may be deemed a fit and proper person to receive the same, and to grant certificates and diplomas to, and

confer degrees, titles, distinctions and other marks of honor on students who pass the requisite tests.

(p) To print and publish any journals, periodicals, books or leaflets that the Association may think desirable for the promotion of its objects.

(q) To carry on any other work which may seem to the Association capable of being conveniently carried on in connection with the above or calculated directly or indirectly to enhance the value of or render profitable any of the Association's property or rights.

(r) To purchase, take on lease or in exchange, hire or otherwise acquire property movable or immovable and any rights or privileges which may be deemed necessary or convenient for the purposes of the Association and in particular any lands, buildings, and easements, and to improve, develop, manage, sell, lease, mortgage, dispose of, turn to account or otherwise deal with all or any part of the property of the Association.

(s) To construct, maintain and alter any houses, buildings, or works necessary or convenient for the purposes of the Association.

(t) To take any gift of property, whether subject to any special trust or not, for any one or more of the objects of the Association.

(u) To take such steps by personal or written appeals, public meetings or otherwise, as may from time to time be deemed expedient for the purpose of procuring contributions to the funds of the Association in the shape of donations, annual subscriptions or otherwise.

(v) For the purposes of the Association to borrow and raise money in such manner as the Association may think fit.

(w) To invest the moneys of the Association not immediately required upon such securities and in such manner as may from time to time be determined.

(x) To undertake and execute any trusts other than religious or any agency business which may seem directly or indirectly conducive to any of the objects of the Association either gratuitously or otherwise.

(y) For the purposes of the Association to make, accept, endorse and execute promissory notes, bills of exchange and other negotiable instruments.

(z) To incorporate any institutions, societies or associations having objects wholly or in part similar to those of this Association.

(aa) To provide a superannuation fund for the professors, lecturers, officers and servants of the Association or otherwise assist them, their widows and children.

(bb) To help students who receive education under the Association in finding suitable useful occupations.

(cc) To do all or any of the above things either as principals, agents, trustees or otherwise and by or through trustees, agents or otherwise and either alone or in conjunction with others.

(dd) . To do all such other things as are incidental or conducive to the attainment of the above objects or any of them.

3. The names, addresses and occupations of the persons who are members of and form the governing body of the Association are :—

1. Dr. Rashbehary Ghose, M.A., D.L. O.I.E.,
Vakil, High Court, Calcutta,
46, Theatre Road, Calcutta.....*President.*
2. Dr. P. K. Ray, D. Sc.,
Late Principal, Presidency College, Calcutta,
7, Ballygunge Circular Road, Calcutta..... *Vice-President.*
3. Rai Yatindra Nath Chaudhuri, M.A., B.L.,
Zemindar, Kutighata, Barnagore, 24-Pergunnahs.....*Treasurer.*
4. A. Chaudhuri Esq., M.A., (Cal.), B.A., (Cantab.), Bar-at-Law,
Advocate, High Court, Calcutta;
39, Old Ballygunge Road, Calcutta. } ...*Secretaries.*
5. Babu Hirendra Nath Datta, M.A., B.L.,
Solicitor, High Court, Calcutta,
139, Cornwallis Street, Calcutta. }
6. Sir Gooroo Das Banerjee Kt., M.A., D.L.,
Late Judge, High Court, Calcutta,
19, Sastitala Road, Narkaldanga, Calcutta.
7. A. Rasul Esq., M.A., B.C.L. (Oxon.), Bar-at-Law,
Advocate, High Court, Calcutta,
14, Royd Street, Calcutta.
8. Babu Devaprasad Sarvadhicary, M.A., B.L.,
Solicitor, High Court, Calcutta,
13, Jeliapara Lane, Bow Bazar, Calcutta.
9. Dr. Nilratan Sircar, M.A., M.D.,
Medical Practitioner,
61, Harrison Road, Calcutta.
10. Aravinda Ghose, Esq., B.A. (Cantab.),
Vice-Principal, Baroda College,
12, Wellington Square, Calcutta.
11. Babu Ramendra Sundar Trivedi, M.A.,
Principal, Ripon College, Calcutta,
6, William's Lane, Calcutta.
12. Babu Manomohan Bhattacharyya, M.A.,
Manager, Gouripur Estate (Twelve annas), Mymensingh,
Gouripur, Mymensingh.
13. Babu Satis Chandra Mukerji M.A., B.L.,
Secretary, Dawn Society,
22, Sankar Ghose's Lane, Calcutta.

4. The income and property of the Association whencesoever derived shall be applied solely towards the promotion of the objects of the Association as set forth in this Memorandum of Association and no portion thereof shall be paid or transferred directly or indirectly by way of dividend, bonus, remuneration or otherwise howsoever by way of profit to any of the members of the Association in respect of any service performed by them as members of the Association, provided that nothing herein contained shall prevent the payment in good faith of remuneration to any officers or servants of the Association who may also be members thereof in return for any work done or services actually rendered to the Association, nor prevent the payment of interest at a rate not exceeding six per cent. on monies borrowed from any member of the Association.

5. No trustee or trustees in whom for the time being the properties of the Association might be vested shall be answerable for any loss arising in the administration or application of the said trust funds or sums of money or for any damage to or deterioration in the said trust premises unless such loss, damage or deterioration shall happen by or through his or their wilful default or neglect.

6. If upon the dissolution of the Association there shall remain after the satisfaction of all its debts and liabilities any property whatsoever, the same shall not be paid to or distributed among the members of the Association or any of them but shall be given or transferred to some other association or associations, institution or institutions having objects similar to the objects of this Association to be determined by the votes of not less than three-fifths of the members present personally or by proxy at the time of the dissolution, or in default thereof by the original side of the High Court in Calcutta.

A copy of the rules and regulations of the said National Council of Education, Bengal, is filed with this memorandum of Association and the undersigned being members of the governing body of the Association do hereby certify that such copy of such rules and regulations of the said Association is correct.

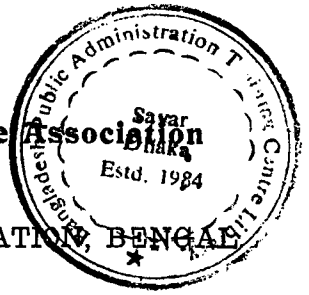
As witness our several and respective hands and signatures this 23rd day of May, 1906.

Rashbehary Ghose
A. Rasul
Ashutosh Chaudhuri
Devaprasad Sarvadhicary
Aurobindo Ghose
Satis Chandra Mukerji
Hirendra Nath Dutta
Nilratan Sircar

Rules for the Management of the Association

NAMED

THE NATIONAL COUNCIL OF EDUCATION, BENGAL



OBJECTS.

1. The Association is established for the purposes expressed in the Memorandum of Association.

MEMBERS.

2. The National Council of Education, Bengal (hereinafter referred to as the Council) shall consist of not more than 150 and not less than 50 members.

3. The Council at present consists of the following persons :—

1. Dr. Rashbehary Ghose, M.A., D.L., C.I.E.

46, Theatre Road, Calcutta—*President*.

2. Dr. P. K. Ray, D. Sc.

7, Ballygunge Circular Road, Calcutta.

3. Mahamahopadhyaya Rajkrishna Tarkapanchanan,
Navadwip.

4. Maharaja Suryyakanta Acharyya Chowdhury
Bahadur of Mymensingh,
74, Lower Circular Road, Calcutta.

5. S. N. Tagore Esq., I.C.S. (*retired*),
19, Store Road, Ballygunge.

6. Babu Brajendra Nath Seal, M.A.
Principal, Victoria College, Cooch Behar.

Vice-Presidents.

7. Rai Yatindra Nath Chaudhuri, M.A., B.L.,
Kutighata, Baranagore, 24 Pergunnahs.—*Treasurer*.

8. A. Chaudhuri Esq., M.A. (*Cal.*), B.A. (*Cantab.*), Bar-at-Law,
39, Old Ballygunge Road, Calcutta.

9. Babu Hirendra Nath Datta, M.A., B.L.,
139, Cornwallis Street, Calcutta.

Secretaries.

10. Maharaja Sir Rameswar Singh Bahadur, K.C.I.E.,
of Durbhanga,
1, Middleton Street, Calcutta.

11. Maharaja Sir Jatindra Mohan Tagore Bahadur, K.C.S.I.,
Pathuriaghata, Calcutta.

12. Maharaja Jagadindra Nath Roy of Natore,
6, Lansdowne Road, Calcutta.

13. Maharaja Girija Nath Roy of Dinajpur,
Dinajpur.
14. Maharaja Manindra Chandra Nandy of Cossimbazar,
302, Upper Circular Road, Calcutta.
15. Raja Peary Mohan Mukerjee, M.A., B.L., C.S.I.,
Uttarpara, Dt. Hugli.
16. Raja Janaki Ballav Sen of Dimla,
P. O. Mahigunge, Dt. Rungpore.
17. Raja Pramada Nath Roy of Dighapatiya,
113, Lower Circular Road, Calcutta.
18. Nawab Abdus Sobhan Chowdhuri of Bogra,
20, Weston Lane, Calcutta.
19. Mahamahopadhyaya Chandrakanta Tarkalankar,
109, Mukhtaram Babu's Street, Calcutta.
20. Kumar Manmatha Nath Mitra Bahadur,
34, Shampooker Street, Calcutta.
21. Babu Brajendra Kishore Roy Chowdhury,
Zemindar, Gouripur, Mymensingh.
22. Babu Subodh Chandra Mallik,
12, Wellington square, Calcutta.
23. Sir Gooroo Das Banerjee, Kt., M.A., D.L.,
19, Sastitala Road, Narikeldanga, Calcutta.
24. A. M. Bose Esq., M.A.,
Fairy Hall, Dum Dum.
25. R. C. Dutt Esq., C.I.E.,
Baroda.
26. Babu Kali Charan Banurji, M.A., B.L.,
20/2, Sarkar's Lane, Calcutta.
27. Babu Chandra Nath Bose, M.A., B.L.,
5, Raghunath Chatterjee's Street, Calcutta.
28. Babu Rabindra Nath Tagore,
6, Dwarka Nath Tagore's Lane, Calcutta.
29. Pandit Panchanan Tarkaratna,
Bhatpara, Dt. Twenty-four Pergunnahs.
30. Babu Narendra Nath Sen,
24, Mott's Lane, Calcutta.
31. Babu Surendra Nath Banerjee,
70, Colootola Stroot, Calcutta.
32. Babu Mati Lal Ghose,
2, Ananda Chatterjee's Lane, Calcutta.
33. Babu Bepin Chandra Pal,
141/2, Russa Road (South), Bhowanipur, Calcutta.

34. Babu Pramatha Nath Roy Chowdhuri of Santosh,
35/2, Beadon Street, Calcutta
35. Babu Gaganendra Nath Tagore,
6, Dwarkanath Tagore's Lane, Calcutta.
36. Babu Rajkumar Sarkar,
P. O. Ghoramara, Rajshaye.
37. P. Mitter Esq., Bar-at-Law,
209, Lower Circular Road, Calcutta.
38. B. Chakravarty Esq., M.A., Bar-at-Law,
23, Park Street, Calcutta.
39. C. R. Das Esq., Bar-at-Law,
27, McLeod Street, Calcutta.
40. The Hon'ble J. Chaudhuri Esq., M.A., Bar-at-Law,
34, Ballygunge Circular Road, Calcutta.
41. M. Ibrahim Esq., Bar-at-Law,
44, Munshi Alimuddin's Street, Calcutta.
42. P. Chaudhuri Esq., M.A., Bar-at-Law,
25, Lansdowne Road, Calcutta.
43. A. Rasul Esq., M.A., B.C.L. (Oxon.), Bar-at-Law,
14, Royd Street, Calcutta.
44. A. K. Ghose Esq., Bar-at-Law,
49, Lower Circular Road, Calcutta.
45. Maulavi Muhammad Yusuff, Khan Bahadur, B.L.,
8, European Asylum Lane, Calcutta.
46. Babu Kishori Lal Sircar, M.A., B.L.,
121, Cornwallis Street, Calcutta.
47. Babu Golap Chandra Sarkar, Shastri, M.A., B.L.,
20, Sankaritola East Lane, Calcutta.
48. Babu Dwarkanath Chakravarty, M.A., B.L.,
72, Russa Road, Bhowanipur, Calcutta.
49. Babu Tarakishore Chowdhury, M.A., B.L.,
47, Bosepara, Baghbazar, Calcutta.
50. Babu Brajalal Chakravarty, M.A., B.L.,
50/1, Wellington Street, Calcutta.
51. Dr. Priyanath Sen, M.A., D.L.,
22/3, Sankaripara, Bhowanipur, Calcutta.
52. Babu Mohini Mohan Chatterjee, M.A., B.L.,
9, Roy Bagan Street, Calcutta.
53. The Hon'ble Babu Bhupendra Nath Basu, M.A., B.L.,
14, Balaram Ghose's Street, Shambazar, Calcutta.
54. Babu Devaprasad Sarvadhicary, M.A. B.L.,
13, Jeliapara Lane, Bowbazar, Calcutta.

55. Babu Baikuntha Nath Sen, B.L.,
Berhampore, Murshidabad.
56. The Hon'ble Babu Ambica Charan Mazoomdar, M.A., B.L.,
Faridpur.
57. Dr. R. G. Kar, L.R.C.P. and L.M. (*Edin.*),
107, Shambazar Street, Calcutta.
58. Dr. S. B. Mitter, M.B., B. Sc. (*Lond.*),
36, Wellington Street, Calcutta.
59. Dr. Nilratan Sarkar, M.A., M.D.,
61, Harrison Road, Calcutta.
60. Dr. Sures Prasad Sarvadhikary, B.A., M.D.,
7/1, Beadon Street, Calcutta.
61. Dr. Hem Chandra Sen, M.D.,
34, Cornwallis Street, Calcutta.
62. Dr. M. A. Ayatulla, M.B., C.M. (*Edin.*),
59, Canning Street, Calcutta.
63. Dr. Kali Krishna Bagchi, M.B.,
99/1, Machooa Bazar Street, Calcutta.
64. Dr. Amrita Lall Sircar,
51, Sankaritolā Lane, Calcutta.
65. Kaviraj Bejoyratna Sen,
5, Koomartooli, Calcutta.
66. P. N. Bose Esq., B. Sc., F.G.S.,
54, Chowringhee, Calcutta.
67. B. L. Chaudhuri Esq., B.A., B. Sc. (*Edin.*),
35, Ahirpukur Road, Ballygunge, Calcutta.
68. N. N. Ghose Esq., F. R. S. L., Bar-at-Law,
43, Bancharām Ukoor's Lane, Calcutta.
69. G. C. Bose Esq., M.A., F. C. S.,
25, Scott's Lane, Calcutta.
70. Babu Ramendra Sundar Trivedi, M.A.,
6, William's Lane, Calcutta.
71. Babu Heramba Chandra Maitra, M.A.,
65, Harrison Road, Calcutta.
72. Babu Khudiram Bose, B.A.,
5, Jagannath Sur's Lane, Calcutta.
73. Babu Aswini Kumar Datta, M.A., B.L.,
Barisal.
74. Babu Baikuntha Kishore Chakravarty, M.A.,
City College Branch, Mymensingh.
75. Babu Gauri Sankar De, M.A., B.L.,
38/2, Nilmani Mitter's Street, Calcutta.

76. Arayinda Ghose Esq., B.A. (*Cantab.*),
12, Wellington Square, Calcutta.
77. Babu Janaki Nath Bhattacharyya, M.A., B.L.,
51, Durga Charan Mitter's Street, Calcutta.
78. Babu Lalit Kumar Banerjee, M.A.,
. 70, Akhil Mistry's Lane, Calcutta.
79. Babu Kunja Lall Nag, M.A.,
28/14/1, Akhil Mistry's Lane, Calcutta.
80. Babu Ambica Charan Ukil, M.A.,
18, Shama Charan De's Street, Calcutta.
81. N. C. Das Esq., M.A.,
14, Ram Mohan Dutt's Road, Bhowanipur.
82. Babu Radhakumud Mukerjee, M.A.,
38/2, Shibnarain Das's Lane, Calcutta.
83. Babu Kaliprasanna Dass Gupta, M.A.,
Madaripur.
84. Babu Raj Sekhar Bose, M.A.,
92/5, Upper Circular Road, Calcutta.
85. Babu Prasanna Kumar Sen, L.C.E.,
147/3, Maniktola Main Road, Calcutta.
86. Babu Baidya Nath Saha, B.A.,
44/45, Manohar Das's Street, Barabazar, Calcutta.
87. Babu Sriharsa Mukerjee, B.L.,
Burdwan.
88. Babu Ananda Chandra Chakravarty, B.L.,
Dacca.
89. Babu Rash Behari Mukerjee, B.L.,
Rangpur.
90. Babu Kartik Chandra Bhattacharji, B.L.,
Rangpur.
91. Babu Akshay Kumar Maitra, B.L.,
Ghoramara, Rajshaye.
92. Shaikh Mahabub Ali,
Kelso House, 160, Lower Circular Road, Calcutta.
93. Babu Manomohan Bhattacharyya, M.A.,
Gouripur, Mymensingh.
94. J. Ghosal Esq.,
26, Ballygunge Circular Road, Calcutta.
95. Babu Rabindra Narayan Ghosh, M.A.,
Paharpur, Dinajpur.
96. Babu Satis Chandra Mukerji, M.A., B.L.,
22, Sankar Ghose's Lane, Calcutta.

FILLING UP OF VACANCIES.

The Council may fill vacancies and add to its number (but so as not to exceed the maximum of 150) by the election of new and additional members at any meeting of the Council by majority votes or by the confirmation in its discretion of the elections made as hereinafter in rules 8 and 9 provided.

Provided that when the number of members of the Council appointed otherwise than under Rules 8 and 9 is more than 75, the Council shall not fill up vacancies or add to its number otherwise than by accepting the nominations made under Rule 6, or confirming the elections made under Rules 8 and 9.

QUALIFICATION OF MEMBERS.

5. Members shall be selected from among :

- (1) Donors,
- (2) Distinguished Scholars,
- (3) Principals and Professors of Educational Institutions,
- (4) Specialists in different branches of studies,
- (5) Persons distinguished for their public services,
- (6) Distinguished professional men,
- (7) Graduates,
- (8) Members of learned societies :

and in selecting members, regard shall be had to the adequate representation of the different sections of the community, as far as possible.

6. A donor of any sum of money exceeding Rs. 25,000 in the aggregate shall be entitled to nominate one person possessing the requisite qualifications, to be a member of the Council ; a donor of any sum from two to four lacs of rupees shall be entitled to nominate two such members ; and a donor of any sum over four lacs of rupees shall be entitled to nominate three such members, provided that no donor shall have the right to nominate more than three members, whatever the amount of his donation may be.

7. The nomination of a person as a member as above provided shall be by writing signed by every person so nominating, to be left with the Secretaries at the office of the Council, and thereupon the person so nominated shall become a member accordingly. A donor may nominate himself.

8. The Faculties to be constituted as hereinafter provided shall have the power to elect a certain number of members not exceeding 25, but the election of such members shall not be valid, unless confirmed by the Council.

9. Qualified registered voters as defined in Rule 10 shall be entitled to elect from time to time a certain number of members not exceeding 50 ; but the election of such members shall not be valid unless confirmed by the Council.

Such election shall be held as far as possible on the basis of district distribution as provided below, but the number of elected members for the different districts shall be subject to redistribution at the discretion of the Council.

The following numbers are for the present fixed for the different districts :—

Backerganj	2	Mayurbhunj	1
Bankura and Birbhum	1	Midnapur	1
Bhagalpur	1	Monghyr & Santal Parganas	1
Burdwan	1	Murshidabad	1
Calcutta	5	Muzzaffarpur, Darbhanga & Saran	1
Chittagong	1	Mymensingh	2
Cuttack, Balasore, Puri & Angul	2	Nadia	1
Dacca	3	Noakhali	1
Dhubri, Goalpara, Tezpur, Gauhati, and Dibrugarh	2	Pabna and Bogra	1
Dinajpur, Malda and Purneah	2	Patna and Champaran	1
Faridpur	1	Rajshaye	2
Gaya and Sahabad	1	Ranchi, Hazaribagh, Purulia, Sing- bhum, Palamow & Sambalpur	1
Hill Tippera	1	Rangpur	1
Howrah & Hoogli	2	Sylhet, Cachar, Khasia and Jaintia Hills (including Shillong)	2
Jalpaiguri & Darjeeling	1	Tippera	1
Jessore and Khulna	1	Twenty-four Parganahs	2
Kuch Bihar	1		

QUALIFICATION FOR REGISTRATION AS VOTER.

10. A voter to be qualified must belong to one of the following classes :—

1. Graduates.
2. Legal practitioners whose rank should not be lower than that of a District Court Pleader.
3. Head Masters of H. C. E. Schools or Schools of similar standard.
4. Sanskrit, Persian and Arabic Lecturers of Colleges.
5. Heads of Tols or Madrassas recognised by the Council.
6. Donors of a sum of not less than Rs. 1000, or subscribers of any sum of not less than Rs. 50 a year.
7. Editors of newspapers and Periodicals.

Each voter must pay the sum of Rs. 5 in advance, being his registration fee for three consecutive years.

The minimum number of registered voters in a district or an electoral unit exercising the elective franchise must not be less than 75.

It shall be competent to the Council to extend the franchise for election to literary, scientific, and other bodies approved by the Council.

11. No right or privilege of any member of the Council shall be in any way transferable or transmissible except as otherwise expressly provided, but all such rights and privileges shall cease upon the member ceasing to be such.

If, however, any of the foundation donors, that is, persons who contribute one lac of Rupees or more, either in money or endowed property before the end of 1906, dies within a period of twelve years from the date of his contribution, his trustees or in the absence of trustees, his legal representatives shall have the right to exercise the power of nominating members to the Council for the unexpired part of the said period of twelve years. After the lapse of this period, or after the death of any such donor should he live longer than twelve years, he or his trustees or in the absence of trustees, his legal representatives shall not have the right to nominate to the Council more than one member, whatever the amount of his donation may be.

TERM OF MEMBERSHIP.

12. The members named in Rule 3 shall hold office for five years, at the end of which period one-fifth of their number shall go out by lottery every year and subject to the proviso in Rule 4, their places shall be filled up by fresh appointments by the Council, till at the end of the ninth year they shall all have been replaced by members appointed by the Council.

13. Elected members shall hold office for three years. Nominees of donors shall hold office for three years. But nothing in this rule is to prevent the re-appointment of a member.

14. Any member who shall desire to retire shall signify such desire in writing to the Secretaries and thereupon his name shall be removed from the list of members and he shall be deemed to have retired.

15. Members shall be entitled to the free use of the libraries, laboratories, museums &c, of the Council and to such other privileges as may from time to time be allowed under the bye-laws in that behalf to be framed by the Executive Committee, subject to the sanction of the Council.

16. It shall be competent for the Council to remove any member by the vote of a three-fourths' majority at a special meeting called for the purpose at which it shall be competent for members to vote by proxy, as provided in Rule 19, the quorum however consisting of not less than 50 members present in person.

POWERS OF THE COUNCIL.

17. The Council shall have the following powers :—

1. To get themselves registered as a corporate body.
2. To hold and dispose of property and to deal with all questions relating to property.
3. To institute and confer degrees, titles and other marks of honour.
4. To accept endowments.
5. To appoint members and to remove them.

6. To affiliate, admit and recognise and to disaffiliate and withdraw the privileges of admission and recognition from colleges and schools.
7. To frame rules and regulations and to make additions to, and alterations in, them.
8. To appoint Faculties, Boards of Studies and the Board of Accounts.
9. To publish the annual Report and Accounts.
10. To decide all cases of exemption from existing rules and regulations ; and
11. To exercise general powers of *revision* in regard to all *decisions* of the Executive Committee made under the provisions of Rule 27.

18. No contentious matter shall be discussed at a meeting of the Council unless it has been previously considered at a meeting of the Executive Committee.

No *decision*, as distinguished from a *recommendation*, of the Executive Committee shall be upset by the Council unless by a three-fourths' majority of votes at a meeting at which the number of members present in person shall not be less than double the total number of members of the Executive Committee for the time being.

In all other matters, fifteen members present in person shall form a quorum for a meeting of the Council and the majority required will be a bare majority.

19. At meetings of the Council, voting by proxy shall be allowed in the case of members who are not ordinarily residents of Calcutta or its suburbs, provided that no person shall be appointed a proxy who is not a member of the Council, and that the same member shall not be appointed a proxy for more than two others.

OFFICE-BEARERS.

20. The honorary officers of the Council shall consist of the President, not more than twelve Vice-Presidents, two Secretaries, and one Treasurer ; and they shall be elected annually at the ordinary general meeting of the Council to be held in December every year, and at the end of their year of office be eligible for re-election. Any casual vacancy may be filled up at a general meeting of the Council to be convened for that purpose.

FACULTIES.

21. The Council shall have power to constitute, abolish, or reconstitute Faculties. Each Faculty shall be composed of members of the Council, who shall elect their President and hold office for one year.

22. The Faculties shall have the power to nominate members of the Council and to recommend :—

- (1) Professors, inspectors, lecturers, tutors, demonstrators, teachers, research-workers and scholars for appointment by the Executive Committee.
- (2) Schemes for opening libraries, laboratories, museums, &c..
- (3) Text-books and schemes of lectures in the absence of Boards of Studies.

THE EXECUTIVE COMMITTEE.

23. The executive government of the Council shall be vested in the Executive Committee which shall consist of :—

The President,	} who shall be <i>ex-officio</i> members of the Executive Committee.
One Vice-President,	
Two Secretaries,	
The Treasurer,	
Nominees of Donors,	
And Representatives of the Council.	

The Representatives of the Council on the Executive Committee shall be equal in number to the nominees of donors.

24. The Executive Committee shall be formed annually in the following manner :—

- (i) The Council shall first appoint the office-bearers.
- (ii) The Council shall next elect as many representatives as the donors shall be entitled to nominate according to the next following sub-rule.
- (iii) The donors shall last of all nominate their representatives to the Executive Committee according to the following rules :—

A donor contributing any sum from one lac to two lacs of rupees either in money or in endowed property shall be entitled to nominate one member to the Executive Committee.

A donor contributing any sum from two to four lacs of rupees either in money or in endowed property shall be entitled to nominate two members.

A donor contributing any sum above four lacs either in money or in endowed property shall be entitled to nominate three members. Provided that no donor shall be entitled in any case to nominate more than three members.

In the event of a donor being elected by the Council to be a member of the Executive Committee, the number of his nominees on the Executive Committee shall be reduced by one.

Foundation donors, that is to say, persons contributing one lac and upwards, either in money or in endowed property before the end of 1906, shall have the right to nominate members to the Executive Committee during their life. If, however, such a donor should die within a period of twelve years from the date of his contribution, his trustees, or in the absence of trustees, his legal representatives shall have the right to exercise this power for the unexpired part of the said period of twelve years. After the lapse of 12 years, or after the death of any such donor, should he live longer than twelve years, he or his trustees, or, in the absence of his trustees, his legal representatives shall not have the right to nominate more than one member, whatever the amount of his donation may be.

Provided that the number of professional teachers (including proprietors) of Colleges affiliated or admitted either to any of the existing Universities or to the National Council of Education, Bengal, shall not exceed in the aggregate one-third of the total number of members of the Executive Committee (including office-bearers).

Provided also that the number of professional teachers (including proprietors) of Colleges affiliated to the existing Universities, on the Executive Committee shall not exceed the number of teachers of Institutions admitted or affiliated to the National Council of Education on that Committee.

Provided further that the operation of the above proviso shall be suspended until the Council shall have at least one institution of the status of a first grade college affiliated to or established by it. ..

25. The members of the Executive Committee at the end of their year of office shall be eligible for re-election or re-nomination as the case may be. Any vacancy caused by the death or retirement or any other circumstance of any elected member may be filled up by the other members of the Executive Committee; and any vacancy caused by the death or retirement or any other circumstance of a nominee of a donor on the Executive Committee shall be filled up by such donor.

26. Until the general meeting to be held in December, 1906, the Executive Committee shall consist of the following persons :—

Dr. Rashbehary Ghose, M.A., D.L., C.I.E.—*President.*

Dr. P. K. Ray, D. Sc.—*Vice-President.*

Rai Yatindra Nath Chowdhury, M.A., B.L.—*Treasurer.*

A. Chaudhuri Esq., M.A. (*Cal.*), B.A. (*Cantab.*) } *Secretaries.*

Babu Hirendra Nath Datta, M.A., B.L.

Sir Gooroo Das Bannerjee, Kt., M. A , D.L.

A. Rasul Esq., M. A., B. C. L. (*Oxon.*) }

Elected Members.

Dr. Nilratan Sircar, M. A., M. D.

Babu Deva Prasad Sarvadhicary, M. A., B. L.

Aravinda Ghose Esq., B. A. (<i>Cantab.</i>)	}	<i>Nominees of Donors.</i>
Babu Ramendra Sundar Trivedi, M. A.		
„ Manomohan Bhattacharjya, M. A.		
„ Satis Chandra Mukerjee, M. A., B. L.		

POWERS OF THE EXECUTIVE COMMITTEE.

27. The powers of the Executive Committee shall be as follows :—

- (A) 1. The Executive Committee shall *decide* all matters relating to
 - (a) Inspection of schools and colleges according to regulations passed by the Council ;
 - (b) Examinations according to regulations passed by the Council ;
 - (c) Teaching according to regulations passed by the Council.
2. The Executive Committee shall also *decide* all matters relating to the selection of text-books, schemes of lectures, schemes of opening libraries, laboratories, museums, etc, and the appointment of Professors, Inspectors, Lecturers, Tutors, Teachers, Research-workers, Demonstrators, Fellows and Scholars according to the recommendations of the Boards of Studies or Faculties, but such matters may be referred back to the Boards or Faculties with an expression of the committee's opinion.
3. Subject to the revision by the Council according to Rule 17, the Executive Committee shall also *decide* all other matters that do not fall within the *powers of the Council* as defined by Rule 17.
- (B) As regards the following matters, the Executive Committee shall have the power to *submit their recommendations and opinions* to the Council :—
 1. Affiliation and disaffiliation, admission, and recognition and withdrawal of the privileges of admission and recognition from schools and colleges.
 2. Acceptance of endowments.
 3. Investment of funds, disposal of property, and purchase of property.
 4. Institution and conferring of Degrees.
 5. Exemptions from existing rules and regulations.

28. The Executive Committee shall be responsible to the Council for the accounts.

29. The Executive Committee shall keep a correct Register of members of the Council.

30. The Executive Committee may continue to act although their number is reduced by death, retirement or otherwise, provided that, if at any time their number is reduced below ten, the continuing members of the Executive Committee shall only act for the purpose of filling up vacancies as hereinbefore provided.

31. The Executive Committee shall engage all such officers and servants as they may consider necessary and shall regulate their duties and fix their salaries.

32. Subject to the general control of the Council, it shall be the duty of the Executive Committee :—

- (i) To receive and collect all sums subscribed or donated, and expend or invest the same, for the purposes of the Council, all investments being made in the names of the Trustees ;
- (ii) To prepare the Annual Budget ;
- (iii) To examine and sanction or disallow, as the case may be, estimates of expenditure ;
- (iv) To keep such accounts as the Council shall require and to produce them at meetings of the Council.

MEETINGS OF THE COUNCIL.

33. The President, or in his absence, one of the Vice-Presidents of the Council shall preside at the meetings, and shall have a casting vote in the case of an equality of members voting on any occasion, before the meeting.

34. In the absence of the President or Vice-Presidents, the Council shall elect a chairman from among the members present at the meeting, who shall have a casting vote in the case of a tie.

35. The Council shall ordinarily meet in December and at such other time or times as may be necessary ; but a special meeting may be called at any time by the President, and shall be called at any time by him, or in his absence by one of the Secretaries of the Council on the written requisition of not less than fifteen members.

36. Notice of not less than a week shall be given beforehand of a meeting of the Council, containing, so far as possible, a brief statement of the business to be laid before the meeting. The quorum at an ordinary, as well as at a special meeting of the Council shall be fifteen members present in person. If there be no quorum, the meeting may be adjourned *sine die*, or the chairman of the meeting may adjourn it to another date of which due notice shall be given and on which the business of the meeting shall be disposed of, irrespective of whether there is a quorum or not.

MEETINGS OF THE EXECUTIVE COMMITTEE.

37. The Executive Committee shall ordinarily meet once in every month for the inspection of accounts and the despatch of other business. A special

meeting may be called by the President whenever he thinks fit, and such meeting shall be called by him or in his absence by one of the Secretaries, when he is required to do so by not less than three members of the Executive Committee who shall state in writing the business for which they wish the meeting to assemble.

38. The Executive Committee shall, in the absence of the President or the Vice-Presidents and notwithstanding that there be no quorum, elect a chairman to preside over the meeting and in case of equality of votes, the chairman for the time being shall have a casting vote.

39. At the meetings of the Executive Committee not less than one-third of the total number of members of that body shall constitute a quorum. Provided that if there be no quorum, the meeting may be adjourned *sine die*, or the chairman of the meeting may adjourn it to another date of which due notice shall be given and on which the business of the meeting shall be disposed of irrespective of whether there is a quorum or not.

DUTIES OF THE SECRETARIES.

40. The Secretaries shall be the custodians of the Records, Library, Common Seal, and such other things and properties of the Council as the Executive Committee shall commit to their charge.

41. All meetings of the Council, the Executive Committee, the Faculties and the Boards shall be convened by the Secretaries.

42. The Secretaries shall be the *ex-officio* Secretaries of all Faculties, Boards, Committees and sub-Committees of the Council and of the Executive Committee.

43. The Secretaries shall keep or cause to be kept a record of the proceedings of all meetings of the Council, the Executive Committee, Boards and other bodies.

DUTIES OF THE TREASURER.

44. All subscriptions, donations and other monies payable to the Council shall be received by the Treasurer, whose receipt in writing countersigned by one of the Secretaries shall be a sufficient discharge for the same.

45. The current and uninvested funds of the Council shall be deposited in the Bank of Bengal. Cheques drawn against the invested funds shall be signed by the President and one of the Secretaries. No funds shall be invested, nor shall any existing investments be realised or altered, except under the direction of the Executive Committee.

TRUSTEES.

46. There shall be at least three Trustees of the Council.

47. The present Trustees are—Maharaja Suryyakanta Acharyya Chowdhury Bahadur of Mymensingh, Babu Brajendra Kishore Roy Chowdhury of

Gouripore in the district of Mymensingh, and Babu Subodh Chandra Mallik of Calcutta.

48. Whenever any Trustee shall die, go to reside outside of India, desire to be discharged, or become incapable or unfit for acting, a successor of such Trustee shall, as soon as convenient, be nominated and appointed by the Council by a resolution passed at a special general meeting, so that the said number of Trustees may be kept up. No Trustee shall hold any salaried office under the Council.

49. All immovable property, stocks, funds, shares and other securities—the property of the Council, shall be vested in the Trustees for the time being but shall be subject to the control of the Executive Committee and no part of such property of the Council shall be sold, assigned, transferred or otherwise disposed of or converted by the Trustees without the authority of the Executive Committee. All such stocks, shares and securities shall be deposited in the Bank of Bengal.

50. The income and profits of all property of the Council shall be under the control of the Executive Committee.

BOARDS OF STUDIES.

51. There shall be Boards of Studies in Arts subjects, in Science subjects, in Technological subjects, in Pedagogics, Medicine, Engineering and Law, each Board consisting of not more than 20 members and not less than 3, three members forming a quorum. Provided that the appointment of any of the said Boards may be deferred at the discretion of the Council.

52. At the general meeting of the Council to be held in December, the Council shall subject to the foregoing proviso, annually elect the Boards of Studies mentioned above.

53. Each Board shall consist of specialists in its subject, who may or may not be members of the Council.

FUNCTIONS OF THE BOARDS OF STUDIES.

54. The Boards of Studies shall be merely advisory committees for helping and guiding the deliberations of the Executive Committee as to the methods and modes of teaching and testing the proficiency of students by examination or otherwise, and in the selections of examiners and in determining the curriculum and other matters concerning studies and text-books.

55. The Executive Committee shall call upon the several Boards to make their recommendations about the several matters mentioned in the preceding rule before coming to any final decision in such matters.

ACCOUNT AND AUDIT.

56. The Executive Committee shall cause proper accounts to be kept of all monies received and expended by the Council and the matters in respect of

which such receipts and expenditures take place and of the assets, credits and liabilities of the Council.

57. The accounts shall be settled on the 31st day of December in each year or so soon thereafter as possible, and a balance-sheet containing a summary of the property and liabilities of the Council on that day shall be made out. A budget for the ensuing year shall also be submitted.

58. Such accounts with all vouchers and receipts and also such balance-sheet shall be examined by the Auditor or Auditors appointed by the Council every year in its meeting to be held in December or so soon thereafter as convenient.

59. The Auditor or Auditors shall be nominated by the Council and shall hold office for one year, but shall be eligible for re-election.

60. The accounts duly audited together with reports of the Auditors and the Executive Committee shall be placed before the Council for its adoption.

SEAL.

61. The Council shall have a common Seal of such make and design as the Executive Committee shall determine.

62. The Seal shall be affixed to all formal documents in the presence of one member of the Executive Committee and one of the Secretaries.

CONTRACTS.

63. All contracts may be made by two members of the Executive Committee, the President or one of the Vice-Presidents, and one of the Secretaries.

MISCELLANEOUS.

64. The Council may make, vary and repeal bye-laws and regulations for the conduct of the business of the Council, and it may also, from time to time, alter, extend and abridge these rules and regulations in such manner as it may deem expedient.

Rules for the Establishment

OF

SCHOOLS AND COLLEGES.

1. There shall be at least one school established and maintained by the Council in Calcutta, for imparting General Education (Primary as well as Secondary), according to schemes of studies approved by the Council.

The School shall have a Technical Department for giving Primary and Secondary Technical Education in different subjects according to the schemes approved by the Council, or such portions thereof as the Executive Committee may from time to time think fit, and as its resources will permit.

2. The Council shall also establish and maintain at least one College in Calcutta for imparting Collegiate education in Arts and Science and for making provision for encouraging research by advanced students according to the schemes of study approved by the Council, or such portions thereof as the Executive Committee may from time to time select.

The College shall have a Technical Department for giving Technical Education according to such portions of the scheme approved by the Council as the Executive Committee may think fit and as its resources will permit.

Departments for Professional Education, that is, Education in Law, Medicine, and Engineering, will be opened as soon as funds permit. The Department of Pedagogics will be opened without delay.

3. The School and College will work in furtherance of the objects specified in clauses (a) to (f) of paragraph 2 of the Memorandum of Association of the Council.

Rules for the Recognition

AND

ADMISSION OF SCHOOLS AND COLLEGES.

I. Schools, Colleges and other educational institutions such as *Tols* and *Madrasahs*, or departments thereof, may be recognised or admitted as schools or colleges of the Council of Education according to the following regulations.

II. Application for recognition or admission shall be made to the Executive Committee of the Council by the governing body of the Institution and must be countersigned by two members of the Council.

III. Every application shall contain a statement of the following particulars :—

- (1) Whether the Institution has a regularly constituted governing body and what the constitution of that body is.
- (2) Whether the Institution is intended for the profit of any individual or body of individuals ; or whether the surplus income after deducting all necessary expenses (which may include the payment of a fixed salary to any member of the governing body serving as a teacher or as a superintendent) is the property of the Institution and is intended to be appropriated to its use.
- (3) Which of the objects mentioned in clauses (a) to (f) of paragraph 2 of the Memorandum of Association of the Council, the Institution is prepared to carry out ; and what provision is made or proposed to be made for carrying them out ; and what other objects, if any, the Institution has.

- (4) What the qualifications and numerical strength of the teaching staff are, what the number of students in each class or section of a class is, and whether the maximum limit to such number in the school department is intended to exceed thirty.
- (5) How far the Institution is properly equipped with necessary teaching appliances.
- (6) What the nature of the building accommodation of the Institution, its sanitary arrangements and its surroundings are.
- (7) What other institutions of similar description and with similar objects there are in the neighbourhood ; and what the special features of the Institution applying are ; and what arrangements are made to prevent unhealthy competition injurious to the interests of sound education and discipline.
- (8) What relation, if any, the Institution has with any public body or other educational institution.
- (9) What sources of income the Institution has and how far they afford reasonable assurance of its stability.
- (10) Whether the Institution is prepared to impart education on national lines according to the scheme approved by the Council, to submit to periodical inspection by the officers of the Council, to report to the Council at prescribed times the changes in the management and teaching staff and the mode of application of its surplus income ; and to send its students as candidates to the public examinations held by the Council.

IV. On receipt of the application, or after such enquiry as may be necessary, if the Executive Committee of the Council is satisfied that the Institution does not contravene any of the objects set forth in clauses-(a) to (f) of paragraph 2 of the Memorandum of Association of the Council, and that its recognition or admission will promote those objects, so far as they come within the scope of the department sought to be recognised or admitted, it shall recommend the Institution for recognition or admission as the case may be, to the Council of Education.

V. Students of a recognised or admitted institution shall, subject to the rules which the Executive Committee may make from time to time, have the privilege of attending lectures delivered by the professors appointed by the Council.

Members of the Council, 1907.

1. Dr. Rashbehary Ghose, M.A., D.L., C.I.E.
2. Dr. P. K. Ray, D.Sc.
3. Mahamahopadhyaya Rajkrishna Tarkapanchanan
4. Maharaja Suryyakanta Acharyya Chowdhury Bahadur of Mymensingh
5. S. N. Tagore Esq., I.C.S. (*retired*)
6. Babu Brajendra Nath Seal, M.A.
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6. G. C. Bose Esq., M.A., F.C.S.
7. Dr. Hem Chandra Sen, M.D.
8. Dr. P. K. Ray, D. Sc.
9. J. Chaudhuri Esq., M.A., Bar-at-Law.
10. B. L. Chaudhuri Esq., B.A., B. Sc. (*Edin.*)
11. P. N. Bose Esq., B. Sc., F.G.S.

12. Babu Baidyanath Saha, B.A.
13. „ Rajsekhar Bose, M.A.
14. „ Prasanna Kumar Sen, L.C.E.
15. A. C. Sen Esq.
16. Dr. Indumadhab Mullick, M.A., B.L., M.D.

BIOLOGY AND GEOLOGY.

1. Dr. Nilratan Sircar, M.A., M.D.
2. G. C. Bose Esq., M.A., F.C.S.
3. Dr. S. B. Mitra, M.A., B. Sc. (*Lond.*)
4. Dr. S. P. Sarvadhicary, B.A., M.D.
5. Dr. P. K. Ray, D. Sc.
6. Dr. Hem Chandra Sen, M.D.
7. B. L. Chaudhuri Esq., B.A., B. Sc. (*Edin.*)
8. P. N. Bose Esq., B. Sc., F.G.S.
9. Dr. S. K. Mullick, M.D.
10. Dr. Indumadhab Mullick, M.A., B.L., M.D.

Technological Subjects.

AGRICULTURE

1. Maharaja Manindra Chandra Nundy.
2. Raja Peary Mohan Mukerjee, M.A., B.L., C.S.I.
3. G. C. Bose, Esq., M.A., F.C.S.
4. Babu Brajendra Kishore Roy Chowdhury
5. „ Akshay Kumar Maitra, B.L.
6. „ Biakuntha Nath Sen, B.L.
7. B. Chakravarty Esq., M.A. Bar-at-Law.
8. Dr. Nilratan Sircar M.A., M.D.
9. Babu Ramendra Sundar Trivedi, M.A.
10. B. L. Chaudhuri Esq., B.A. B. Sc. (*Edin.*)
11. P. N. Bose Esq., F.G.S.
12. Ray Yatindra Nath Chowdhury, M.A., B.L.
13. Babu Manomohan Bhattacharyya, M.A.
14. A. C. Sen Esq.

MANUFACTURE.

1. Maharaja Manindra Chandra Nundy.
2. Raja Peary Mohan Mukerjee, M.A., C.S.I.
3. G. C. Bose Esq., M.A., F.C.S.
4. Babu Brajendra Kishore Roy Chowdhuri.
5. J. Chaudhuri, M.A., Bar-at Law.
6. B. Chakravarty Esq., M.A. Bar-at-Law.
7. Babu Akshay Kumar Maitra, B.L.
8. „ Subodh Chandra Mullick.

9. Babu Matilal Ghose.
10. „ Baikuntha Nath Sen, B.L.
11. Dr. Nilratan Sircar, M.A., M.D.
12. Babu Ramendra Sundar Trivedi, M.A.
13. „ Satis Chandra Mukerjee, M.A., B.L.
14. R. C. Dutt Esq., C.S.I.
15. Ray Yatindra Nath Chowdhury, M.A., B.L.
16. Babu Manomohan Bhattacharyya, M.A.
17. P. N. Bose Esq., Sc., F.G.S.
18. Babu Baidya Nath Saha, B.A.
19. Babu Rajsekhar Bose, M.A.
20. „ Prasanna Kumar Sen, L.C.E.

COMMERCE.

1. Babu Brajendra Kishore Roy Chaudhuri.
2. J. Chaudhuri Esq., M.A., Bar-at-Law.
3. Babu Subodh Chandra Mullick.
4. „ Matilal Ghose.
5. „ Ambica Charan Ukil, M.A.
6. „ Baidyanath Saha, B.A.
7. „ Rajsekhar Bose, M.A.
8. „ Prasanna Kumar Sen, L.C.E.

PEDAGOGICS.

1. Sir Gooroo Das Banerjee Kt, M.A., D.L., Ph. D.
2. Dr. P. K. Ray, D. Sc.
3. Pandit Panchanan Tarkaratna.
4. Babu Chandra Nath Bose, M.A., B.L.
5. „ Brajendra Nath Seal, M.A.
6. N. N. Ghose Esq., F.R.S.L., Bar-at-Law.
7. Babu Ramendra Sundar Trivedi, M.A.
8. „ Rabindra Nath Tagore.
9. „ Surendra Nath Banerjee.
10. „ Hirendra Nath Datta, M.A., B.L.
11. Dr. Nilratan Sircar M.A., M.D.
12. Babu Satis Chandra Mukerjee, M.A., B.L.

MEDICINE.

1. Dr. Nilratan Sircar, M.A., M.D.
 2. „ Suresh Prasad Sarvadhicary, B.A., M.D.
 3. „ S. B. Mitra, M.B., B. Sc. (*Lond.*)
 4. „ Hem Chandra Sen, M.D.
 5. „ R. G. Kar, L.R.C.P. & L.M. (*Edin.*)
 6. „ M. A. Ayatulla, M.B.C.M. (*Edin.*)
 7. „ Kali Krishna Bagchi, M.B.
 8. „ S. K. Mullick, M.D.
 9. „ Amritlal Sircar.
 10. „ Indumadhab Mullick M.A., B.L., M.D.
 11. Kaviraj Bejoyratna Sen
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SCHEMES OF STUDY.

The Schemes of Study viewed first, with reference to the subjects of study, come under the heads—

- | | | |
|---------|---|---|
| Liberal | { | i. Literary, dealing chiefly with the moral world and including Literature proper, History and such Philosophical subjects as Psychology, Ethics, &c.
ii. Scientific, dealing chiefly with the material world and including Mathematics, Physics, Chemistry, Biology, &c.
iii. Technical, dealing with practical application of knowledge and including also professional learning such as Medicine ; |
|---------|---|---|

and secondly, viewed with reference to the stages of the student's progress they come under the heads—

- A. Primary (including a three years' course from the 6th year).
- B. Secondary (including a seven years' course from the 9th year).
- C. Collegiate (including a four years' course from the 16th year).

In the Primary Stage, Literary and Scientific Education is designed to go together in combination with rudimentary Technical Education such as Training of the senses, Drawing, and the like.

In the Secondary Stage also, Literary and Scientific Education is designed to go together in combination with such branches of Technical Education as may be necessary to prepare the student for his intended career in life.

In the Collegiate Stage, specialisation of study is to be the rule and Education should be Literary or Scientific or Technical ; thus, the student may take up, in the Literary Course, either Languages or History or Philosophy ; in the Scientific Course, either Mathematics or Physics or Chemistry or Biology etc. The student will also have the option to attend lectures in any one or two branches of study belonging to any of the departments other than his own special department.

A. Primary Stage (*extending over 3 years*).

FIRST YEAR.

LITERARY.

Vernacular. alphabetical Primer—dealing chiefly with words, things and thoughts likely to be known to a boy of five years.

(For boys whose vernacular is Bengali the following books are recommended :—

नव शिक्षा—by Rebati Mohan Sen,

or

सरल शिक्षा—by Padmalochan Ghose,

or

सचित्त वर्णशिक्षा—by Sarada Prasanna Das or a book of similar standard.)

Reading and writing.

Recitation and action songs.

(For Hindu boys the recitation of Sanskrit slokas is recommended throughout the Primary course.)

During the first year of this course, a boy should learn the names of his paternal and maternal ancestors up to the fourth degree.

Scientific and Technical.

Arithmetic—Numeration and notation, simple addition, simple subtraction and the multiplication table.

Object Lessons—Kindergarten. Distinguishing shape, size, colour (particularly matching), sound [as produced by (1) strings, (2) plates drums and (4) wind instruments], taste and smell of objects. Handling of toys (models in wood, metal &c.) such as engines, boilers, roads and railway carriages, steam-ships, wind mills, turbines, simple buildings &c., and learning the names of the raw materials of which such toys are made.

Drawing—*Free-hand Drawing* :—Drawing of lines, Intersection of lines. Bisection, Trisection and equal division of lines by eye estimation. Drawing of angles and parallel straight lines, Drill.

SECOND YEAR.

LITERARY.

Vernacular Reader—in prose and verse, containing lessons on simple things and elementary moral precepts relating to a boy's daily life.

(For boys whose vernacular is Bengali the following books are recommended :—

Prose :— { सरलनीति by Prasanna Coomar Guha,
or
नूतनपाठ १म भाग by Chandranath Bose,
or a book of similar standard.)

Poetry :—पद्यमाला १म भाग by Manomohan Basu or a book of similar standard.)

Reading and writing.

Recitation.

Story-telling :—

Including biographical, traditional and historical stories calculated to inspire students with a genuine love for and a real desire to serve their country. Boys are also expected to be acquainted with the names of the King, the Viceroy, and the local Governor under whom they were born and the names of the leading personages and the leading events of the time.

Geography—(a) Notion of locating things. (b) Principal topographical features of the school surroundings within the town or village.

Scientific and Technical.

Arithmetic—Simple Multiplication and Division, Compound Addition and Subtraction (including the Indian notation of concrete numbers).

Object Lessons—Comparative weight and comparative temperature of objects, eye-estimation and verification of distance and height.

Paper-cutting, preparation of simple models in card-board.

Clay moulding.

Handling of toys (as in the first year) and raw materials used in manufacturing industries.

Drawing—*Free-hand Drawing* :—Drawing of right angle, rectangles, triangles of every description, squares, circles and parts of circles, regular polygons within and about a circle. Sketch-Drawing from figures or models of domestic vessels and utensils.

Language drill in English words.

Drill.

FIFTH YEAR.**LITERARY.**

Vernacular Reader, in Prose and Verse, containing lessons on ordinary things and common plants and animals, and moral lessons relating to home and school life.

(For boys whose vernacular is Bengali the following books are recommended :—

Prose—জ্ঞানদ্রুম ২য় ভাগ by Bharat Chandra Banerjee.

or a book of similar standard.

Poetry—পদ্যপাঠ ১ম ভাগ by Jadugopal Chatterjee or a book of similar standard.)

Reading and writing.

Recitation.

Letter-writing and story-writing in subjects, amongst others, included under story-telling in the Second Year course.

Legends, anecdotes and folk-lore including such as are calculated to inspire the boys with a genuine love for and a real desire to serve their country.

Geography—objects of interest in places in the neighbourhood of the school (taking boys out on excursions wherever practicable).

English-Alphabetical Primer—dealing with things and thoughts not foreign to an Indian boy.

(Until the completion of a Primer on the lines recommended by the Board of Studies in English be completed, Peary Charan Sircar's or Charu Chandra Mitter's—First Book of Reading or a book of similar standard is recommended.)

Scientific and Technical.

Arithmetic—Reduction, Compound Multiplication and Division, Rule of Three by the unitary method, Practice.

General Laws of Health—General ideas regarding food, and purity of air and water.

Object Lessons :—

Plants and animals—(1) The boy should be trained to observe the germination of the pea. (2) He should also examine some animals. The student should be trained to observe the different parts of the body of the kid, viz., the trunk, the fore limbs, the hind limbs, the head with the eyes, the ears, the nose, the teeth and the tongue as compared with those of his own body. The habits and the food of the kid should also be noticed in comparison to those of the dog and the cat, (3) Toy-gardening (including culture of plants).

(4) Observation of motion and of speed of bodies, and of movements of the Sun and the Moon.

(5) The use of tools used in wood-working ; simple mechanics : wicker-work. Clay-modelling.

Paper-cutting, the preparation of simple models in card-board.

Drawing—*Free-hand Drawing* :—Estimation of relative measurements. Drawing of scales. Enlarging figures. Drawing from models and figures. Sketch-drawing of animal figures and machine tools.

Throughout the Primary Course the teaching should be as far as possible oral, without reference to text-books.

B. Secondary Stage (*extending over 7 years*).**FIRST YEAR.****LITERARY.****Sanskrit :—**

A Primer—संस्कृतशिक्षा, Part I. by Tarakumar Kaviratna or a book of similar standard is recommended.

Elementary Sanskrit Grammar in the vernacular, treating of सन्धि and शब्दरूप (that is declension and conjugation in the paradigm method).

Arabic or Persian Primer and Elementary Grammar—of similar standard to Sanskrit.

Vernacular Prose and Poetry :—

(For Bengali boys—

Prose :—बोधोदय by Pundit Iswar Chandra Vidysagar or a book of similar standard.

Poetry :—शिशुरञ्जन रामायण by Navakrisna Bhattacharyya or a book of similar standard.

Recitation.

English Reader (chiefly dealing with Indian things and thoughts). (Until the compilation of a Reader on the lines recommended by the Board of Studies in English be completed, Peary Charan Sircar's Second Book of Reading or a book of similar standard is recommended).

Reading, Translation of groups of words and short and simple sentences expressive of familiar things and thoughts.

History—Selected historical narratives in vernacular, of the Hindu and Mahomedan periods of Indian History, illustrative of persons and events and of institutions as far as practicable.

Geography (in vernacular) :—

- (a) Geography of the village or town or district in which the school is situated, or other convenient tract with special reference to interesting natural features and also places of interest.
- (b) Elementary Geography—geographical terms. General idea of the globe, its division into continents etc. General view of Asia.
- (c) Maps and map-drawing.

Scientific and Technical.

Arithmetic—Measures and Multiples. Fractions—Vulgar and Decimal.

Object Lessons : These should include—

- (1) Study of the germination of rice and the growth of the rice plant compared with the germination and growth of the pea.
- (2) Further observation of the gullet, stomach, gut, liver, spleen, lung, heart, kidneys and the brain of the kid.

(3) General properties of matter :—

Solids—changes of shape and size, examination of hardness, malleability and ductility of common metals.

Liquids—absence of definite shape, ability to flow, viscosity, peculiarity of pressure of liquids, level of liquid in branched tubes, fountains, spirit level, water-level ; horizontal and vertical directions.

—collection of air in jars by displacement of liquids.

Workshop Practice :—Preparation of models in wood with the help of hand tools. Measurement of lengths, areas and volumes, use of the foot-rule and the measuring tape. Advanced freehand drawing from plates.

Eye-estimation and measurement of lengths, areas, volumes.

Use of the foot rule, measurement tape, scale, squared card-board and measuring flasks.

Weighing with a pair of scales.

Drawing—Free-hand Drawing :—Drawing of solids from models. Practice of shade lines. Enlargement to scale. Sketch-Drawing of animals and other figures and machine-tools etc. with proper shade-lines.

Map-Drawing : (Free-hand)—(a) Outline-sketches of countries. (b) Insertion of principal Towns, Sea-ports etc.

SECOND YEAR.**LITERARY.****Sanskrit Reader** :— . .

संस्कृतशिक्षा Part II. or a book of similar standard is recommended.

Elementary Sanskrit Grammar in the vernacular treating of वाचस्पत्य
or

Arabic or Persian Reader and Elementary Grammar of similar standard.

Vernacular Prose and Poetry :—

(For Bengali boys :—

Prose—वाचस्पत्य by Bhubanmohan Chatterjee or a book of similar standard.

Poetry—वाचस्पत्य Part II. by Nabakumar Biswas or a book of similar standard.)

Composition, Letter-writing and Dictation (vernacular).

Recitation.

English Reader—Prose and Verse :—

P. C. Sircar's Third Book of Reading or Lily Soward's Second Reading Book or any other book of similar standard.

Reading and translation as in the First year.

Composition—conversational.

English Grammar in Vernacular—Orthography and Etymology
(Nilambar Mukerjee's English Grammar is recommended.)

History (*in vernacular.*)—

- (a) Selected historical narratives as in the first year of this course.
- (b) The history text-book to be prepared by the Council according to the syllabus printed on page 51. The study of this Text-book is to commence in the Second year and is to be completed in the Fourth year of this course ; the whole to be re-read in the Fifth year.

Geography—(*in vernacular.*) .

- (a) Elementary Geography—a general view of Europe.
- (b) Geography of India (to be prepared by the Council) containing descriptions of provinces (especially Bengal), divisions, districts and important towns ; natural features ; mineral products ; manufactures ; trade centres ; railways ; rivers and canals ; communications ; sacred places ; forests ; vernaculars in use ; social classes ; tribes and races.

(This text-book is to be commenced in the Second year and to be finished in the Fourth year).

- (c) Maps and Map-drawing to scale.

Scientific and Technical.

Arithmetic—Approximate decimal operations, square and cubic measure.

Science :—

Elementary knowledge of :—

- (1) Minerals—observation of the physical properties of coal and chalk.
- (2) Plants—further details regarding the structure of the rice and pea plants.
- (3) Animals—a general view of the bones, frame-work of the body, red muscles, fat and skin of the kid.
- (4) Contracted multiplication and division. The metric system, metric scale and gramme set of weights.

Measurement of lengths, areas, volumes and angles.

Bending and drawing out glass tubes and rods, wash bottles and delivery tubes.

The common balance, steel-yard. Motions of translation and rotation.

Experiments in centrifugal force. Spinning tops.

The simple pendulum with varying lengths ; counting of oscillations.

Experiments in stability, centre of gravity of plates.

Tenacity, elasticity, brittleness, torsion, flexure of solids. Density of solids
 • and liquids from mass and volume. Characteristics of fluid pressure, loss of weight of immersed solids, law of floating bodies. Relative densities.

Pressure of air, atmospheric pressure, syringe, burette, pipette, siphon.

Blowing of soap bubbles ; balloons and aspirators.

Study of a piece of ice. Water—its expansion by heat, evaporation, boiling.

Workshop Practice :—The use of simple hand tools for cutting metals and the preparation of simple models, from sheetmetal such as copper, brass, tin &c.

Model and geometrical drawing, the preparation of sketches with dimensions from simple machine details.

Drawing—*Free-hand Drawing* :—Projections. Sketch-Drawing of furniture, buildings etc. with shade lines. Free-hand letter printing.

Map-Drawing : (Free-hand) :—(a) Outline sketches of countries. (b) Insertion of principal Towns, Sea-ports etc. (c) Demarcation of political divisions and river basins. (d) Positions of rivers and mountain ranges.

THIRD YEAR.

LITERARY.

Sanskrit :—

A Reader—

(Until the compilation of the story of the Ramayana in the slokas of Valmiki himself as recommended by the Board of Studies in Sanskrit be completed, Rijupatha—Part II. by Iswar Chandra Vidyasagar.)

Sanskrit Grammar (in vernacular) treating of स्त्रीप्रत्यय, तद्धित, कारक, and समास
or

Arabic or Persian Reader and elementary Grammar of similar standard.

Vernacular Prose and Poetry :—

[For boys whose vernacular is Bengali :—

Prose—आर्यकीर्ति by Rajanikanta Gupta,

Part I—कुम्भ, प्रतापसिंह ;

Part III—लक्ष्मीबाई, असाधारण परोपकार ;

Part V—महाराष्ट्र की महाशक्ति, शिवाजीर महानुभवता ;

or a book of similar standard.

Poetry—पद्यपाठ Part III, by Jadugopal Chatterjee

(चित्तोर, जन्मभूमि, द्रौपदीर स्वयम्बर, यमिर अत्याचार, इन्द्रपरायण सुसूक्त, रसाल श्री स्वर्ण-लतिका, दशरथेर प्रति कैकयी, अन्नदार भवानन्दभट्टने यावा, शक्तिशैलवद्ध लक्ष्मणेर अन्य रामेर विलाप) ;

or a book of similar standard.]

Letter-writing, dictation, composition, &c., (vernacular).

Recitation.

English :—Selections (Prose and Verse) from AEsop's Fables, the Arabian Nights, and Gay's Fables or any other book of similar standard.

Reading, Translation, Re-translation, Composition and Conversation.

English Grammar (in vernacular)—Etymology and Syntax (Nilambar Mookerjee's English Grammar is recommended).

History :—(in vernacular).

- (a) Selected historical narratives of the Mahomedan and English periods of Indian History illustrative of noted persons and events and of institutions as far as practicable.
- (b) The History text-book (continued).

Geography :—in vernacular.

- (a) Elementary Geography.—Africa and America.
- (b) Geography of India as above (continued.)
- (c) Map-modelling.

Scientific and Technical.

Mathematics :—

Arithmetic—Proportion, Interest, Stocks and Square root.

Geometry—The substance of Euclid Book I, according to modern methods including the use of scale and compass, and as much of Mensuration as is covered by the substance of Euclid Book I.

Science :—

Elementary knowledge of :—

(1) Minerals :—conversion of coal into coke by heating. Heating of coal in a closed vessel. Decomposition of chalk by lemon juice. Re-formation of chalk by treatment of the product with lime water.

(2) Plants :—a general idea of the structure of the *karavi* and *rajanigandha* flowers.

(3) Animals—general idea.

(4) Length, area, volume ; geometrical calculations in case of regular figures and their verification. Decimal diagonal scale, protractor, callipers, screw gauge, vernier, Simpson's rule for areas.

Weighing, corrections in weighing.

Gyrostad, Blackburn's pendulum and its curves. Pulleys, toothed wheels, mechanism for conversion of rectilinear to circular motion.

Parallel forces. Theorem of moments practically demonstrated. Measurement of force, spring balance, Hooke's law. Specific gravity, hydrometer, lactometer. Filling of barometric tubes, barometer. Atmospheric pressure, use of air-pump. Solubility of substances in water, decantation, filtration, crystallization, distillation.

Study of a piece of copper—physical properties, action of heat, expansion, melting.

Study of a piece of lead—physical properties, action of heat ; action of air on molten lead.

Study of a piece of sulphur—physical properties. Action of heat, crystalline and plastic forms. Changes in molten sulphur ; boiling. Burning ; examination of product, smell, bleaching action, solubility, acidity.

Study of a piece of charcoal :—decolorizing and deodorizing power ; product of burning ; action of lime-water on it.

Workshop Practice :—

The preparation of patterns in wood of railings and other machine details as per working drawing supplied. The knowledge of different materials used in machine construction. Preparation of sketches from machine details of advanced nature.

Drawing—Free-hand Drawing :—Isometric and Perspective Drawing of models, Free-hand letter-printing, Model Drawing.

Map drawing (Free-hand) :—In addition to those mentioned in the Second year Secondary Course.—Mercator's and other kinds of projection

FOURTH YEAR.

LITERARY.

Sanskrit :—

A Reader such as Iswar Chandra Vidyasagar's *चतुर्पाठ*, Part III. Sanskrit grammar treating of संज्ञा, सन्धि and शब्दरूप (अज्ञान पुल्लिङ्ग and स्त्रीलिङ्ग शब्द) ;

or

Arabic or Persian Reader and grammar of similar standard.

Vernacular Prose and Poetry :—

[For students whose vernacular is Bengali—

Prose :—*সীতার বনবাস* (first half) or a book of similar standard.

Poetry :—*পলাশীরযুদ্ধ* by Nabin Chandra Sen—1st canto—48th stanza to the end and the whole of the 4th canto, or a book of similar standard.]

Explanation of unprepared passages from modern Bengali or some other Indian vernacular (prose and verse).

Essay-writing, Correction of errors, Letter-writing, Summarising &c. (in vernacular).

Recitation.

English—

Prose :—Selections from Defoe's *Robinson Crusoe* and Swift's *Gulliver's Travels*.

Poetry :—Selections—Cowper's "Alexander Selkirk"; Scott's "Breathes there a man"; Montgomery's "Home"; R. C. Dutt's "Savitri" (from *Mahabharata*); Pope's "Universal Prayer"; Longfellow's "Psalm of life".

Grammar—such as Lennie's.

Translation, re-translation, composition, and conversation.

History—

- (a) History of Bengal (in vernacular)—village and town life during the last century (to be prepared by the Council).
- (b) The History text-book (to be finished).
- (c) An English History primer such as Macmillan's English History Primer. (This history primer is to be introduced in the Fourth year and finished in the Fifth year of this course.)

Geography :—

- (a) Elementary Physical Geography in vernacular with special reference to India.
- (b) Elementary Geography in vernacular --the whole world.
- (c) Geography of India (to be finished).
- (d) Map-modelling.

Scientific and Technical.**Mathematics :—**

Arithmetic—the whole.

Algebra—Addition, Subtraction, Multiplication, Division, Measures and Multiples, and Fractions.

Geometry—Substance of Euclid, Book II, treated according to modern methods including as much of Mensuration as is covered by the same.

Science :—

- i. Elementary notions of chemical processes and chemical phenomena.
- ii. Elementary notions regarding phenomena of heat.
- iii. Elementary notions regarding (1) the structure of flowers with dissection of the *Jaba* flower, and (2) the skeleton of a mammal, such as the goat, the sheep, the rabbit or the cat.
- iv. Weight of air. Atmospheric pressure. Manometer.
Boyle's Law, density of air.
Construction of a thermometer, freezing and boiling points, graduation.
Abnormal expansion of water.
Expansion of solids, liquids and gases when heated.
Distillation of alcohol.
Combustion in air. Function of air in combustion. Examination of products of combustion. Combustion in closed vessels. Examination of residual gas.
Study of red lead and red oxide of mercury heated; Examination of gas evolved.
Study of chlorate of potash when heated. Examination of gas.
Study of a crystal of blue vitriol. Loss of weight by heating in drying chamber. Solution, crystallisation. Displacement of copper by iron from solution.

Acid character of products of burning of sulphur and charcoal.

Alkaline character of lime water. Neutralisation.

Action of lime on soda, effervescence. Examination of gaseous product.

Study of sal-ammoniac ; its solubility, and volatility ; action of slaked lime on it, examination of gaseous product.

Workshop Practice—The use of tools used in iron and brass foundries and turning. Preparation of models used in applied mechanics such as pulley blocks, screws, fly presses and simple pumps. The preparation of simple working drawings of details of machines such as Engines, Boilers &c.

Drawing—*Free-hand and Instrument Drawing* :—Practice and use of instruments. Drawing of angles by set squares. The use of Protractor, Drawing of Scales and Curves. Simple Geometrical Drawing (Full course to be completed in the 5th year). Free-hand sketches with shade lines of models and figures. Drawing of foliage from nature (to be completed in the 7th year).

Map Drawing (Free-hand) :—In addition to the Third Year course—Contour lines.

N. B.—The instruments required are—One Set Square $45^{\circ} \times 45^{\circ}$; and one Set square $30^{\circ} \times 60^{\circ}$, one Protractor, one foot-rule, one divider, one Bow-pencil.

FIFTH YEAR.

LITERARY.

Sanskrit :—

A Reader—Rijupatha, Part III by Iswar Chandra Vidyasagara.

Sanskrit Grammar—(as above) अवशिष्ट शब्दरूप and धातुरूप (भाट्टिगणौघ)
or

Arabic or Persian Reader and Grammar of similar standard.

Vernacular Prose and Poetry :

[For Bengali boys—

Prose—সীতার বনবাস by Iswar Chandra Vidyasagar.

Poetry :—Hem Chandra Banerjee's

(১) ভারতমিচা ('অজি শ্যাতল'.....'দিবানিশি নয়ন ক্ষরে') ; (২) ভারতবিজ্ঞাপ ;
(৩) সন্ন্যাসধন ; (৪) কালচক্র ; (৫) গল্পা ; (৬) দুর্গোৎসব ; (৭) জীবনমরীচিকা ।]

Explanation of unprepared passages from modern Bengali or some other

Indian Vernacular, (prose and verse).

Essay-writing, correction of errors, letter-writing, summarising &c. (in vernacular).

English—

Prose :—Lamb's Tales from Shakespeare,—“The Merchant of Venice”.
Selections from Johnson's “Rasselas”.

Poetry :—Southey's—“Among my Books.” Gray's “Elegy”. Byron's
“Blessed are they that Mourn.”

Explanation of unseen passages.

Composition, Letter-writing and narrative.

Translation and re-translation.

N. B.—Up to the Fifth year of the Secondary course, text-books in English are to be used only as means of learning the English language and should be supplemented by a wider range of reading.

History—

(a) History of Bengal Village and Town life (as in the Fourth year)—
to be finished.

(b) The History Text-book.

(c) The English History Primer (as in the Fourth year) to be finished.

Geography—

(a) Elementary Physical Geography (to be finished).

(b) Elementary General Geography.

(c) Geography of India.

(d) Map-drawing.

Scientific and Technical.**Mathematics :—**

Arithmetic (the whole).

Algebra—up to simple equations, ratio and proportion.

Geometry—The substance of Euclid, Books I. to III. according to modern methods.

Practical Geometry and drawing and surveying with chain and compass.

Physics—

Heat (more advanced knowledge)—

Loss of heat in evaporation and solution. Freezing mixtures. Preparation of ice. Latent heat of ice.

Charles' Law.

Simple calculations regarding pressure, volume and temperature of air.

Pressure of water-vapour in barometric tubes. Relation of atmospheric pressure to boiling. Dew, mist, clouds.

Production of heat by friction &c. Heating power of sun light. Good and bad conductors. Convection of heat in water and air. Winds.

Chemistry :—

Common simple and compound bodies.

Calcination of Magnesium, Lead, Mercury. Rusting of Iron. Increase of weight of a calx. Use of the blow-pipe. Reduction of calxes.

Alloys and amalgams, soldering.

Combination of metals with sulphur.

Elementary notions as regards the law of definite proportions, and of elements and compounds.

Further study of combustion and oxidation.

Preparation of oxygen from chlorate of potash and manganese dioxide.

Combustion in oxygen.

Fusion of copper sulphate in borax beads. Imparting of colour to glasses. Action of lime-water on solution.

Elementary notion as regards detecting of metals.

Biology :—

Elementary knowledge of :—(1) The structure and functions of the digestive (salivary glands, the stomach, the gut, the liver and the pancreas), respiratory (the vocal box, the windpipe and the lungs), and circulatory (the heart with the blood vessels) organs of the kid.

(2) The structure and developments of the pea. Dissection of the *Bak*, Pea, *Jaba*, and Plantain flowers.

Sanitary Science.

Workshop Practice :—The preparation of castings in foundry, forgings in smithy, such as cast-iron pipes, brackets, pulleys and the preparation of tools used in smithy, turning, machine shop and fitting. Preparation of scientific instruments and contrivances used in applied mechanics, the use of steam and the working of simple steam engines and boilers for railways, steam ships and factories. Preparation of advanced working drawings of machines.

Drawing—Free-hand and Instrument Drawing :—Letter-printing. Orthogonal Projection of plane figures and simple solids from models. Free-hand Sketches with shade lines of machines and tools and of chemical and physical apparatus.

*Map-Drawing :—*In addition to the Fourth year Course—use of field-books and Drawing of Sketches based on them. (Instruments—The same as in the Fourth year).

N.B.—Up to the Fifth year of the Secondary course, all branches of science are to be learnt with the aid of experiments and without text-books, and no written examinations shall be held.

The study of the French, German, Japanese and Pali languages as optional subjects is recommended.

Syllabus of the History Text-Book.

To be divided into two Parts.

Part I. shall consist of the following chapters.

- (1) Introductory—Skeleton History of India.
- (2) Chap. I. A brief political History of Bengal.
- (3) Chap. II. Ditto of the Deccan.
- (4) Chap. III. Ditto of the Punjab.
- (5) Chap. IV. Ditto of the United Provinces.
- (6) Chap. V. Ditto of the Prominent Native States.

Part II. shall consist of the following chapters :—

- (1) Agriculture, Industries and Commerce.
- (2) Manners and customs (including birth, marriage and funeral ceremonies), social and religious festivals, &c., &c.
- (3) Social, religious and educational institutions (*e.g.* joint family system, castes, guilds, fairs, pilgrimages, Pathshalas, Tols, Madrasas &c., &c.)
- (4) Sects and forms of worship.
- (5) Accounts of temples.
- (6) Accounts of vernacular languages and literatures.
- (7) Proverbs, folklore and lives (including anecdotes) of striking characters.
- (8) Accounts of important popular movements (religious and social).

THE SECONDARY STAGE.

(After the Fifth Standard or Matriculation Stage).

At the end of the Fifth Year of the Secondary course (*i.e.* after passing the Fifth Standard or the Matriculation Examination and at the minimum age of fourteen years) the student may offer either (I.) the Secondary Literary Course, or (II.) the Secondary Scientific Course, or (III.) the Secondary Technical Course.

I. The Secondary Literary Course.

(Extending over two years.)

- A. For study only.—An oriental vernacular ; English ; Logic, and elementary Physics and Chemistry.
- B. For study and examination.—
 - (1) An Oriental Classic, and

(2) Any one of the following groups :—

- (a) History and Economics.
- (b) Psychology and Ethics.
- (c) Pali, Hindi and either Marathi, or Gujarati, or Tamil; or Telugu.
- (d) French and German.

Candidates for the Seventh Standard Examination (corresponding to the F.A., or Intermediate Examination of the Indian Universities) and offering the *Secondary Literary Course* shall be required to write an essay in English and also an essay in a vernacular in one or more of the subjects prescribed for examination.

C. For study only. *Optional.*

One or more of the commercial subjects, viz. Shorthand, Type-writing, Book-keeping, Banking, Insurance, Commercial Geography, correspondence and arithmetic.

II. The Secondary Scientific Course.

(*Extending over two years.*)

A. For study only.—An. oriental vernacular ; English ; Logic and elementary Economics.

B. For study and examination—

- (1) Physics and Chemistry (with laboratory work) and
- (2) Any one of the following groups.—
 - (a) Mathematics, Drawing and Workshop Practice.
 - (b) Biology and Physiology (with laboratory work).
 - (c) Geology and Biology (with laboratory work).
 - (d) Agriculture and Biology (with practical work).

Candidates for the Seventh Standard Examination (corresponding to the F.A., or Intermediate Examination of the Indian Universities) and offering the *Secondary Scientific Course* shall be required to write an essay in English and also an essay in a vernacular in one or more of the subjects prescribed for examination.

III. The Secondary Technical Course.

(*Extending over three years.*)

A. A general course of instruction in—

- (i) Physics,
 - (ii) Chemistry,
 - (iii) Mathematics,
 - (iv) Drawing,
- and

B. A special course of instruction in—

- (i) Machine Drawing,
- (ii) Mechanics,
- (iii) Steam-engines, Boilers and Prime Movers,
- (iv) Hand and Machine Tools,
- (v) Pattern-making,
- (vi) Brass-moulding,
- (vii) Smithy,
- (viii) Turning,
- (ix) Fitting.

DETAILED SYLLABUS.

I. THE SECONDARY LITERARY COURSE.

A. For Study only.

Oriental Vernacular.

Bengali :—

- (a) Poetry :—Meghanadā Badhā, Cantos I, IV and IX. Hem Chandra Banerjee's Britra Samhar, Cantos X and XX.
- (b) Prose :—Akshay Kumar Dutt's Charupathā,—Part III, the following essays viz.
বিদ্যাविषयक संप्रदर्शन, मितता, कौर्त्तिविषयक खण्ड, ग्रहण, न्यायविषयक खण्ड,
सुशिक्षित ओ अशिक्षितेर सुखे तारतम्य.

- (c) Explanation of unprepared passages in Prose and Verse.
- (d) Composition, essay-writing, correction of errors &c.

Assamese, Uriya, Hindi, Urdu, Marathi, Tamil, Telugu, or Gujarathi.

- (a) Prose }—Books of similar standard as in Bengali.
- (b) Poetry }
- (c) Explanation of unprepared passages in Prose and Verse.
- (d) Composition, essay-writing, correction of errors &c.

English Literature.

Prose :—

Addison—Selections from the Spectator
(10 papers).

Macaulay—Essay on Addison.

Malleson—"Akbar" (Rulers of India Series).

Poetry :—

Pope—Essay on Criticism.

Wordsworth—Selections by W. T. Webb, Part I.

Explanation of unprepared passages, translation, re-translation and original composition.

NOTE I. In the Sixth and Seventh years, English should be read for learning the language as well as for studying its literature. But greater importance should be attached to the former.

II. Books of detailed criticism on works and authors not read should be avoided.

Elementary Logic—Inductive and Deductive.

Until the preparation of a suitable text-book in Logic which is to embody the substance of the Eastern as well as the Western method of deductive and inductive reasoning as recommended by the Board of Studies in Philosophy be completed, Jevons' "Elementary Lessons in Logic" is recommended.

Elementary Physics and Chemistry.

A more elementary knowledge of the subjects as mentioned under the Secondary Scientific Course (*vide* pages 56 and 57).

B. For Study and Examination.

ORIENTAL CLASSIC.

Sanskrit or Arabic or Persian.

Sanskrit :—

Literature—Raghuvansam—{ Cantos I & II. (6th year).
Cantos III. & IV. (7th year).

Selections from Didactic Poetry.

Grammar—{ अवशिष्ट धातुरूप, सन्तानादि and कृदन्त.
••• (6th year).
स्त्रीप्रत्यय, कारक, समास and तद्धित.
(7th year).

In the Fourth, Fifth, Sixth and Seventh years, Sanskrit Grammar in Sanskrit in the Sutra form (*i. e.*, aphoristic method) of the Panini school shall be introduced for study but not for compulsory examination, which will be confined to testing knowledge of Grammar up to the prescribed standard irrespective of the method of treatment.

Original composition, translation and correction of errors are prescribed throughout the secondary course.

Arabic or Persian ;

Books of the same standard as in Sanskrit.

GROUP 2 (a).

History.

- (1). A general knowledge of the histories of Greece and Rome.
- (2) History of England studied with special reference to the following points :

- i. The rise and progress of England's power.
- ii. England's work and success specially in India.
- (3) Elementary notions of the rights and duties of citizenship as illustrated in the history of India.

Economics.

- (1) Lectures on the study of Economics with special reference to the industrial needs of India.
(Text-book—Glyn Barlow's "Industrial India" published by Messrs. Natesan & Co., Madras).
- (2) A description of the economic features and framework of India with a view to familiarize the students with those conditions and aspects of Indian life which are to be interpreted in the light of the science of Economics. This will include the following heads :
 - i. Physical features and population.
 - ii. Sources of wealth.
 - iii. Weights and measures, currency, exchange, insurance and banking.
 - iv. Organisation of village industries.
 - v. Rural and urban occupations :

Agriculture—landholders, tenants, farm-servants, field-labourers. Stock-owners, milkmen and herdsmen. Grain-dealers and money-lenders. Cotton-weavers. Silk-worm rearers and silk-weavers. Gold-smiths and blacksmiths. Potters. Tailors. Carpenters. Oil-pressers. Leather-workers and drummers. Vegetable and fruit-sellers. Workers and dependents. Female occupations. Priests, astrologers, mendicants. Barbers and washermen. Brass, copper and bell-metal workers. Grocers and confectioners, &c., &c.
 - vi. Factories, and workshops.
 - vii. Mines (esp. collieries) and plantations.
 - viii. Imports and exports.
 - ix. Ports, harbours and shipping.
 - x. Customs, tariffs.
 - xi. Communications—railways, postal and telegraph systems, rivers, roads and canals.
 - xii. Miscellaneous information.
(Text book :—Tozer's "British India and its Trade").
- (3) Elementary Principles of Economics as in Syme's *Political Economy for Beginners*.
- (4) A knowledge of the Economic History of India as in R. C. Dutt's "Economic History of India."

GROUP 2 (b).

Psychology.

Until the preparation of a suitable text-book in Psychology embodying the substance of the Eastern as well as the Western systems as recommended by the Board of Studies in Philosophy be completed, Stout's "Groundwork of Psychology" is recommended.

Ethics.

The syllabus is not yet settled. A knowledge of the Eastern and Western systems is required.

GROUP 2 (c).

Pali.

The syllabus is not yet settled. A knowledge of the subject corresponding to the Intermediate Standard of the Indian Universities is required.

For *Hindi*, *Marathi*, *Gujarati*, *Tamil* and *Telugu*, see under *Oriental Vernacular* as above.

GROUP 2 (d).

French and German.

Syllabus not yet settled.

THE SECONDARY SCIENTIFIC COURSE.

A. *For Study only.*

For the syllabuses in Oriental Vernacular, English, and Logic, see under "*The Secondary Literary Course*"—A.

Elementary Economics.

An elementary knowledge of the subjects mentioned under the *Secondary Literary Course*.

B. *For Study and Examination.*

Physics.

Velocity. Acceleration. Mass and weight. Momentum. Force. Moments. Machines. Falling bodies. Gravity. Stability. Pendulum. Fluid pressure and its characteristics and applications. Friction. Collision. Work and energy. Conversion of energy into heat. Mechanical equivalent of heat.

Thermometry. Calorimetry. Hygrometry. Conduction. Cooling. Elementary notions of Steam Engine.

Vibratory movements. Propagation through air. Pitch and loudness of sound. Vibration of strings and columns of air. Relation of pitch to length. Resonance. Chladni's figures with vibrating plates.

Rectilinear propagation of light. Shadows. Reflection. Refraction. Dispersion. Curved mirrors. Lenses. Magnifying glass. Real and virtual images.

Magnetic polarity. Magnetisation and induced magnetisation. Compass needle. Freely suspended magnetic needle.

Electricity. Electrification. Electrical actions. Electroscopes. Conductors and insulators. Induced electrification. Screening action of metals. Electrophorus. Discharge phenomena. Electrical machines.

Voltaic cell. Daniell's, Grove's, Bunsen's and Standard cell. Electromotive force. Resistance. Branched circuits. Heating, chemical and magnetic action of currents. Action of currents on currents. Solenoids compared to magnetic needles. Motors. Distant signalling.

NOTE.—The subject is to be studied with the aid of a suitable text-book and with a suitable course of laboratory work.

Chemistry.

Study of the following substances :

Oxygen. Hydrogen. Water. Carbon. Oxides of carbon. Carbonates. Air. Nitrogen. Nitrous and Nitric Oxides. Nitric per-oxide, Nitric Acid and Nitrates. Ammonia and Ammonium salts. Chlorine, Bromine, Iodine and their principal compounds.

Silica. Silicic Acid and Silicates. Borax and borates. Clays, soils, rocks and glasses.

Sulphur. Oxides of Sulphur. Sulphurous and Sulphuric Acids. Sulphates. Hydrogen Sulphide and Sulphides of metals.

Phosphorus. Oxides. Phosphoric Acid.

Potassium, Sodium, Calcium, Zinc, Copper, Mercury, Silver, Gold, Tin, Lead, Iron, and their principal compounds.

Detection of the metals in their compounds.

Elementary principles of Chemistry, including Atomic Theory and Atomicity.

NOTE.—The subject is to be studied with the aid of a text-book and with a course of practical laboratory work.

GROUP 2 (a).

Mathematics.

Algebra—Quadratic Equations, Theory of Quadratic Equations and Quadratic Expressions ; Arithmetical, Geometrical, and Harmonical Progression ; Permutation and Combination ; Binomial and Exponential Theorems ; Logarithms.

Geometry—Substance of Euclid, Book VI., Props. 1 to 19 according to modern methods. Elementary properties of the parabola.

Plane Trigonometry—Up to the Solution of Triangles.

Elementary Statics and Dynamics.—Loney's Statics and Dynamics is recommended.

Drawing.

Instrument and Free-hand Drawing :—Simple Isometric and perspective drawing. Geometrical Drawing to measurements. Free-hand Sketches. Printing of letters. Projections of cast shadows of simple figures, lines etc.

Drawing of crystals and three coloured Drawings on board (one perspective, one isometric and one simple plan and elevation of a building).

Instruments :—In addition to those mentioned in the Fourth and Fifth years :—One pen, one bow-pen, one small T-square, saucers, ink-sticks and a set of colours and brushes.

Workshop Practice.

Preparation of working drawings, tracings and ferrotypes of buildings and machines. General turning work in lathes and work in machine tools. The use of electricity, electric lighting and power transmission in factories.

The construction of a simple engine from working drawings prepared by students. Preparation of drawings, specifications, estimates, and general knowledge of manufacturing industries such as mills, workshops, and other business concerns.

GROUP 2 (b).

Biology.

A knowledge of the subject corresponding to the Intermediate standard of the Indian Universities is required. A knowledge of *Instrument and Free-hand Drawing* as mentioned under Group 2(a) and of drawing of plants, animals and anatomical sketches from observation, is also required.

Physiology.

The structure of the animal body.

The human skeleton—a general view of the contents of the cranial, thoracic and abdominal cavities.

The limbs—joint, mechanism of motion, contraction of muscles.

Elementary chemistry of the blood and urine.

Food—digestion, absorption.

Blood—its circulation.

Respiration.

Production and regulation of animal heat.

Secretion and excretion.

General view of the physiology of the nervous system.

GROUPS 2 (c) AND 2 (d).

A knowledge of the subjects corresponding to the Intermediate standard of the Indian Universities is required.

THE SECONDARY TECHNICAL COURSE.

A. General Course of Instruction.

Physics, Chemistry and Mathematics. The same as under the Secondary Scientific Course (see pages 56, 57 and 58).

Drawing.

Drawing—(1) Geometrical Drawing. (2) Drawing of Scales. (3) Orthogonal Projections. (4) Isometric and Perspective Drawing. (5) Free-hand Drawing. (6) Drawing from models. (7) Projection of cast shadows and penetration of simple solids.

B. Special Course of Instruction.

FIRST YEAR.

Machine Drawing—Instruction in the use of drawing instruments and scales, projection of various views from each other, details of minor parts of machinery &c.

Mechanics—Force, work, horse-power, friction, work due to friction, principles of levers, inclined plane, wheel and axle, graphic representation of forces, and efficiency of machines.

Engines, Boilers and Prime-movers—Elementary Mensuration, specific gravities of various substances. Heat, temperature, latent heat, condensation and condensers, temperature and pressure of steam. Pressure and vacuum gauges. Pressure and volume of gases and Diagram of work.

Hand and Machine Tools—General description of tools used in Pattern-making and Foundry, methods of grinding and sharpening tools and appliances for melting metals &c.

Workshop Practice :—

Pattern Making—General use of tools for wood-working, preparing timber for patterns, planing and squaring, making small patterns and core boxes of a general character from models and drawings which illustrate methods of coring in various ways, giving of taper and allowances to be made for contraction in machinery.

Moulding—Moulding from patterns of various kinds, loam patterns and casting.

SECOND YEAR.

Machine Drawing—Drawing and sketching from models of machines, and general drawing work in shafting, coupling, brackets &c. of a more advanced character.

Mechanics—Wheels, rack and pinion, power transmitted by wheels, pulleys, ropes, belts, screws. Reversing Motion by pulleys and gearing &c.

Engines Boilers and Prime-movers—Mean pressure, indicator diagram, calculation of H. P. from diagrams, Eccentric. Explanation of simple, compound and multiple expansion engines, details of engines, valve gears, reversing gear, condensers, air-pumps &c.

Hand and Machine tools—Description of tools used in smithy and turning, methods of forging and tempering tools, use of boring bars, methods of cutting screw threads &c.

Workshop Practice :—

Smithy—Forging round and square bars from scrap iron, making simple forgings such as bolts, drills, turning tools and welding up bars, bending and welding angle iron, uses of swages and making keys &c., tempering cutting tools &c.

Turning—Turning and boring steel, wrought iron and cast iron to sketches and models ; turning pins, studs &c. and screw-cutting in the lathe, taper-turning, finishing and polishing tools.

THIRD YEAR.

Machine Drawing—Preparation of complete drawings from examples in actual practice in the workshop and from models in the model room. Preparation of tracings from drawings and taking ferrotypes from the same.

General principles of design of parts of machinery and the calculation of the strength of materials.

Mechanics—Velocity, laws of motion, energy, centrifugal force, strength of materials, beams, girders, Hydraulics, miscellaneous contrivances, Hydraulic presses, pumps and pumping machinery.

Engines, Boilers and Prime-movers—Taking of indicator diagrams, valve gears of various types. Designing a simple engine, boiler and any other machine. Brake H. P.

Details of boiler construction, fittings and seatings of the same. Safe working pressures of boilers, coal consumption, explanation of the various sorts of prime movers, such as wind mills, water and steam engines, turbines, oil and gas engines &c.

Hand and Machine Tools—Description of planing, shaping, slotting, milling drilling and boring machines and the particular class of work for which each machine is suitable, shapes of various tools and speeds of working on various metals &c.

Workshop Practice :—

Fitting—Chipping and filling square and flat surfaces, fitting parallel parts together with and without a scraper, fitting keys, finishing and fitting together parts of small machines.

Marking off, drilling, planing, shaping, slotting &c. Finishing and polishing, method of fixing pulleys on shafting and adjusting bearings &c.

Machine tools—Screw and stud making, slotting and cutting key ways, boring with cutter bars, drilling and shaping machine work including wheel and rack, cutting work on planing machine, and machining work of a general character according to the working drawings supplied.

Besides receiving a scientific education in principles, our students will be specially trained to apply the principles in practice, so as to be able to take up the smaller industries not requiring the investment of large capital. Thus, in the workshops attached to the physical, chemical and technical departments, the students will be taught and required to manufacture as far as practicable, their own instruments and apparatus. It is also in contemplation to supply institutions affiliated to the National Council, with instruments and appliances manufactured in our workshops. Considering the present circumstances of the country and especially the unlikelihood of most people being able to secure the investment of large capital, the Council aims at training students of the Technical Department so as to qualify them for the manufacture of articles not requiring, on the one hand, large outlay for their preparation; and, on the other, being calculated to meet our pressing wants. It is proposed *for the present* to teach our students to manufacture articles under the following heads :—

I. Card-board and Paper-work :—

- (a) Medicine-cases.
- (b) Stationery boxes.
- (c) Other assorted boxes.
- (d) Envelope cases.
- (e) Portfolios.
- (f) Blotting pads.
- (g) Geometrical models.
- (h) - Envelopes, letter-papers, postcards. &c. &c.

II. Wicker work :—

- (a) Arm-chairs.
- (b) Waste-paper baskets.
- (c) Boxes.
- (d) Travelling bags.
- (e) Tea-pots &c. &c.

III. Clay-Moulding :—

Clay-figures.

IV. Wood-work :—

- (a) Candle-sticks.
- (b) Picture-frames.
- (c) Toys.

- (d) Handles, pen-holders and stationery cases.
- (e) Artistic furniture (fret-work).
- (f) Wood-carving.
- (g) Instrument-boxes.
- (h) Stands, tables, supports, lifts and other fittings and appliances for chemical and physical laboratories.
- (i) Drawing boards.
- (j) Set-squares.
- (k) T. squares.
- (l) Parallel rulers.
- (m) Geometrical drawing models.
- (n) Measuring scales.
- (o) Models of verniers.
- (p) Kindergarten materials for children in elementary schools.
- (q) Machine and engineering models (wheels, pulleys, inclined planes, screws, toy-engines, culverts, bridges &c., &c.)

V. Metal Work :—

Scientific instruments and Apparatus for Physical and Chemical Laboratories.

VI. Metal Work :—

Garden tools and agricultural implements.

VII. Metal Work :—

Cutlery.

VIII. Metal Work :—

Small hand-presses, Pumps, Pulley-blocks, Screw-vices &c.

IX. Métal Work :—

Sheet-métal Goods :

- (a) Locks and keys.
 - (b) Trunks.
 - (c) Candle-sticks.
 - (d) Water-buckets.
 - (e) Office-boxes.
 - (f) Canisters.
 - (g) Varnish and oil-cans.
 - (h) Butter tins.
- &c., &c.

X. Metal Work :—

Grinding and polishing.

XI. Glass-blowing :—

Glass-apparatus used in Chemical Laboratories.

APPRENTICESHIP COURSE.

Students who have not passed any previous examination or passed through any course of studies may be admitted into the Technical Department as out-students for practical instruction in one or more of the arts and industries mentioned above or as many of them as may be provided for by the Council. They shall receive certificates of successful apprenticeship.*

* For *Higher Technical (Collegiate) Course*, vide page 78.

C. COLLEGE COURSE.

(Extending over 4 years).

I. LITERARY :—

i. Linguistic.

A. An oriental classical language and literature with an allied vernacular.

Sanskrit—

The first 2 years	{ काव्य—कादम्बरी पूर्वार्द्ध, नैषध, cantos II, XIII and XIV भट्टिकाव्य—cantos XI, XII and XIII नाटक—शकुन्तला, उत्तरचरित । चलङ्कार—साहित्यदर्पण—रस, दोष, गुण and, चलङ्कार. A general knowledge of prosody (कृन्दः).
The remaining 2 years	{ मनुसंहिता—First six chapters. गीता—First 12 chapters and 18th chapter (from the 46th verse to the end). Macdonnell's History of Sanskrit Literature. and Group I. { सिद्धान्त कौमुदी—selected portions. भारवि—किराताञ्जुनीयम्, cantos I. to III. मेषदूत । Or Group II. { वेद—Selections from the Vedas, 50 pages with chanting. उपनिषद्—मुख्यक and बृहदारण्यक 4th chapter. सायणभाष्य—उपनिषद् (Introduction). सिद्धान्त कौमुदी --वैदिक प्रक्रिया.

or

Pali, Arabic, or Persian—

Books of the same standard as in Sanskrit
and

Bengali—

Selections from early Bengali writers.

कविकवच चण्डी—Selections.

. Nobin Chandra Sen's कुरुदेव, cantos IX and XII.

History of Bengali Literature.

(Babu Dinesh Ch. Sen's History of Ancient Bengali Literature and Pundit Ramgati Nyayaratna's book are recommended.)

Unprepared passages from modern Bengali Prose and Poetry.

Essay-writing, composition, correction of errors, etc.

or

Assamese, Uriya, Hindi, Urdu, Marathi, Tamil, Telugu, or Gujarati.

Books of same standard as in Bengali.

Explanation of unprepared passages.

Essay-writing, composition, correction of errors, etc.

B. *English Language and Literature.*

(a)

Drama—Shakespeare—

Hamlet ; Merchant of Venice ; Henry IV., Part I.

Poetry—Milton—Paradise Lost, Book I.

Palgrave—Golden Treasury of Songs and Lyrics, Book IV.

Tennyson—Guinevere.

Matthew Arnold—Sohrab and Rustom.

Prose—Bacon—Essays (ten essays).

Burke—Speech on American Conciliation.

Scott—Ivanhoe.

Matthew Arnold—Essays in Criticism (2nd series).

Lamb—Essays of Elia (five essays).

History of English Literature—Henry Morley's Library of English Literature [any two of the following five volumes—**Vol. I.**—Shorter English Poems : **Vol. II.**—Illustrations of English Religion. **Vol. III.**—English Plays. **Vol. IV.**—Shorter Works in English Prose. **Vol. V.**—Sketches of Longer Works in English Verse and Prose.]

[NOTE—The above books are to be studied generally, with the exception of Hamlet which is expected to be read critically.]

(b)

Composition including essay-writing and rendering of ideas from English into the vernacular and *vice-versa*.

C. *Comparative Philology.*

The following books are recommended :—

Whitney's "Language and Study of Language."

Max-Muller's "Science of Language" Vols. I & II.

COLLEGE COURSE (Literary)—Continued.

ii. Historical.

GROUP I.—HISTORY.

- A. An Introductory Course of Lectures on the importance of historical studies to the Indian student.
- B. History of the Civilisation of India.
- C. History of the Civilisation of Europe.
- D. History of the Civilisation of Greece and Rome.
- E. History of the Spread of Buddhism.
- F. History of the Spread of Christianity.
- G. History of the Spread of Mahomedanism.
- H. A study of the Period, 1557-1688.
- I. A study of the Period, 1757-1857.
- J. A study of the histories of Japan, China and America during 1850-1900.
- K. A study of the following historical characters, their work and their times—
 - 1. Washington.
 - 2. Bismarck.
 - 3. Victor Emmanuel, Mazzini and Garibaldi.
 - 4. Solyman the Magnificent.
 - 5. Mutsuhito.
 - 6. Ferdinand and Isabella.
 - 7. Napoleon Buonaparte.
 - 8. Peter the Great.
 - 9. Frederick the Great.
 - 10. Chengiz Khan.
 - 11. Abraham Lincoln.
 - 12. Kosciusko.

GROUP II.—ECONOMY.

- A. History of the Economical Condition of
 - i. Hindu times,
 - ii. Mahomedan times,
 - iii. The Company's rule,
 - iv. Direct British rule.
- B. An Elementary Course of Political Economy, analytical and descriptive, with special reference to India.

- C. An advanced course of Political Economy to include discussion of economic writers and systems, methods of investigation of current topics (opinions not to be taught), history of Economic theories, etc.

NOTE.—It is desirable that students should have a knowledge of the French language and such knowledge should be insisted on as soon as practicable.

GROUP III—POLITICAL SCIENCE.

- A. Introduction to Political Science—Society and State and their mutual relations.
- B. Study of the forms and methods of government, legislative, and administrative, in India (including the Native States) under Hindu, Mahomedan and British rule.
- C. Study of the typical forms of government in
- i. England,
 - ii. France,
 - iii. Germany,
 - iv. Switzerland,
 - v. The United States,
 - vi. Japan,
 - vii. Turkey.
- D. History of the theories about (1) the origin, (2) the nature and (3) the ends of the State.
- E. Methods and instruments of Government—the Sovereignty of the State and its organs.
- F.
- (a) A general survey of recent political progress.
 - (b) Tendencies in modern International Relations as affected by Commerce and Labour.

Detailed Syllabus.

GROUP I.—A.

A. An introductory Course of Lectures on the importance of historical studies to the Indian student.

Lecture I.

Introductory—importance of historical studies with reference to the present condition of the country.

[The following books are recommended for purposes of reference :—Free-
man's Historical Studies.—Bagehot's Physics and Politics.—Select Chapters
from Guizot and Montesquieu.—Select articles from the Encyclopædia Bri-
tannica].

Lecture II.

Analysis of the present condition in detail :—

- (a) Linguistic differences,
- (b) Racial differences,
- (c) Differences of civilization,
- (d) Differences of law,
- (e) Differences of customs and institutions (birth, death, marriage,
property and caste).

[The following books are recommended for purposes of reference :—Dr.
Grierson's Linguistic Survey.—Census Reports, India Vol. I. (1901)—Census
Reports of the Provinces and Districts, and Provincial monographs—Impe-
rial Gazetteers—Maine's Village Communities. Baden-Powell's Indian Village
Communities. Baden-Powell's Land Revenue in British India with a Sketch
of Land Tenures—Institutes and Sacred Laws of the Hindus].

Lecture III.

Requirements of nationality how far fulfilled under the present condi-
tions :—

- i. Well defined geographical boundaries and geographical conscious-
ness.
- ii. Common Government.
- iii. Common language.
- iv. Social tenacity and persistence of civilization.
- v. Largest diversity in India, itself an opportunity for reaching the
highest national synthesis. Hence India's problem is the problem
of the human race.

[The following books are recommended for purposes of reference :—Mill's
Representative Government.—Bluntschli's State.—Select chapters from
Montesquieu.—Strachey's India.—Select articles from the Encyclopædia
Britannica—Chesney's Indian Polity.—Lyall's Asiatic Studies.]

Lecture IV.

Influence of Climate on national character and history.

- i. Diversity of climatic conditions in India producing diverse types
of character—contrast between India and other countries.
- ii. Influence of a National Idea in co-ordinating these diverse types—
comparison with other countries—example of Switzerland—of the
United States of America, etc.

Lecture V.

Relation between institutions and climate in national development.

- i. Relativity of institutions: illustrations—conscription and free enlistment—democracy in Greece—democracy in the West Indies.
- ii. Relativity of institutions: illustrations—infant and adult marriages—joint family system among agricultural communities. [For reference *vide* Mill's Representative Government, Herbert Spencer's Representative Institutions]
- iii. Relativity of institutions—illustrations—village communities—industrial system in India—products and manufactures.

Lecture VI.

Racial Theory of Progress; its fallacies—possibilities of the Indian people—their function in the development of a higher civilization of the world—their duties in the light of history.

Lecture VII.

Methods of historical studies—

Practical aim of historical studies—ascertainment of facts and statistics—value of legends and traditions—interpretation of facts and the application of the laws of induction and deduction to History—ascertainment of collective tendencies—use and abuse of historical analogies.

Detailed Syllabus.—(*Continued.*)

GROUP I.—B.

History of the Civilisation of India: To be studied with reference to the following aspects—(a) Domestic, (b) Social, (c) Economic, (d) Juridical, (e) Intellectual, (f) Educational, (g) Political, (h) Religious.

I. *Hindu Civilisation—*

1. Civilisation of the Vedas: the study of the Vedic period to include the traditional interpretation of the events and institutions of the Vedic times as contained in the later Brahmanic and Buddhistic literature.

2. Civilisation of the Brahmana Age, i.e., the period to which the Brahmana literature relates—the following characters to be noticed: Parasurama, Bhṛigu, Vasiṣṭha, Viśvāmitra.

3. Civilisation of the Ramayana period—the life and character of Rama to be studied.

[Books recommended: the original Epic and such works as Tulsidasa's Ramayana.]

4. Civilisation of the Mahabharata period—the life of Sri Krishna to be studied.

[Books recommended: the original Epic, especially the Shanti Parva—on the duties of a king and the art of war etc.]

5. Pre-Buddhist period : sources of information—the Puranas, the Six Systems, the Bauddha Sutras, the Adi-Parva of the Mahabharata etc.

6. Civilisation of the Buddhist period : growth of material civilisation.

- (1) Aspects of material civilisation, architecture, arts, trades,—development of the monastic idea in life, proselytism and foreign travel—education—politics, and Hindu imperialism etc.
- (2) Typical figures to be studied : Buddha, Chandragupta, Asoka etc.
- (3) Main ideals and tendencies.

[Books recommended : Rhys David's *Buddhist India* ; Vincent Smith's *Early History of India and Asoka* ; *Inscriptions, Selections from the Indian Antiquary*, Duff's *Chronology of India etc.*, etc. ; Chinese writers on India, Greek writers on India etc.]

7. Period of the Brahmanic Revival in the different provinces (*e. g.*, in the Deccan and the South.)

[Sources of information—Dramas, Kavyas, the Puranas ; Philosophical and Scientific literature, Dr. P. C. Ray's *Hindu Chemistry etc.*]

- (1) Aspects of material civilisation—arts, architecture, society and politics ; later Hindu Imperialism of the Guptas and the Deccan Kingdoms, (*e. g.* Vijayanagar.)
- (2) Striking characters : Sankara, Kumaril Bhatta, Harshavardhana, Samudra Gupta etc.
- (2) Religious ideas as shown in the Puranas—development of sects and of the caste-system.

[Books recommended : The literature of the period ; Life of Sankaracharya etc. ; Bhandarkar's *Early History of the Deccan* ; Vincent Smith's *Early History of India* ; Dutt's *India in the Pauranic Age etc.*, etc.]

II. Mussalman Civilisation—

1. The Pathan Period—Study of leading characters.
2. The Moghul Period—Study of leading characters.

[Books recommended : Elliott's *History of India*, Babar's *Memoirs*, Bernier's *Travels*, Abul Fāzal's *Ayeen-i-Akbari* and *Akbar Namah* (Beveridge's translation), Sarkar's *India under Aurangzebe*, etc., etc.]

III. The Period of Hindu Revival—

1. In the Punjab—the Sikhs : leading characters—Nanaka, Gurugovind, Gorakhnath etc.
2. In Hindusthan—Tulsidas, Ramanuja, Ramananda, Vallabhacharya, Kavira etc.
3. In Bengal—Sri Chaitanya, Vidyapati, Chandidas, Jayadeva etc.

4. In the South—Tukaram, Ramdas, Sivaji, Balaji Viswanath, Nana Faravis etc.

IV. The British Period.

Detailed Syllabus.—(continued.)

GROUP I.—D.

History of the Civilisation of Greece and Rome : A general knowledge of the ancient classical civilisation of Europe, its political, social and ethical ideals, and the broad lines of their development up to the rise of Christianity and the beginning of Roman decline.

The events of this history to be studied only in their large and striking aspects so as to show the development of the two peoples, having special regard to the aspects which influenced European history and the character and ideals of modern European peoples.

The lives of some of the great typical figures of Greek and Roman histories.

After finishing this course, a comparative view of the classical European civilisation and the ancient Indian civilisation should be taken as regards the ideals governing religion, ethics, society, thought and art.

Detailed Syllabus.—(continued.)

GROUP II.—B.

An Elementary Course of Political Economy :—Analytical and descriptive with special reference to India.

To include—

- (a) The scope of Economics ; meaning of the principal economic terms ; agents of production—description of the land, labour and capital of India ; causes of difference in productive power ; analysis of various forms of organisation for production ; value in relation to production, exchange, distribution and consumption ; the distribution of income between individuals and classes ; causes of variation in wages, profits, interest and rent ; economic effect of the ordinary actions of government. The whole to be illustrated as far as possible by reference to the conditions of India.
- (b) The functions and organisation of Capital—Money, Mintage, Seignorage, Legal Tender, Currency Parity, Banking system, Foreign Exchanges, Commercial fluctuations, Speculation and Foreign Trade. Trusts, corners and rings.

- (c) Organisation of labour :—trade-unions, strikes; lock-outs, co-partnership of labour.
- (d) Organisation of consumers—co-operative stores, wholesale society.

Books recommended :—

Pierson's Principles, Walker's Political Economy, Marshall's Principles.

Detailed Syllabus.—(*continued*.)

GROUP II.—C.

Advanced Course of Political Economy—to include discussion of economic writers and systems, methods of investigation of current topics (opinions not to be taught), history of economic theories etc.

1. Ingram's History of Political Economy.
2. Cossa's Introduction to the Study of Economics.
3. (a) The Mercantile School.
(b) The Physiocratic School.
(c) The Classical School.
(d) The German School. } From Palgrave's Dictionary.
4. Socialism, Communism, and Co-operation.
5. McLeod's Banking and Theory of Credit.
6. Bagehot's Lombard Street.
7. Goschen's Foreign Exchanges.
8. Bastable's International Trade.
9. The Indian Currency Problem.
10. Industrial History of India and England.
11. Land Tenures of India and systems of assessment of land revenue.
12. Labour Legislation in India.
13. Indian Foreign Emigration.
14. Famines in India.
15. Home Charges for India—Reorganisation of real credit in India and in other countries.
16. Free Trade and Protection.
17. Principles of Taxation ; Nationalisation.
18. Relation of Statistics to Economics ; the bearing of economic history on the investigation of the present-day questions, the general character of the method employed.
19. The laws of evidence in relation to economic investigation ; how to set out on an enquiry ; the collection and tabulation of information.

20. The interpretation of statistics—the use of hypothesis ; the construction of Blue-books.
21. Review of Census Statistics.

GROUP III.—POLITICAL SCIENCE.

Books recommended—

A

- I. For an introduction to Political Science—
 - (a) Raleigh's Elements of Politics.
 - (b) Seeley's Introduction to Political Science (pp. 1-197).
 - (c) Bluntschli's Theory of the State : Only the following portions are to be read :—Introduction. Book I.—Conception of the State. Book V.—End of the State. Book VI.—Forms of the State.
 - (d) Willoughby's Philosophy of the State (American work.)
 - (e) Sir Frederick Pollock's History of the Science of Politics.
 - (f) Freeman's General Sketch of European History and Freeman's Europe in the History Primers.
- II. For Political Theories and Institutions of Greeks and Romans—
 - (a) W. L. Newman's Introduction to the Politics of Aristotle to be read in the following way :—pp. 374-489 ; pp. 1-374 ; pp. 489-563.
 - (b) Andrew Lang's Essays on Aristotle's Politics.
 - (c) Warde Fowler—The City States of the Greeks and Romans.
 - (d) Analysis prefixed to Davies and Vaughan's Translation of the Republic and Jowett's Translation of the Politics ; (A knowledge of the subject-matter of Plato's Republic and Aristotle's Politics is desirable).
- III. For Political Ideas of the Middle Ages—see list of books under I. Students may also consult :—
 - (a) Hallam's Middle Ages—Chapter II., Part I. on the Feudal System.
 - (b) Bryce's Holy Roman Empire—Chapter VII. on the Theory of the Mediæval Empire.
 - (c) G. B. Adams's Civilisation during the Middle Ages ; Machiavelli—The Prince ; Hallam's Middle Ages—Chapter III., on the history of Mediæval Italy with special reference to the constitutions of the chief Italian towns.
- V. For Political Theory during the 16th, 17th and 18th centuries—
 - (a) Pollóck's History of the Science of Politics.
 - (b) Hobbes's Leviathan : Chapters 13 to 30 only.

- (c) Lecky's History of England during the 18th century—account of the literary movement which preceded the French Revolution—see references in Index.
 - (d) Morley's Rousseau.
- VI. For a general survey of recent political progress and for tendencies in modern international relations as affected by Commerce and Labour : Articles in Encyclopædia Britannica.

B.

- I. For the Methods and Instruments of Government or the Sovereignty of the State—
- (a) Sidgwick's Elements of Politics—Chapters 1-4 ; 14 ; 19-31.
 - (b) Dicey—The Law of the Constitution.
 - (c) Woodrow Wilson's—The State (secs. 505-577 giving an account of the Swiss Confederation).
- II. For a special study of the Forms and Methods of Government, legislative and administrative (including the Native States) under Hindu, Mahomedan and British rules—
- (a) Ilbert's Government of India (1898).
 - (b) Sir Charles Lewis Tupper—Our Indian Protectorate (1894).
 - (c) Sir W. Lee-Warner—The Protected Princes of India.
 - (d) Strachey's India—Chapter on 'Our Native States'.
 - (e) Rajput Princes—Lyall's Asiatic Studies (two essays).
 - (f) Hind-Rajasthan by Markand Nandshankar Mehta and Manu Nandshankar Mehta.

COLLEGE COURSE (Literary)—Continued.

iii. Philosophical.

1. Logic.
 2. Psychology.
 3. Ethics.
 4. Metaphysics.
 5. History of Philosophy.
 6. Natural and Comparative Religion.
 7. Indian Philosophical Systems
- Group I.—Hindu,
- or
- Group II.—Muhammadan.

The following books are recommended ; they being, however, meant to serve as guides to study, which should be so conducted as to develop in students the power of independent thinking rather than to store their minds with mere knowledge..

1. Logic—

(a) Selections form Gangesh Upadhyaya's Tattwa Chintamani.

(b) Dr. P. K. Ray's Deductive Logic.

Baip's Inductive Logio.

2. Psychology :—

James—Psychology, 2 Vols.

Dr. Scripture—New Psychology.

Ward's article on Psychology in the Encyclopædia Britannica.

3. Ethics :—

Sidgwick—Methods of Ethics.

Spencer—Data of Ethics.

4. Metaphysics :—

Deussen—Elements of Metaphysics.

Spencer—First Principles.

Kant—Critique of Pure Reason.

W. T. Harris—Logic of Hegel.

Plato—Parmenides and Phædras.

5. History of Philosophy :—Weber.

6. Natural and Comparative Religion :—

Max-Muller—Natural Religion.

James—Varieties of Religious Experiences.

7. Indian Philosophical Systems :—

- | | | |
|----------------|---|---|
| First
Group | { | (a) Sankhya—Tattwa Kaumudi. |
| | | (b) Nyaya and Vaisheshika—Tarka Samgraha. |
| | | (c) Patanjali—Selections from Yogasutra with Vyasa Bhashya. |
| | | (d) Vedanta—Sankara's Commentary on Vedanta Sutras—
Sutras 1-4 of Ch. I. and Padas 1 and 2 of Ch. II. |
| | | Ramanuja—Tattwa Traya or Vedanta Tattwa Sara.
Upanishads—Katha and Chhandogya, first 5 chapters.
Bhagavad Gita. |

Or

- | | | |
|-----------------|---|---|
| Second
Group | { | Books of similar standard in Arabic Philosophy. |
| | | |

Candidates are expected to possess a good knowledge of Sanskrit or Arabic ; and a knowledge of German is deemed desirable.

COLLEGE COURSE (extending over 4 years).**II. SCIENTIFIC.**

- i. *Pure Mathematics (with Mixed Mathematics as a subsidiary subject as defined in the Note below).*

Algebra, including the Theory of Probabilities and the Theory of Equations.

Trigonometry—Plane and Spherical.

Geometry—Analytical, Plane and Solid.

Differential and Integral Calculus, including the Calculus of Variations.

Elliptic Functions.

Differential Equations.

Quaternions.

History of Mathematics with special reference to its progress in India.

Or

- ii. *Mixed Mathematics (with Pure Mathematics as a subsidiary subject as defined in the Note below).*

Analytical Statics.

Dynamics of a Particle and of a Rigid Body.

Hydrostatics and Hydrokinetics.

Optics, Geometrical and Physical.

Astronomy.

Newton's Principia, Books I. to III. Main's Edition.

Lunar Theory.

History of Mathematics with special reference to its progress in India.

NOTE—Candidates taking up Mixed Mathematics as a Subsidiary Subject will not be examined in Hydrokinetics, Physical Optics and Lunar Theory, and those taking up Pure Mathematics as a Subsidiary Subject will not be examined in Algebra, Trigonometry and Elliptic Functions.

The following books are recommended in the College Course :—

Todhunter's Algebra.

Hall and Knight's Algebra.

Todhunter's History of the Theory of Probability.

Todhunter's Trigonometry—Plane and Spherical (New Edition).

Burnside and Panton's Theory of Equations.

Salmon's or Casey's Conics.

Williamson's or Edward's Differential Calculus.

Williamson's or Todhunter's Integral Calculus.

Salmon's Geometry of Three Dimensions.

Murray's Differential Equations.

- Dixon and Greenhill's Elliptic Functions.
 C. Smith's Solid Geometry.
 Kelland and Tait's Quaternions.
 Cox's Mechanics.
 Routh's Statics.
 Williamson and Tarleton's Dynamics.
 Tait and Steel's Dynamics of a Particle.
 Thomson and Tait's Elements of Natural Philosophy.
 Routh's Rigid Dynamics, Vol. I. (5 Chapters).
 Loney's Elementary Hydrostatics.
 Ramsay and Besant's Hydrostatics.
 Basset's Hydrodynamics.
 Heath's Optics.
 Preston on the Theory of Light.
 Godfray's Astronomy.
 Parker's Elementary Astronomy.
 Godfray's Lunar Theory.
 Suryya Siddhanta with notes published in vol. 6 of the Journal
 of the American Oriental Society.
 Ball's History of Mathematics or Cajori's History of Mathematics
 and Colebrooke's Dissertation on Hindu Mathematics prefixed to
 his translation of Lilavati, Vijaganita etc.

COLLEGE COURSE (Scientific)—*Continued.*

iii. *Physics as principal subject with Chemistry and Mathematics as subsidiary subjects for study but not for examination.*

The course is divided into two stages ; the first extending from one and a half to two years, and the second covering the remaining period.

First Stage :—

- Mathematics—Elements of Analytical Geometry and the Differential
 and the Integral Calculus. Differential Equations. Elementary
 Statics, Hydrostatics and Dynamics.
 Chemistry—Inorganic (as in Newth's Chemistry).
 Organic—(as in Perkin and Kipping).
 Principles of Chemistry (Tilden's Chemical Philosophy, Cook's New
 Chemistry.)

A Course in Practical Chemistry.

Physics.—

The following books are recommended :—

1. Aldous's Elementary Course of Physics.

2. Balfour Stewart's Heat, Edser's Heat, Tyndall's "Heat as a Mode of Motion."
3. Everett's Vibratory Motion and Sound, Tyndall's Sound.
4. Wright's Light, Edser's Light, Spottiswoode's Polarisation of Light. Lockyer's Spectrum Analysis.
5. Hadley's Magnetism and Electricity, Maxwell's Elementary Treatise on Electricity. . .
6. Selections from Tyndall's Fragments of Science, and Helmholtz's Popular Lectures. Tait's Recent Advances in Physical Science. Stokes's Burnett Lectures on Light. B. Stewart's Conservation of Energy. Tait's Properties of Matter. Maxwell's Matter and Motion. Cajori's History of Physics.

Second Stage :—

Christiansen's Theoretical Physics. Thomson and Poynting's Properties of Matter. Maxwell's Theory of Heat. Preston's Heat. Tait's Thermodynamics, Clausius's Mechanical Theory of Heat. Chapters from Fourier.

Poynting and Thomson's Sound. Heath's Geometrical Optics. Donkin's Acoustics. Tyndall's Sound. Preston's Light. Roscoe and Schuster's Spectrum Analysis.

J. J. Thomson's Electricity and Magnetism. Chapters from Maxwell. Gray's Absolute Measurements. Hertz's Electric Waves. Webster's Theory of Electricity and Magnetism. Arrhenius's Electro-Chemistry. Chapters from Faraday. Lodge's Modern Views of Electricity. J. J. Thomson's article on Electricity in the Encyclopaedia Britannica.

Mach's Mechanics. Lord Kelvin's Constitution of Matter (Nature series). Karl Pearson's Grammar of Science.

A suitable Practical Course at each stage.

IV. Chemistry with Physics and Mathematics as subsidiary subjects for study but not for examination.

The course is divided into two stages ; the first extending from one and a half to two years and the second covering the remaining period.

Subsidiary	Mathematics :—
	Elements of the Differential Calculus and Analytical Geometry. Elementary Statics, Dynamics and Hydrostatics.
	Physics :—
	Aldous's Elementary Course of Physics. Edser's Heat. Edser's Light. Everett's Sound. Stone's Elementary Lessons on Sound. Hadley's Magnetism and Electricity.

Chemistry :—

Inorganic Chemistry—Ramsay's Inorganic Chemistry, Ostwald's Inorganic Chemistry, Mendeljeff's Principles of Inorganic Chemistry.

Organic Chemistry—Perkin and Kipping, Bernthsen, Frankland's Lecture Notes.

Physical Chemistry—Nernst's Theoretical Chemistry. Ostwald's Outlines of General Chemistry. Ostwald's Foundations of Analytical Chemistry. Van't Hoff's Arrangement of Atoms in Space. Arrhenius's Electro chemistry.

History of Chemistry—Wurtz, Meyer, Schorlemmer, P. C. Ray.

Suitable practical courses in Organic and Inorganic Analysis—(qualitative and quantitative).

- v. *Physiology with Zoology, Biology and Physiological Psychology.*
- vi. *Zoology (including comparative Anatomy, Embryology, Distribution of Animals, Paleontology), Physiology, Evolution, Darwinism.*
- vii. *Botany, (including Vegetable Physiology, Paleobotany, special knowledge of Bacteria, and Distribution of Plants), Evolution and Darwinism.*
- viii. *Geology and Mineralogy, Paleontology, Physiography.*

Detailed Syllabuses in v., vi., vii., viii. have not yet been settled by the Boards of Studies.

COLLEGE COURSE.—(*Continued*).

III. TECHNICAL.

1. Agriculture including Forestry.
2. Manufacture including Mining.
3. Commerce and Zemindary Management.

The arrangements of the National Council for Higher Technical Education are not yet complete and advanced technical courses of study are under consideration.

IV. PROFESSIONAL.

1. Medicine.
 2. Engineering.
 3. Pedagogics.
 4. Law.
-

Scheme of Examinations.

I. There shall be four Public Examinations :--

- (1) **The Primary Examination** after completion of the Primary Course.
- (2) **The Lower Secondary or Fifth Standard Examination** after completion of the fifth year course ; corresponding to the Matriculation Examination of the Indian Universities.
- (3) **The Upper Secondary or Seventh Standard Examination** after completion of the seventh year course ; corresponding to the Intermediate Examination of the Indian Universities.
- (4) **The Proficiency Examination** after completion of the College Course. (A successful candidate shall be entitled a Proficient in his Department or Subject.)
- (5) After passing the Proficiency Examination of the Council, students may carry on higher studies and research-work under competent guidance for a period of two years as research students, some of whom may be elected to Fellowships to be instituted by the Council. Study for this further period should be of a thorough and comprehensive nature and confined to some one special branch of the subject selected by the student for the Proficiency Examination, and a diploma of **High Proficiency** in the special subject selected will be granted to the student after testing his qualifications by examination, thesis and research work or by thesis and research work only.

II. For purposes of the Public Examinations, students shall be divided into two classes, Internal and External, the former being those who study in the colleges and schools established by or affiliated or admitted to the Council, and the latter including other students of recognized institutions. In exceptional cases, the Council shall have the power to admit private students to any of the examinations.

III. The position of a candidate in order of merit in the list of successful candidates will, in the case of Internal students, be determined by the combined results of the public examination and the periodical class examinations, with a view to encourage continuous steady work.

IV. A student may at the discretion of the school or college authorities be admitted to any stage of any course for which he may be deemed fit, without being required to pass any Public Examination, provided that no one shall be admitted to the Proficiency, or the High Proficiency Examination before having studied for at least two years in a College affiliated or admitted to the Council up to the requisite standard. Provided that in the case of External students the passing of the Proficiency Examination shall not be deemed a necessary condition for admission to the High Proficiency Examination.

V. Students who have not passed any previous Examination, or passed through any course of study, may be admitted to the Technical Department as out-students for practical instruction. They shall receive certificates of successful apprenticeship.— *Vide page 62.*

In the above scheme the place of Higher Technical and Professional studies, it will be noticed, is at the end of the Secondary Course. The place, in the scheme, of the Secondary Technical Course is at the end of the Fifth year's course. A Primary Technical Course is to be provided for those who join it without any previous education.

A Note on some Special Features of the Scheme of National Education adopted by the National Council of Education.

The scheme of National Education adopted by the National Council has the following special features :—

1. The scheme attaches just importance to the *awakening* of the powers of *observation* and *thought* by means of Object Lessons.

2. It seeks to make education *pleasant* to the learner by prescribing lessons so as alternately to satisfy and stimulate natural curiosity.

3. It seeks to make education *easy* by imparting it through the medium of the learner's vernacular.

4. It seeks to make education *real* by insisting on the learner's acquiring a knowledge of *things* and *thoughts* and not merely of *words* and *sentences* which are only their verbal expression.

5. It seeks to *save* the learner's *time* by arranging the course of study so as to enable him to master in 5 years, after finishing his Primary Education, what he now takes 7 years to learn, the standard for the 5th year being equal to the present Matriculation standard of the Calcutta University, and that for the 6th and 7th years being equal to the standard for its Intermediate Examination in Arts, attainable under the existing system only after 9 years study.

This saving of time will be the result of imparting knowledge through the medium of the student's vernacular and of excluding from the course of study the encumbrance of unnecessary difficulties and unimportant details.

6. The scheme facilitates Technical Education by providing for its being taken up at three different stages of the learner's progress, namely :—

- (1) At the end of the Primary Course (*i. e.*, at the age of 9 years.)
- (2) At the end of the 5th year of the Secondary Course (*i. e.*, at the age of 14 years.)
- (3) At the end of the 7th year or the completion of the Secondary Course (*i. e.*, at the age of 16 years.)

7. The scheme specializes the Collegiate Course to a much greater extent than that under the existing system and thus affords better facilities for higher education to students who are excluded from it now by reason of their being required to attain proficiency in a multiplicity of subjects.

8. The scheme reduces within the narrowest limits the number of public examinations, which are a severe strain on students, and are hindrances rather than helps to real study.

9. The scheme provides for moral education by requiring Teachers and Professors to avail themselves of every opportunity afforded by the ordinary lessons, in imparting it, and by requiring the enforcement of strict discipline in accordance with the best traditions of the country. The Scheme also provides for Physical Education and Religious Education subject to certain conditions.

10. The scheme as a whole seeks, on its liberal side, to train students intellectually and morally so as to mould their character according to the highest national ideals ; and on its Technical side, to train them so as to qualify them for developing the natural resources of the country and increasing its material wealth.

Scheme of Examinations held in July, 1906, by the National Council of Education.

The following Resolution was passed by the National Council of Education at their meeting on the 31st March, 1906.

“That two public examinations of the Fifth and the Seventh Standard of the National Council of Education—equivalent respectively to the Matriculation and Intermediate in Arts standards of The Indian Universities—be held in July, 1906, for which the details are to be fixed by a committee consisting of the Executive Committee and the following members of the Council *viz* Babus Rash Behary Mookerjee, B.L., Kunja Lal Nag, M.A., and Ambica Churn Ukil, M.A.”

GENERAL RULES.

1. Two public examinations corresponding to the Entrance and Intermediate in Arts standards of the Indian Universities shall be held in the second week of July, 1906, on the terms and conditions and in manner herein-after stated, and the results thereof shall be published before the end of that month.

2. Candidates desirous of presenting themselves at these examinations shall apply with certificates hereinafter mentioned for permission to present themselves at the examinations. The applications in the prescribed printed forms should reach the Secretaries of the National Council of Education, at No. 5, Hastings Street, Calcutta, not later than the seventh day of June, 1906. Such printed forms may be obtained on application from the Secretaries.

3. Every application shall be signed by the applicant in the presence of a Head Master of a High School, or a Principal or Professor of a College, or a member of the National Council of Education or a legal practitioner of rank not lower than that of a District Court pleader who should certify on the application in the following manner :—

I hereby certify that.....son of.....resident of.....District.....is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be permitted to appear in the above examination.

4. A fee of Rs 6 for the Fifth Standard and Rs. 10 for the Seventh Standard tests corresponding to the Entrance and the Intermediate in Arts standard examinations, respectively, of the Indian Universities, payable in cash or by a Post Office order shall accompany the applications.

5. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal.

6. The centres for holding the examinations are Rangpur, Dacca, Calcutta, Comilla, Lahore and Bankipore and such other places as may be notified hereafter, and the examinations shall be conducted under the supervision of the members of the Council who represent those districts, or by other persons duly authorized on that behalf.

7. The examinations shall be held in the following subjects and in manner described below :—

(A) THE FIFTH STANDARD EXAMINATION.

(a) For the Fifth Standard test fixed by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

Subjects	No. of papers	Time.	Full marks.
(1) One of the following oriental languages— Sanskrit, Persian and Arabic with an allied vernacular.	2 papers	3 hours each	100
(2) Second language (English.)	2 papers	3 hours each	100
(3) Mathematics.	2 papers	3 hours each	100
(4) History and Geography	2 papers	3 hours each	100

(b) In subject (1) Bengali and Hindi shall be the only recognized vernaculars allied to Sanskrit; and Urdu shall be the only recognised vernacular allied to Persian or Arabic.

(c) Answers in Sanskrit may be written either in Devanagari or in Bengali character.

(d) In subjects (3) and (4) answers may be given in Bengali or in Hindi or in Urdu or in English.

(e) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject; but in the subject of an oriental language with an allied vernacular at least 30 per cent. of the marks in each paper must be secured for a pass. If, however, a candidate obtains more than 50 per cent. of the full marks in any subject other than oriental language or in the first paper as well as in the aggregate in oriental language, 25 per cent. in place of 30 per cent. in the other subjects or papers required by the foregoing rule, shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE FIFTH STANDARD EXAMINATION.

ORIENTAL LANGUAGES.

PAPER I. (*Full Marks 50*).

Text and Grammar.

Sanskrit.

1. Portions as specified below of the Sanskrit Selections for the Entrance Examination for 1906 of the Calcutta University, compiled by Nrisingha Chandra Mukherjee Vidyaratna, M.A., B.L., F.R.G.S. (London).

(A) Prose—Hitopodesha—

अथ कृष्यतनकनामा काकः (p. 13).....आख्यातुमहंसि । (p. 27).

(B) Poetry—Ramayanam—

(a) कौशल्याविलापः (pp. 52—56).

(b) कौशल्याया दशरथप्रसादनम् (pp. 56—58).

(c) कौशल्या प्रति सुमित्रावाक्यम् (pp. 59—61).

2. Translation from English into Sanskrit.

3. Sanskrit Grammar and Composition.

ARABIC.

1. Arabic Selections for the Entrance Examination for 1906 of the Calcutta University compiled by Shamsul Ulama Moulvi Ahmad.

(A) Prose ... pp. 1—31 (both inclusive).

(B) Poetry ... pp. 41—52 (both inclusive).

2. Translation from English into Arabic.

3. Arabic Grammar and Composition.

PERSIAN.

1. Persian Selections for the Entrance Examination for 1906 of the Calcutta University compiled by Shamsul-Ulama Moulvie Ahmad.

(A) Prose ... pp. 1—31 (both inclusive).

(B) Poetry ... pp. 49—71 (both inclusive).

2. Translation from English into Persian.

3. Persian Grammar and Composition.

PAPER II. (*Full Marks 50*).

Vernacular.

1. Translation from English into Bengali or Hindi or Urdu.

2. Explanation of unseen passages in Bengali or Hindi or Urdu.

3. Essay-writing in Bengali or Hindi or Urdu ; and Letter-writing.

SECOND LANGUAGE.

ENGLISH.

PAPER I. (*Full Marks 50*).

Text and Grammar.

1. Text—

- (A) Prose—(a) Lamb's Tales from Shakspeare—"The Merchant of Venice."
- (b) Nelson's Early Life—(Southey).

[From the beginning to "the light which led him on was 'light from heaven.'"]

(B) Poetry:—

- (a) Night before the Battle of Waterloo. (Byron)
(b) The Builders (Longfellow).
(c) Elegy written in a Country Churchyard. (Gray)

2. English Grammar.

PAPER II.—(*Full Marks 50*).

Unseen passages, Translation and Composition.

1. Explanation in English of unseen passages in English.
2. Translation from Bengali or Hindi or Urdu into English.
3. English Composition including Essay and Letter-writing.

MATHEMATICS.

PAPER I.—(*Full Marks 50*).

1. Arithmetic.
2. Algebra (up to simple equations).

PAPER II.—(*Full Marks 50*).

1. Arithmetic.
2. First Four Books of Euclid.

HISTORY & GEOGRAPHY.

PAPER I.—(*Full Marks 50*).

1. General outlines of the History of India.
2. General outlines of the History of England.

PAPER II.—(*Full Marks 50*).

1. Four quarters of the globe with special reference to India.
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(B) THE SEVENTH STANDARD EXAMINATION.

(a) For the Seventh Standard test fixed by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of papers.	Time.	Full Marks.
1. One of the following oriental languages : Sanskrit, Persian and Arabic ; with an allied vernacular. }	Two papers.	3 hours each	100.
2. Second language (English).	do.	do.	do.
3. Mathematics	do.	do.	do.
4. Physics or Chemistry	One paper	3 hours	50
5. History or Logic	do.	do.	do.

(b) In subject (1), Bengali and Hindi shall be the only recognised vernaculars allied to Sanskrit and Urdu shall be the only recognised vernacular allied to Persian or Arabic.

(c) Answers in Sanskrit may be written either in Devanagari or Bengali character.

(d) In subjects (3), (4) and (5) answers may be given in Bengali or in Hindi or in Urdu or in English.

(e) In order to pass the examination a candidate must obtain at least 30 per cent. of the full marks in each subject ; but in the oriental languages at least 30 per cent. of the marks in each paper must be secured for a pass. If, however, a candidate obtains more than 50 per cent. of the full marks in any subject other than oriental language or in the first paper as well as in the aggregate in oriental language, 25 per cent. in place of 30 per cent, in the other subjects, or papers required by the foregoing rule shall be deemed sufficient for a pass. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. of the marks and upwards, in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE SEVENTH STANDARD EXAMINATION.

ORIENTAL LANGUAGES.

PART I.—(Full Marks 50).

Text and Grammar.

Sanskrit.

- (a) Raghuvarsam—Cantos I. to III. (both inclusive)
- (b) Bhatti Kavyam—Cantos I. and II. (both inclusive)
2. Translation from English into Sanskrit.
3. Sanskrit Grammar and Composition.

ARABIC.

1. Selections by Lieutenant-Colonel G. S. A. Ranking, M. D., I. M. S.,
for the First Examination in Arts for 1906 of the Calcutta University.

PROSE—pp. 1—73.

POETRY—pp. 186—215.

2. Translation from English into Arabic.

3. Arabic Grammar and Composition.

PERSIAN.

1. New Selections by Shamsul Ulama Moulvie Ahmad for the First
Examination in Arts for 1904 to 1908 of the Calcutta University.

PROSE—pp. 1—33

POETRY—pp. 70—96.

2. Translation from English into Persian.

3. Persian Grammar and Composition.

PART II. (*Full Marks 50.*)

1. Translation from English into Bengali, Hindi or Urdu.

2. Explanation in Bengali, Hindi or Urdu of passages in Bengali, Hindi
or Urdu.

3. Essay and Letter-writing in Bengali, Hindi or Urdu.

SECOND LANGUAGE.

ENGLISH.

PAPER I. (*Full Marks 50.*)

Text (Prose) and Composition.

1. Text (Prose) :—

(A) "Essays written in the Intervals of Business" (Helps).

The following essays :—

(a) Practical wisdom.

(b) On Self-Discipline.

(c) On our Judgments of other men.

(d) Domestic Rule.

(e) Advice.

(B) Addison's Spectator.

The following papers :—

(a) No. 1 (The author's account of himself.)

(b) No. 23 (On lampoons and satires.)

(c) No. 135 (On characteristics of different nationalities.)

(d) No. 251 (On the street-cries of London)

2. Oriental composition including Essay and Letter-writing and explanation in English of unseen passages in English.

PART II. (*Full Marks 50.*)

Text (Poetry) and Composition.

1. Text (Poetry) :—

(A) Enoch Arden (Tennyson).

(B) Comus (Milton).

2. Original Composition including Essay and Letter-writing and explanation in English of unseen passages in English.

MATHEMATICS.

PAPER I. (*Full Marks 50.*)

1. Arithmetic (the whole).

2. Algebra (Quadratic Equations, Theory of quadratic equations and expressions, Arithmetical, Geometrical, and Harmonical Progressions, Permutations and Combinations, Binomial Theorem.)

3. Geometry.

Euclid : Books I to IV.

Book V. (Definitions.)

Book VI. (Propositions I to XIX.)

PAPER II. (*Full Marks 50.*)

1. Trigonometry—up to Solution of Triangles including logarithms.

2. Geometrical Conics—the more important properties of the parabola and the ellipse.

PHYSICS.

ONE PAPER (*Full Marks 50.*)

General Properties of Matter, Heat, Light and Electricity (from Ganot's Popular Natural Philosophy, 9th Edition, 1903.)

CHEMISTRY.

ONE PAPER (*Full Marks 50.*)

Easier parts of the Chemistry of the non-metals (from "Inorganic Chemistry for Beginners" by Roscoe and Launt.)

HISTORY.

ONE PAPER (*Full Marks 50.*)

The outlines of the History of Greece and Rome (from Sanderson's Outlines of the History of the World.)

LOGIC.

ONE PAPER (*Full Marks 50.*)

Fowler's Elements of Deductive Logic.

The following gentlemen were appointed to set papers for the two examinations :—

1. (a) Sanskrit { Babu Gopal Chandra Shastri, M. A., B. L.
 ,, Kunja Lal Nag, M. A.
- (b) Arabic ... Moulvi Muhammad Yusuf Khan Bahadur, M. A., B. L.
- (c) Persian ... Syed Zahiruddin Ahmad, Esq., B. A., Bar-at-Law.
- (d) Bengali ... Babu Rabindra Nath Tagore.
- (e) Hindi ... Pundit Umapati Dutt Pandeya, B. A.
- (f) Urdu ... Syed Zahiruddin Ahmad, Esq., B. A., Bar-at-Law.
2. English { Dr. Rashbehari Ghose, C. I. E., M. A., D. L.
 N. N. Ghose, Esq., F. R. S. L., Bar-at-Law.
 Babu Satis Chandra Mukerji, M. A., B. L.
3. Mathematics { Sir Goorodas Banerjee, Kt., M. A., D. L.
 A. Chaudhuri Esq., M. A. (Cal.), B. A. (Cantab) Bar-at-Law.
 Babu Gauri Sankar De, M. A.
4. History { Babu Chandra Nath Bose, M. A., B. L.
 Arabinda Ghose Esq., B. A. (Cantab).
 P. Chaudhuri Esq., M. A., Bar-at-Law.
5. Physics and Chemistry { Babu Ramendra Sundar Trivedi, M. A.
 Dr. Nil Ratan Sircar, M. A., M. D.
6. Logio { Dr. P. K. Roy, D. sc.
 Babu Hirendra Nath Dutta, M. A., B. L.

Scheme of Examinations in Technical Courses held in July, 1906 by the National Council of Education, Bengal.

Pursuant to a Resolution passed at a meeting of the National Council of Education, Bengal, held on the 29th April, 1906, the following courses and Schemes of Examination in the Technical Department of the Council of Education were adopted on the 7th May, 1906, at a meeting of the Special Committee appointed by the Council.

1. There shall be Primary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Elementary Mathematics, Drawing and Surveying, Elementary Engineering, Estimating and a Workshop Course. The courses in other subjects and groups of subjects will be specified later on.

2. There shall be Secondary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Mathematics, Drawing, Surveying, Engineering, Estimating and a Workshop Course. The courses in other subjects or groups of subjects will be specified later on.

3. Two public examinations, one in the Primary Technical Course and one in the Secondary Technical Course in Mathematics, Drawing, Surveying, Engineering, Estimating and a Workshop course shall be held in the *third week* of July, 1906, on the terms and conditions and in manner hereinafter stated, and the results thereof shall be published in the *second week of August*.

4. Candidates desirous of presenting themselves at these examinations, shall apply with certificates hereinafter mentioned for permission to present themselves at these examinations. The applications in the prescribed printed forms should reach the Secretaries of the National Council of Education, at No. 5, Hastings' Street, Calcutta, not later than the 15th day of June, 1906. Such printed forms may be obtained on application from the Secretaries.

5. Every application shall be signed by the applicant in the presence of the Superintendent of a Technical School, the Head Master of a High School, or the Principal or a Professor of a College, or a member of the National Council of Education,—or a legal practitioner of rank not below that of a District-Court pleader, who should certify on the application in the following manner :—

I hereby certify that.....son of.....resident of,.....District...is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be permitted to appear at the above examination.

6. A fee of Rs. 3 for the Primary, and of Rs. 5 for the Secondary Technical Examination payable in cash or by Post Office order shall accompany each application.

7. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal.

8. The centres for holding the examinations are Rangpur, Dacca and Calcutta and such other places as may be notified hereafter, and the examinations shall be conducted under the supervision of the members of the Council resident in those districts, or by other persons duly authorized on that behalf.

9. The examinations shall be held in the following subjects and in manner described below :—

(A) PRIMARY TECHNICAL EXAMINATION FOR 1906.

(a) For the Primary Technical test fixed by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of papers.	Time.	Full Marks.
(1) Mathematics	2 papers	3 hours each	200
(2) Drawing	{ (a) one paper (b) Examination of exercises in drawing done in class }	do.	100
			200
(3) Surveying	one paper	3 hours	100
(4) Elementary Engineering	one paper	3 hours	100
(5) Estimating	one paper	3 hours	100
(6) Workshop	{ Carpenter's shop Blacksmith's shop }		250 250

(b) For the year 1906, there shall be no examination in subjects (6) & (2) (b).

(c) Answers in all the subjects may be given either in Bengali or in English.

(d) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE PRIMARY TECHNICAL EXAMINATION FOR 1906.

MATHEMATICS.

PAPER I.—(Full Marks 100)

Arithmetic and Geometry.

A. Arithmetic—the Four Rules, Vulgar and Decimal Fractions, Proportion.

B. Geometry—Books I to IV.

PAPER II.—(*Full Marks 100.*)

Mensuration—the whole.

DRAWING.

ONE PAPER.—(*Full Marks 100.*)

Printing, Linear Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, and Isometric Projection.

SURVEYING.

ONE PAPER.—(*Full Marks 100.*)

Surveying with chain, compass and plane table ; cadastral survey ; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 100.*)

Building materials, Building construction, roads, bridges.

ESTIMATING.

ONE PAPER.—(*Full Marks 100.*)

Simple estimate of Earth-work, Brick-work, Wood-work, Plastering &c.

SECONDARY TECHNICAL EXAMINATION FOR 1906.

(a) For the Secondary Technical Examination to be held by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of papers.	Time.	Full Marks.
(1) Mathematics	3 papers.	3 hours each	450
(2) Drawing	{ (a) one paper (b) Examination of exercises in Drawing done in class }	3 hours	100 300
(3) Surveying	one paper	3 hours	100
(4) Engineering	one paper	3 hours	150
(5) Estimating	one paper	3 hours	100
(6) Workshop	Carpenter's shop	to be fixed by the examiner }	500
(7) Workshop	Blacksmith's shop	do.	500

(b) For the year 1906, there shall be no examination in subject 2 (b) and it will be optional with the candidates to appear in the examination in subjects (6) and (7). Special certificates will be granted to those who pass in these subjects.

(c) Answers in all the subjects may be given either in Bengali or in English.

(d) In order to pass the examination a candidate must obtain at least 30

per cent. of the full marks in each of the subjects, 1,2,3,4 and 5. Candidates obtaining 50 per cent. and upwards of the aggregate marks in those subjects shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE SECONDARY TECHNICAL EXAMINATION FOR 1906.

MATHEMATICS.

PAPER I.—(*Full Marks 150*).

Arithmetic and Algebra.

- (A) Arithmetic (the whole).
- (B) Algebra—to the end of Quadratic Equations ; Ratio and Proportion.

PAPER II.—(*Full marks 150*).

Geometry and Mensuration.

- (A) Geometry—Euclid—Books I—IV and Book VI.
- (B) Mensuration— of Plane and Solid figures.

PAPER III.—(*Full Marks 150*).

Trigonometry and Logarithms.

Plane Trigonometry—to the end of Solution of Triangles.

Properties and use of Logarithms.

DRAWING.

PAPER I.—(*Full Marks 100*).

Printing, Linear Drawing, Geometrical Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, Isometric Projections.

SURVEYING.

ONE PAPER.—(*Full Marks 100*).

Surveying with chain, compass, and plane table ; cadastral survey ; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 150*).

Building materials, building construction, roads, bridges.

ESTIMATING.

ONE PAPER.—(*Full Marks 100*).

Estimate of a Simple Culvert, a Simple House, Earthwork in roads.

WORKSHOP COURSE.

CARPENTER'S SHOP.—(*Full Marks 500*).

Candidates will be required to show that they know how to use and handle properly the tools used for the purpose of carpenters' and joiners' work by preparing simple articles of furniture such as stools, small almirahs, panel doors, benches, framework of hand-loom &c.

BLACKSMITH'S SHOP.—(*Full Marks 500*).

Candidates will be required to prepare simple articles.

The following gentlemen have been appointed to set papers for the two examinations :—

1. Mathematics—Sir Gooroo Das Banerjee, KT, M.A., D.L.
 2. Drawing and Surveying— $\left\{ \begin{array}{l} \text{Babu Gagan Chandra Biswas, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \end{array} \right.$
 3. Engineering and Estimating— $\left\{ \begin{array}{l} \text{Babu Netai Govind Chowdhury, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \end{array} \right.$
 4. Workshop—Babu Prasanna Coomar Sen, L.C.E.
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Scheme of Examinations to be held in July, 1907, by the National Council of Education, Bengal.

General Rules.

I. Two public examinations of the Fifth and the Seventh Standards of the National Council of Education, Bengal, corresponding respectively to the Matriculation and Intermediate in Arts standards of the Indian Universities shall be held in the first week of July, 1907, on the dates and in manner hereinafter stated.

II. Candidates desirous of presenting themselves at these examinations shall apply with certificates hereinafter mentioned for permission to present themselves at these examinations. The applications in the prescribed printed forms should reach the Secretaries of the National Council of Education, Bengal, at No. 191/1, Bowbazar Street, Calcutta, not later than the 31st May, 1907. Such printed forms may be obtained on application from the Secretaries.

III. Every application shall be signed by the applicant in the presence of a Head master of a High School, or a Principal or Professor of a College, or a

member of the National Council of Education, Bengal, or a legal practitioner of rank not lower than that of a District Court pleader who should certify on the application in the following manner :—

I hereby certify that.....son of.....resident of.....District.....is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be permitted to appear in the above examination.

IV. A fee of Rs. 6 for the Fifth Standard and Rs 10 for the Seventh Standard Examination payable in cash or by a Post Office order shall accompany the applications.

V. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

VI. Candidates whose applications are accepted will, if unable to appear in the examination for any reasonable cause, be allowed to appear in any subsequent examination on payment of half the prescribed fee.

VII. The centres for holding the examinations are Calcutta, Dacca, Rangpur, Comilla, Bankipur, Benares, Amraoti, Agra and Lahore and such other places as may be notified hereafter, and the examinations shall be conducted under the supervision of the members of the Council who represent those districts, or by other persons duly authorized on that behalf.

Special Rules for the Fifth Standard Examination.

(a) For the Fifth Standard test fixed by the National Council of Education, Bengal, there shall be the following subjects, papers, time and marks attached thereto.

Subjects	No. of papers.	Time	Full marks.
(1) One of the three classical oriental languages—Sanskrit, Persian and Arabic—with a Vernacular.	2 papers	3 hours each	100.
(2) Second Language (English)	2 papers	3 hours each	100.

(3) Mathematics	2 papers	3 hours each	100.
(4) History and Geography	2 papers	3 hours each	100.

(b) In subject (1), Bengali, Hindi, Urdu and Marathi shall be the only recognised vernaculars.

(c) Answers in Sanskrit may be written either in Devanagari or in Bengali character.

(d) In subjects (3) and (4) there shall be no fixed text-books and answers may be given in the candidate's own vernacular or in English.

(e) The Fifth Standard Examination shall be held on the following dates and in the following order :—

Monday (1st July)— Oriental Language.	{ 1st Paper—Text and Grammar or Physics and Chemistry 10 A.M. to 1 P.M. 2nd Paper—Vernacular—Text and Translation and Composition in vernacular, from 2 P.M. to 5 P.M.
Tuesday (2nd July)— Second Language (English).	{ 1st Paper—Text and Grammar, from 10 A.M. to 1 P.M. 2nd Paper—Unseen Passages, Translation and Composition, from 2 P.M. to 5 P.M.
Wednesday (3rd July)— Mathematics.	{ 1st Paper—Arithmetic and Algebra, from 10 A.M. to 1 P.M. 2nd Paper—Arithmetic and Geometry, from 2 P.M. to 5 P.M.
Thursday (4th July)— History and Geography.	{ 1st Paper—History, from 10 A.M. to 1 P.M. 2nd Paper—General and Physical Geography, 2 P.M. to 5 P.M.

(f) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject ; but in the subject of an oriental language with a vernacular at least 30 per cent. of the marks in each paper must be secured for a pass. If, however, any candidate obtains more than 50 per cent. of the full marks in any subject other than oriental language, or in the first paper as well as in the aggregate in oriental language, 25 per cent. in place of 30 per cent. in other subjects or papers required by the foregoing rule, shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE FIFTH STANDARD
EXAMINATION.

ORIENTAL LANGUAGES.

PAPER I—*Full Marks 50.*

TEXT AND GRAMMAR.

Sanskrit.

1. Portions as specified below of ऋजुपाठ, Part III. by Pandit Ishwar Chandra Vidyasagara.

(A) PROSE—हितोपदेशः ।

(B) POETRY—

(a) विश्वपुराणम्—ध्रुवोपाख्यानम् ।

(b) महाभारतम्—दृतराष्ट्रविलापः ।

2. Translation from English into Sanskrit.

3. Sanskrit Grammar and Composition.

Arabic.

Arabic Selections for the Entrance Examination for 1907 of the Calcutta University compiled by Shamsul Ulama Moulvi Ahmad.

(A) Prose pp. 1—31 (both inclusive).

(B) Poetry pp. 41—52 (both inclusive).

2. Translation from English into Arabic.

3. Arabic Grammar and Composition.

Persian.

1. New Persian Selections for the Entrance Examination for 1904—1908 of the Calcutta University compiled by Shamsul Ulama Moulvi Ahmad.

(A) Prose pp. 1—31 (both inclusive).

(B) Poetry pp. 49—71 (both inclusive).

2. Translation from English into Persian.

3. Persian Grammar and Composition.

VERNACULAR.

PAPER II.—*Full Marks 50.*

Bengali.

1. Text—Prose—सौतार वनवास by Ishwar Chandra Vidyasagar.

Prose—The following poems by Hem Chandra Banerjee.

(१) भारतभिक्षा (त्यजि शय्यातल.....दिवानिशि नयन भरे), ;

(२) भारतविलाप ; (३) मल्लसाधन ; (४) कालचक्र ;

(५) गङ्गा ; (६) दुर्गोत्सव ; (७) जीवनमरोचिका ।

2. Explanation of unprepared passages from modern Bengali.
3. Translation from English into Bengali.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Bengali.

Hindi.

1. Text—रामायण by Tulsidas—अयोध्याकाण्ड
उत्तरकाण्डचरित (भाषा), by Sitaram.
2. Explanation of unprepared passages in Hindi.
3. Translation from English into Hindi.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Hindi.

Urdu.

1. Text.—Revised Selections by Shams-ul-Ulama Ahmad for the Entrance Examination for 1907 of the Calcutta University.
2. Explanation of unprepared passages in Urdu.
3. Translation from English into Urdu.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Urdu.

Marathi.

1. Text—Prose—Hindustan Deshachistheti by Visnu Shastri.
Poetry—Nayanita by Parushram Tatya Godbole.
2. Explanation of unprepared passages in Marathi.
3. Translation from English into Marathi.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Marathi.

SECOND LANGUAGE.

English.

PAPER—I.—*Full Marks 50.*

TEXT AND GRAMMAR.

1. Text—
 - (A) Prose—(a) Lamb's Tales from Shakespeare—"The Merchant of Venice."
 - (b) Johnson's Rasselas. Chapters I—XXII.
 - (B) Poetry—(a) Southey's "Among my Books,"
 - (b) Gray's "Elegy written in a Country Churchyard."
2. English Grammar.

Subjects.	No. of papers.	Time.	Full Marks.
1. One of the Classical Oriental languages—Sanskrit, Arabic and Persian—with a vernacular	2 papers	3 hours each	100
2. Second Language (<i>English</i>)	do.	do.	do.

Subjects.	No. of papers.	Time.	Full Marks.
3. Deductive Logic	1 paper	3 hours.	50
4 & 5. Any two of the following subjects ;—			
(i) History	1 paper	3 hours.	50
(ii) Physics	do.	do.	do.
(iii) Chemistry	do.	do.	do.
(iv) Mathematics	do.	do.	do.

- (b) In subject (1), Bengali, Hindi, Urdu and Marathi shall be the only recognized vernaculars.
- (c) Answers in Sanskrit may be written either in Devanagari or in Bengali character.
- (d) In subjects (3), (4) and (5) answers may be given in English or in the candidate's own vernacular. In subjects 4 and 5, there shall be no fixed text-books.
- (e) The Seventh Standard Examination shall be held on the dates and in the order detailed below :—

Monday (1st July)—

Oriental Language	...	1st Paper—Text and Grammar, from 10 A.M. to 1 P.M.
		2nd Paper—Vernacular, Text and Translation and Composition from 2 P.M. to 5 P.M.

Tuesday (2nd July)—

Second Language (English)	{	1st Paper—Text and Grammar, from 10 A.M. to 1 P.M.
		2nd Paper—Unprepared Passages, Translation and Composition, from 2 P.M. to 5 P.M.

Wednesday (3rd July)—

Logic and History	...	1st Paper—Logic, from 10 A.M. to 1 P.M.
		2nd Paper—History, from 2 P.M. to 5 P.M.

Thursday (4th July)—

Physics and Chemistry	...	1st Paper—Physics, from 10 A.M. to 1 P.M.
		2nd Paper—Chemistry, from 2 P.M. to 5 P.M.

Friday (5th July)—

Mathematics	...	One Paper from 10 A.M. to 1 P.M.
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(f) In order to pass the Examination a candidate must obtain at least 30 per cent. of the total marks in each subject ; but in the oriental languages at least 30 per cent. of the marks in each paper must be secured for a pass. If, however, a candidate obtains more than 50 per cent. of the full marks in English, or in the first paper as well as in the aggregate in oriental language, or

in both the optional subjects, 25 per cent. in place of 30 per cent. in the other] subjects or papers required by the foregoing rule shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. of the marks and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE SEVENTH STANDARD EXAMINATION.

ORIENTAL LANGUAGES.

PAPER I.—*Full Marks 50.*

TEXT AND GRAMMAR.

Sanskrit.

1. Raghuvansham—Cantos I to IV.
2. Translation from English into Sanskrit.
3. Sanskrit Grammar and Composition.

Arabic.

1. Selections by Lt.-Col. G. S. A. Ranking, M.D., I.M.S., for the First Examination in Arts for 1907 of the Calcutta University.

Prose pp. 1—73.

Poetry pp. 186—215.

2. Translation from English into Arabic.
3. Arabic Grammar and Composition.

Persian.

1. New Selections by Shamsul Ulama Moulvi Ahmad for the First Examination in Arts for 1904 to 1908 of the Calcutta University.

Prose pp. 1—33.

Poetry pp. 70—96.

2. Translation from English into Persian.
3. Persian Grammar and Composition.

PAPER II.—*Full Marks 50.*

VERNAACULAR.

Bengali.

- I. Text—Poetry—Meghanadabadha, Cantos I, IV. and IX ; Hem Chandra Banerjee's Vritra Samhar, Cantos X and XX.

Prose—Akshay Kumar Dutta's Charupath, Part III., the following essays, viz.

বিদ্যাবিষয়ক স্বপ্নদর্শন, নিবৃত্তা, কীর্ত্তিবিষয়ক স্বপ্ন, যজ্ঞ, ন্যায়বিষয়ক স্বপ্ন, মুশিচ্চিত্র ও অশিচ্চিত্র সুখের তারতম্য.

2. Explanation of unprepared passages in prose and verse.
3. Essay-writing and letter-writing in Bengali.

Hindi.

1. Text—Ramayan by Tulsidas—Balakanda, Ayodhyakanda and Uttarakanda.
Prithvi Raja Charitra.
2. Explanation of unprepared passages in prose and verse.
3. Essay-writing and letter-writing in Hindi.

Urdu.

1. Text—Musddasi Hali—The whole.
Darbari-i-Akbari (First half.)
2. Explanation of unprepared passages in prose and verse.
3. Essay-writing and letter-writing in Urdu.

Marathi.

1. Text—महाराणी लक्ष्मीबाईचे चरित्र by D. B. Parasnis.
ज्ञानेश्वरी—१२ वा अध्याय ।
केकावली (सम्पूर्ण) ।
2. Explanation of unprepared passages in prose and verse.
3. Essay-writing and letter-writing in Marathi.

SECOND LANGUAGE.

English.

PAPER I.—*Full Marks 50.*

TEXT.

1. Prose :—

Addison—The following 10 papers from the Spectator :—

- (1) No. 1 (The author's account of himself).
- (2) No. 23 (On lampoons and satires).
- (3) No. 50 (The four Indian kings).
- (4) No. 61 (On punning).
- (5) No. 74 (On the ballad of *Chey Chase*).
- (6) No. 83 (On painters of different nationalities).
- (7) No. 135 (On characteristics of different nationalities).
- (8) No. 251 (On the street-cries of London).
- (9) No. 391 (On prayers).
- (10) No. 407 (On characteristics of Englishmen).

2. Poetry :—

Wordsworth—Selections by W. T. Webb, Part I.

PAPER II.—*Full Marks 50.*

Translation, Composition and Unprepared Passages.

1. Explanation in English of unprepared passages.
2. Translation from a vernacular into English.
3. English Composition including essay and letter-writing.

LOGIC.

ONE PAPER.—*Full Marks 50.*

Jevons' Elementary Lessons in Logic—Deductive portion only.

HISTORY.

ONE PAPER.—*Full Marks 50.*

Outlines of the Histories of Greece and Rome.

MATHEMATICS.

ONE PAPER.—*Full Marks 50.*

1. Arithmetic—The whole.
2. Algebra—Quadratic Equations, Theory of Quadratic Equations and Quadratic Expressions ; Arithmetical, Geometrical and Harmonical Progression ; Permutation and combination ; Binomial and Exponential Theorems ; Logarithms.
3. Geometry—Substance of Euclid, Books I to III and Book VI., Props. 1 to 19 according to modern methods. Euclid's demonstrations will also be accepted. Elementary properties of the parabola.
4. Plane Trigonometry—Up to the Solution of Triangles.

PHYSICS.

ONE PAPER.—*Full Marks 50.*

Velocity. Acceleration. Mass and weight. Momentum. Force. Moments. Machines. Falling bodies. Gravity. Stability. Pendulum. Fluid pressure and its characteristics and applications. Collision. Work and energy. Conversion of energy into heat.

Thermometry. Calorimetry. Hygrometry. Conduction. Cooling. Elementary notions of Steam Engine.

Rectilinear propagation of light ; shadows. Reflection. Refraction. Dispersion. Curved mirrors. Magnifying glass. Real and virtual images.

Magnetic polarity. Magnetisation and induced magnetisation. Compass needle. Freely suspended magnetic needle.

Electricity. Electrification. Electrical actions. Electroscopes. Conductors and insulators. Induced electrification. Screening action of metals. Electrophorus. Discharge phenomena. Electrical machines.

Voltaic cell—Daniell's, Grove's, Bunsen's and Standard cell. Electromotive force. Resistance. Branched circuits. Heating, chemical and magnetic action of currents. Action of currents on currents. Solenoids compared to magnetic needles. Motors. Distant signalling.

CHEMISTRY.

ONE PAPER.—*Full Marks 50.*

Study of the following substances :—

Oxygen Hydrogen Water. Carbon. Oxides of Carbon. Carbonates. Air. Nitrogen. Nitrous and Nitric Oxides. Nitric per-oxide. Nitric Acid and Nitrates. Ammonia and Ammonium salts. Chlorine, Bromine, Iodine and their principal compounds.

Silica. Silicic Acid and Silicates. Borax and Borates. Sulphur, Oxides of Sulphur. Sulphurous and Sulphuric Acids. Sulphates. Hydrogen Sulphide and Sulphides of metals.

Phosphorus. Oxides. Phosphoric Acid. Elementary Principles of Chemistry, including Atomic Theory and Atomicity.

Additional Rules to cover Special Cases.

Since the following rules had been passed, representations were received from certain quarters inviting the attention of the National Council to the need for making special provision for certain special cases of candidates desiring to present themselves at the ensuing Fifth and Seventh Standard Examinations. The authorities being satisfied that the special cases in question required to be provided for, were pleased to make the following further rules to cover such special cases.

I. The Fifth Standard Examination, 1907.

Candidates for the Fifth Standard Examination to be held by the National Council of Education, Bengal, in July, 1907 may take up Elementary Physics and Chemistry as alternative subjects in lieu of Sanskrit and Geometry. The syllabus in Physics and Chemistry for the Fifth Standard test is given below.

-PHYSICS.

Relation between mass, volume and density.

Gravitation, weight, centre of gravity, simple pendulum, laws of falling bodies. Balance.

Fluid pressure—its characteristics. Level of liquids in branched tubes. Archimedes' Law. Law of floating. Specific gravity.

Pressure of gases. Boyle's Law. Atmospheric pressure. Barometer. Balloons.

Solution, Saturation, Crystallization.

Temperature. Thermometer. Centigrade and Fahrenheit Scales.

Expansion of solids. Expansion of water. Expansion of gases. Relation of pressure, volume and temperature of gases, simple problems relating to the same.

Freezing of water. Evaporation. Boiling. Relation between boiling temperature and atmospheric pressure. Conduction. Radiation.

Light—Rectilinear propagation. Formation of shadows. Eclipses. Reflection. Images in single plane mirror and parallel plane mirrors. Kaleidoscopes. Refraction. Refractive Index. Total internal refraction and critical angle. Refraction through prisms. Decomposition of white light.

CHEMISTRY.

Preparation and properties of Oxygen, Hydrogen, Nitrogen.

Chemistry of air and water.

Varieties of Carbon. Combustion and oxidation. Burning.

Properties and preparation of Carbon dioxide and carbonates.

Ammonia, nitric acid and nitrates, nitrous oxide and nitric oxide.

Elements and Compounds. Acids. Bases. Salts. Neutralisation. Law of definite proportions. Chemical equivalents.

Books recommended.—Huxley's Introductory Primer. Balfour Stewart's Physics Primer. Roscoe's Chemistry Primer.

There shall be one paper in Physics and Chemistry carrying 75 marks, for candidates offering these subjects in lieu of Sanskrit and Geometry, and in their case the total marks in Mathematics shall be 75 (First paper, Arithmetic & Algebra—50 ; and 2nd paper, Arithmetic—25) instead of 100 as in the case of other candidates (First paper, Arithmetic and Algebra—50 and 2nd paper, Arithmetic and Geometry—50). Such candidates shall be required to secure 30 per cent. of the total marks (75) in Physics and Chemistry and also 30 per cent. of the total marks (75 in their case) in Mathematics, subject, however, to the exception applicable in the case of all, that if a candidate obtains more than 50 per cent. of the marks in any subject other than in a vernacular, 25 per cent. in place of 30 per cent., shall be deemed sufficient in his case.

The examination in Physics and Chemistry shall be a written examination and shall be held on Monday, the 1st July, 1907 from 10 A.M. to 1 P.M.

II. The Seventh Standard Examination, 1907.

At the Seventh Standard Examination held by the Council in July, 1907, *Logic* shall be optional with *History*. The subjects of that Examination shall accordingly be as follows :—

A. Compulsory Subjects :—	No. of Papers.	Time.	Full marks.
1. One of the Classical Oriental Languages—Sanskrit, Arabic and Persian—with a vernacular.	2 Papers	3 hours each.	100.

A. Compulsory Subjects :—	No. of Papers.	Time.	Full marks.
2. Second Language (English)...	2 Papers	3 hours each.	100.
3. Either Logic (Deductive) or History	1 „	3 hours	50.
B. Optional Subjects :—			
4 and 5. Any two of the following subjects :—			
(i) Either History or Logic (Deductive)	1 Paper	3 hours	50.
(ii) Physics	do.	do.	do.
(iii) Chemistry... ..	do.	do.	do.
(iv) Mathematics	do.	do.	do.

Scheme of Examinations in Technical Courses held in the first week of July, 1907.

1. There shall be Primary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Elementary Mathematics, Drawing and Surveying, Elementary Engineering, Estimating and a Workshop Course. The courses in other subjects and groups of subjects will be specified later on.

2. There shall be Secondary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Mathematics, Drawing, Surveying, Engineering, Estimating and a Workshop Course. The courses in other subjects or groups of subjects will be specified later on.

3. Two public examinations, one in the Primary Technical Course and one in the Secondary Technical Course in Mathematics, Drawing, Surveying Engineering, Estimating and a Workshop Course shall be held in the *first* week of July, 1907, on the terms and conditions and in manner hereinafter stated.

4. Candidates desirous of presenting themselves at these examinations shall apply with certificates hereinafter mentioned for permission to present themselves at these examinations. The applications in the prescribed printed forms should reach the Secretaries of the National Council of Education, at 191-1, Bowbazar Street, Calcutta, not later than the 1st day of June, 1907. Such printed forms may be obtained on application from the Secretaries.

5. Every application shall be signed by the applicant in the presence of the Superintendent of a Technical School, the Head Master of a High School or the Principal or a Professor of a College, or a member of the National Council of Education, or a legal practitioner of rank not below that of a District-Court pleader, who should certify on the application in the following manner :—

I hereby certify that.....son of.....resident of.....District.....is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be permitted to appear in the above examination.

6. A fee of Rs. 3 for the Primary, and of Rs. 5 for the Secondary Technical Examination payable in cash or by a Post office order shall accompany each application.

7. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

8. Candidates whose applications are accepted will, if unable to appear in the examination for any reasonable cause, be allowed to appear in any subsequent examination on payment of half the prescribed fee.

9. The centres for holding the examinations are Rangpur, Dacca, Calcutta and Comilla and such other places as may be notified hereafter, and the examination shall be conducted under the supervision of the members of the Council resident in those districts, or by other persons duly authorized on that behalf.

10. The examinations shall be held in the following subjects and in manner described below :—

(A) PRIMARY TECHNICAL EXAMINATION FOR 1907.

(a) For the Primary Technical test fixed by the National Council of Education, Bengal, there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of papers.	Time.	Full Marks.
(1) Mathematics	2 papers	3 hours each	200
(2) Drawing	{ (a) one paper (b) Examination of Exercises in drawing done in class and survey maps.	do	100
			200
(3) Surveying	one paper	3 hours	100
(4) Elementary Engineering.	one paper	3 hours	100
(5) Estimating	one paper	3 hours	200
(6) Workshop (Carpenter's shop)	to be fixed by the examiner		250
(7) Workshop (Blacksmith's shop)		do	250

(b) Candidates not sent up by any institution recognised by the Council are required to produce satisfactory evidence that the exercises in drawing and Survey maps referred to in subject (2) (b) were actually done by themselves. In the case of candidates sent up by an institution recognised by the Council, the certificate of the Superintendent of the Technical department of such institution is obligatory and will be deemed of itself satisfactory evidence. The exercises in drawing and the maps should be forwarded to the Secretaries with the candidate's application.

(c) For the year 1907, it will be optional with the candidates to appear in the examination in subjects (6) and (7). Special certificates will be granted to those who pass in these subjects.

(d) Answers in all the subjects may be given either in Bengali or in English.

(e) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

(f) The Primary Technical Examination will be held on the following dates and in the following order :—

Monday (1st July) ... Mathematics...	$\left\{ \begin{array}{l} 1st\ paper—Arithmetic\ and\ Geometry, \\ \text{from 10 A.M. to 1 P.M.} \\ 2nd\ paper—Mensuration, from 2 P.M. to \\ 5 P.M. \end{array} \right.$
Wednesday (3rd July) ... Drawing and Surveying	$\left\{ \begin{array}{l} 1st\ paper—Drawing, from 10 A.M. to 1 P.M. \\ 2nd\ paper—Surveying, from 2 P.M. to 5 P.M. \end{array} \right.$
Thursday (4th July) ... Engineering & Estimating	$\left\{ \begin{array}{l} 1st\ paper—Engineering, from 10 A.M. to \\ 1 P.M. \\ 2nd\ paper—Estimating, from 2 P.M. to \\ 5 P.M. \end{array} \right.$
Friday (5th July) ... Carpenter's shop.	
Saturday (6th July) ... Blacksmith's shop.	

DETAILS OF SUBJECTS FOR THE PRIMARY TECHNICAL EXAMINATION FOR 1907.

MATHEMATICS.

PAPER I.—(*Full Marks 100.*)

Arithmetic and Geometry.

- A. Arithmetic—the Four Rules, Vulgar and Decimal Fractions, Proportion.
- B. Geometry—Books I to IV.

PAPER II.—(*Full Marks 100.*)

Mensuration—the whole.

DRAWING.

ONE PAPER.—(*Full Marks 100.*)

Printing, Linear Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, and Isometric Projection.

SURVEYING.

ONE PAPER.—(*Full Marks 100.*)

Surveying with chain, compass and plane table ; cadastral survey ; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 100.*)

Building materials, building construction, roads.

ESTIMATING.

ONE PAPER.—(*Full Marks 100.*)

Simple estimate of Earth-work, Brick-work, Wood-work, Plastering &c.

WORKSHOP COURSE.

					<i>Full Marks.</i>
Carpenter's shop	...	...	...	...	250
Blacksmith's shop	...	...	...	...	250

Candidates will be required to prepare simple articles.

SECONDARY TECHNICAL EXAMINATION FOR 1907.

(a) For the Secondary Technical Examination to be held by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

	Subjects.	No. of Papers.	Time.	Full Marks.
(1)	Mathematics . .	... 3 papers	3 hours each	450
(2)	Drawing ...	... { (a) one paper (b) Examination of exercises in Drawing done in class and survey maps }	3 hours	100 300
(3)	Surveying ...	... one paper	3 hours	100
(4)	Engineering ...	... one paper	3 hours	150
(5)	Estimating ...	... one paper	3 hours	100
(6)	Workshop (Carpenter's shop)		to be fixed by the examiner }	500
(7)	Workshop (Blacksmith's shop)		do,	500

(b) Candidates not sent up by any institution recognised by the Council are required to produce satisfactory evidence that the exercises in Drawing and Survey maps referred to in subject (2) (b) were actually done by themselves. In the case of candidates sent up by an institution recognised by the Council, the certificate of the Superintendent of the Technical Department of such institution is obligatory and will be deemed of itself satisfactory evidence. The exercises in Drawing and the maps should be forwarded to the Secretaries with the candidate's application.

(c) For the year 1907, it will be optional with the candidates to appear in the examination in subjects (6) and (7). Special certificates will be granted to those who pass in these subjects.

(d) Answers in all the subjects may be given either in Bengali or in English.

(e) In order to pass the examination, a candidate must obtain at least 30 per cent. of the full marks in each of the subjects, 1, 2, 3, 4 and 5. Candidates obtaining 50 per cent. and upwards of the aggregate marks in those subjects shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

(f) The Secondary Technical Examination will be held in the following order :—

Monday (1st July) ... Mathematics...	{	<i>1st paper</i> —Arithmetic and Algebra, from 10 A.M. to 1 P.M.
		<i>2nd paper</i> —Geometry and Mensuration, from 2 P.M. to 5 P.M.
Tuesday (2nd July)... Mathematics ... Trigonometry and Logarithms, from 10 A.M to 1 P.M.		
Wednesday (3rd July) Drawing and Surveying	{	<i>1st paper</i> —Drawing, from 10 A.M. to 1 P.M.
		<i>2nd paper</i> —Surveying, from 2 P.M. to 5 P.M.
Thursday (4th July) ... Engineering & Estimating	{	<i>1st paper</i> —Engineering, from 10 A.M. to, 1 P.M.
		<i>2nd paper</i> —Estimating, from 2 P.M. to 5 P.M.
Friday (5th July) ... Carpenter's Shop.		
Saturday (6th July) ... Blacksmith's Shop.		

DETAILS OF SUBJECTS FOR THE SECONDARY TECHNICAL
EXAMINATION FOR 1907.

MATHEMATICS.

PAPER I.—(*Full Marks 150*).

Arithmetic and Algebra.

- (A) Arithmetic (the whole).
- (B) Algebra—to the end of Quadratic Equations ; Ratio and Proportion.

PAPER II.—(*Full marks 150*).

Geometry and Mensuration.

- (A) Geometry—Euclid—Books I—IV and Book VI.
- (B) Mensuration—of Plane and Solid figures.

PAPER III.—(*Full Marks 150*).

Trigonometry and Logarithms.

Plane Trigonometry—to the end of Solution of Triangles.
Properties and use of Logarithms.

DRAWING.

PAPER I.—(*Full Marks 100*).

Printing, Linear Drawing, Geometrical Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, Isometric Projection.

SURVEYING.

ONE PAPER.—(*Full Marks 100*).

Surveying with chain, compass, and plane table ; cadastral survey ; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 150*).

Building materials, building construction, roads.

ESTIMATING.

ONE PAPER.—(*Full Marks 100*).

Estimate of a Simple Culvert, a Simple House, Earthwork in roads.

WORKSHOP COURSE.

CARPENTER'S SHOP.—(*Full Marks 500*).

Candidates will be required to show that they know how to use and handle properly the tools used for the purpose of carpenter's and joiner's work by preparing simple articles of furniture such as stools, small almirahs, panel doors, benches, framework of hand-loom &c.

BLACKSMITH'S SHOP.—(*Full Marks 500*).

Candidates will be required to prepare simple articles.

The following gentlemen have been appointed to set papers for the two examinations :—

1. Mathematics—Sir Goorop Das Banarjee Kt., M.A., D.L.
 2. Drawing and Surveying— $\left\{ \begin{array}{l} \text{Babu Gagan Chandra Biswas, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \\ \text{Babu Manindra Nath Banerjee, Lecturer, Ben-} \\ \text{gal National College.} \end{array} \right.$
 3. Engineering and Estimating— $\left\{ \begin{array}{l} \text{Babu Netai Govind Chowdhury, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \\ \text{Babu Manindra Nath Banerjee, Lecturer,} \\ \text{Bengal National College.} \end{array} \right.$
 4. Workshop—Mr. B. B. Ranade, L.M.E., Superintendent, Technical Department, Bengal National College.
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Scheme of Examinations to be held in 1908, by the National Council of Education, Bengal.

GENERAL RULES.

I. Two public examinations of the Fifth and the Seventh Standards of the National Council of Education, Bengal, corresponding respectively to the Matriculation and Intermediate in Arts standards of the Indian Universities shall be held in the third week of June, 1908, on the dates and in manner hereinafter stated.

II. Candidates for the Fifth and Seventh Standard Examinations shall be of two Classes *viz.* *Internal* i.e. those who are sent up by institutions affiliated to or recognised by, the National Council of Education, Bengal and *External* or private.

III. External candidates desirous of presenting themselves at these examinations shall apply with certificates hereinafter mentioned for permission to present themselves at these examinations. Every such application shall be signed by the applicant in the presence of a Head master of a High School, or a Principal or Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not lower than that of a District Court pleader who should certify on the application in the following manner :-

I hereby certify that.....son of.....resident of
.....District.....is known to me to be the person signing
this application and I know nothing against his moral character and believe
him to possess sufficient fitness to be permitted to appear in the above exami-
nation.

IV. In the case of Internal candidates the applications must be certified
to by the head of the institution by which they are sent up.

V. All applications in the prescribed printed forms should reach the Secre-
taries of the National Council of Education, Bengal, at No. 166, Bowbazar
Street, Calcutta, not later than the 15th May, 1908. Such printed forms may
be obtained on application from the Secretaries.

VI. A fee of Rs. 6 for the Fifth Standard and Rs. 10 for the Seventh Standard Examination payable in cash or by a Post Office order shall accompany the applications.

VII. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

VIII. Candidates whose applications are accepted will, if unable to appear in the examination for any reasonable cause, be allowed to appear in any subsequent examination on payment of half the prescribed fee.

IX. The centres for holding the Fifth Standard examination are Calcutta, Dacca, Rangpur, Comilla, Bankipur, Benares, Amraoty, Agra and Lahore and such other places as may be notified hereafter, and the examinations shall be conducted under the supervision of the members of the Council who represent those districts, or by other persons duly authorised on that behalf. Calcutta shall be the only centre for holding the Seventh Standard examination.

Special Rules for the Fifth Standard Examination, 1908.

(a) For the Fifth Standard test fixed by the National Council of Education, Bengal, there shall be the following subjects, papers, time and marks attached thereto.

Subjects	No. of papers.	Time.	Full marks.
(1) One of the three classical oriental languages—Sanskrit, Persian and Arabic—with a Vernacular.	2 papers	3 hours each	100.
(2) Second Language (<i>English</i>)			
(3) Mathematics			
(4) History and Geography			

(b) In subject (1), Bengali, Hindi, Urdu and Marathi shall be the only recognised vernaculars.

(c) Answers in Sanskrit may be written either in Devanagari or in Bengali character.

(d) In Subjects (3) and (4) there shall be no fixed text-books and answers may be given in the candidate's own vernacular or in English.

(e) The Fifth Standard Examination shall be held on the following dates and in the following order :—

Monday (15th June)— Oriental Language.	{	1st Paper—Text and Grammar, 10 A.M. to 1 P.M. 2nd Paper—Vernacular—Text and Translation and Composition in vernacular, from 2 P.M. to 5 P.M.
Tuesday (16th June)— Second Language (English).	{	1st Paper—Text and Grammar, from 10 A.M. to 1 P.M. 2nd Paper—Unseen Passages, Translation and Composition, from 2 P.M. to 5 P.M.
Wednesday (17th June)— Mathematics. ...	{	1st Paper—Arithmetic and Algebra, from 10 A.M. to 1 P.M. 2nd Paper—Arithmetic and Geometry, from 2 P.M. to 5 P.M.
Thursday (18th June)— History and Geography	{	1st Paper—History, from 10 A.M. to 1 P.M. 2nd Paper—General and Physical Geography, 2 P.M. to 5 P.M.

(f) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject ; but in the subject of an oriental language with a vernacular at least 30 per cent. of the marks in each paper must be secured for a pass. If, however, a candidate obtains more than 50 per cent. of the full marks in any subject other than oriental language, or in the first paper as well as in the aggregate in oriental language, 25 per cent. in place of 30 per cent. in the other subjects or papers required by the foregoing rule, shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE FIFTH STANDARD EXAMINATION, 1908.

ORIENTAL LANGUAGES.

PAPER I.—*Full Marks 50.*

TEXT AND GRAMMAR.

Sanskrit.

Portions as specified below of ऋजुपाठ, Part III by Pandit Ishwar Chandra Vidyasagara.

(A) PROSE—चितोपदेशः ।

(B) POETRY—

(a) विष्णुपुराणम्—प्रबोधपाख्यानम् ।

(b) महाभारतम्—धृतराष्ट्रविलापः ।

2. Translation from English into Sanskrit.
3. Sanskrit Grammar and Composition.

Arabic.

Arabic Selections for the Entrance Examination for 1908 of the Calcutta University compiled by Shamsul Ulama Moulvi Ahmad.

(A) Prose pp. 1—31 (both inclusive).

(B) Poetry pp. 41—52 (both inclusive).

2. Translation from English into Arabic.
3. Arabic Grammar and Composition.

Persian.

1. New Persian Selections for the Entrance Examination for 1904 – 1908 of the Calcutta University compiled by Shamsul Ulama Moulvi Ahmad.

(A) Prose pp. 1—31 (both inclusive).

(B) Poetry pp. 49—71 (both inclusive).

2. Translation from English into Persian.
3. Persian Grammar and Composition.

VERNACULAR.

*PAPER II.—Full Marks 50.

Bengali.

1. Text—Prose—सौतार वनवास by Iswar Chandra Vidyasagar.
Poetry—The following poems by Hem Chandra Banerjee.
(१) भारतभिक्षा (लज्जि शय्यातल...दिवानिशि नयन भरे) ; (२) भारतविलाप ;
(३) मन्दसाधन ; (४) कालचक्र ; (५) गङ्गा ; (६) दुर्गात्सव ; (७) जीवनमरोचिका ।
2. Explanation of unprepared passages from modern Bengali.
3. Translation from English into Bengali.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Bengali.

Hindi.

1. Text—रामायण by Tulsidas—अयोध्याकाण्ड .
चरितावली by Harish Chandra.
2. Explanation of unprepared passages in Hindi.
3. Translation from English into Hindi.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Hindi

Urdu.

1. Text.—Revised Selections by Shams-ul-Ulama Ahmad for the Entrance Examination for 1908 of the Calcutta University.
2. Explanation of unprepared passages in Urdu.
3. Translation from English into Urdu.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Urdu.

Marathi.

1. Text—Prose—Amachya Deshachistheti by Chiplunkar.
Poetry—केका by Moropant ;
नीतिशतक by Vaman.
2. Explanation of unprepared passages in Marathi.
3. Translation from English into Marathi.
4. Essay-writing, correction of errors, letter-writing, summarising &c. in Marathi.

SECOND LANGUAGE.**English.****PAPER I.—Full Marks 50.****TEXT AND GRAMMAR.**

1. Text—
 - (A) Prose—(a) Lamb's Tales from Shakespeare — "The Merchant of Venice".
(b) Johnson's Rasselas. Chapters I—XXII.
 - (B) Poetry—(a) Southey's "Among my Books".
(b) Gray's "Elegy written in a Country Churchyard."
(c) Bryant's "Blessed are they that Mourn".
2. English Grammar.

PAPER II.—Full Marks 50.**Unprepared Passages, Translation and Composition.**

1. Explanation in English of unprepared passages in English.
2. Translation from the candidate's vernacular into English.
3. English Composition including Essay-writing and letter-writing.

Mathematics.**PAPER I.—Full Marks 50.**

1. Arithmetic (the whole).
2. Algebra—up to simple equations, ratio and proportion.

PAPER II.—Full Marks 50.

1. Arithmetic (the whole).
2. Geometry—The substance of Euclid, Books I to III according to modern methods. Euclid's demonstrations will also be accepted.

History and Geography.PAPER I.—*Full Marks 50.*

1. General knowledge of the History of India.
2. General knowledge of the History of England.

PAPER II.—*Full Marks 50.*

1. A General knowledge of the geography of the four quarters of the Globe and a special knowledge of the geography of India.
2. Elementary Physical Geography.
3. Map-drawing.

Special Rules for the Seventh Standard Examination, 1908.

For the Seventh Standard test fixed by the National Council of Education, Bengal, the candidates may offer either (I) the Secondary Literary Course, or (II) the Secondary Scientific Course.

I. The Secondary Literary Course.

	Subjects.	No. of Papers.	Time.	Full Marks.
1.	An Oriental Classic—Sanskrit, Arabic or Persian—			
(i)	Text and Grammar—			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... „	... „	... 50
(ii)	Translation and composition—			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... „	... „	... 50
2.	Any one of the following groups, A, B, and C.			
	A. History and Economics—			
(i)	History—			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... „	... „	... 50
(ii)	Principles of Economics—			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... „	... „	... 50
(iii)	Indian Economics (Descriptive and Historical)			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... 1 paper	... „	... 50
	B. Psychology and Ethics—			
(i)	Psychology (Eastern System)			
(a)	Written	... 1 paper	... 3 hours	... 50
(b)	Oral	... „	... „	... 50

	Subjects.	No. of Papers.	Time.	Full Marks.
(ii)	Psychology (Western system)			
	(a) Written	... 1 paper ...	3 hours	... 50
	(b) Oral	... „ ...	...	... 50
(iii)	Ethics (Eastern and Western Systems)			
	(a) Written	... 1 paper ...	3 hours	... 50
	(b) Oral	... „ ...	...	... 50
C. Pali, Hindi and Marathi—				
(i)	Pali—			
	(a) Written	... 1 paper ...	3 hours	... 50
	(b) Oral	... „ ...	...	... 50
(ii)	Hindi—			
	(a) Written	... 1 paper ...	3 hours	... 50
	(b) Oral	... „ ...	...	... 50
(iii)	Marathi—			
	(a) Written	... 1 paper ...	3 hours	... 50
	(b) Oral	... „ ...	...	... 50

[Candidates whose vernacular is *Marathi* must take up *Bengali*.]

3. Essay—

- | | | | | |
|------|---------------|-------------|-------------|--------|
| (i) | In English | ... 1 paper | ... 3 hours | ... 50 |
| (ii) | In Vernacular | ... „ | ... „ | ... 50 |

[*Bengali, Hindi, Urdu and Marathi* shall be the only recognised vernaculars for the purposes of this examination.]

- (a) Answers in Sanskrit may be written either in Devanagari or in Bengali character.
- (b) Answers in History, Economics, Psychology and Ethics may be given in English or in one of the following recognised vernaculars, Bengali, Hindi, Urdu and Marathi.
- (c) Answers in Pali may be given either in Pali or in English.
- (d) The Essay in English and the Essay in the vernacular shall be on one or more of the subjects offered by the candidate.
- (e) In order to pass the Examination a candidate must obtain at least 30 per cent. of the total marks in each of the subjects 1, 2 and 3. If, however, a candidate obtains more than 50 per cent. of the full marks in any subject, 25 per cent. in place of 30 per cent. in the other subjects or papers required by the foregoing rule shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. of the marks and upwards in the Second Division and the remaining successful candidates in the Third Division.

II. The Secondary Scientific Course.

Subject.	No. of Papers.	Time.	Full Marks.
1. Physics and Chemistry—			
(i.) Physics—			
(a) Theoretical	... 1 paper	... 3 hours	... 50
(b) Practical	... „	... 3 hours	... 50
(ii.) Chemistry :—			
(a) Theoretical	... 1 paper	... 3 hours	... 50
(b) Practical	... „	... 3 hours	... 50
2. Any one of the following groups A and B—			
A. (i.) Mathematics	... 2 papers	... 3 hours each	100
(ii.) Drawing	} ... 1 paper	... 3 hours	... 50
(including exercises done in class)			
(iii.) Mechanics & Steam Engine	do.	do.	... 50
(iv.) Workshop Practice—	„	...	...
(a) Carpenters' shop		... 6 hours	... 50
(b) Blacksmiths' shop		... do.	... 50
B. (i.) Biology—			
(a) Zoology—			
Theoretical	... 1 paper	... 3 hours	... 50
Practical	... „	...	... 50
(b) Botany—			
Theoretical	... „	... 3 hours	... 50
Practical	... „	...	... 50
(ii.) Physiology—			
Theoretical	... „	... 3 hours	... 50
Practical	... „	...	... 50
3. Essay—			
(i.) English	... 1 paper	... 3 hours	... 50
(ii.) Vernacular.	... „	... „	... 50

(*Bengali, Hindi, Urdu and Marathi* shall be the only recognised vernaculars for the purposes of this examination).

(a) Answers in the theoretical papers may be given in English or in one of the following vernaculars, *viz.* Bengali, Hindi, Urdu and Marathi.

(b) Oral Examination shall form a part of Practical Examination in all subjects including Workshop Practice.

(c) The Essay in English and the Essay in the Vernacular shall be on one or more of the subjects offered by the candidate.

(d) In order to pass the Examination a candidate must obtain at least 30 per cent. of the total marks in each of the subjects 1, 2 and 3. If, however, a candidate obtains more than 50 per cent. of the full marks in any subject, 25 per cent. in place of 30 per cent. in the other subjects or papers required by the foregoing rule shall be deemed sufficient in his case. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. of the marks and upwards in the Second Division, and the remaining successful candidates in the Third Division.

DETAILS OF SUBJECTS FOR THE SEVENTH STANDARD EXAMINATION (LITERARY COURSE).

ORIENTAL CLASSIC.

PAPER I.—*Full Marks 50.*

Written Examination.

Sanskrit.

1. Text—Raghuvansam—Cantos I to IV.
2. Grammar—The Examination will be confined to testing a general knowledge of grammar by questions arising out of the Text-book.

Arabic.

1. Selections by Lt.-Col. G. S. A. Ranking, M.D., I.M.S., for the First Examination in arts for 1908 of the Calcutta University.

Prose *pp.* 1—73. Poetry *pp.* 186—215.

2. Translation from English into Arabic.
3. Arabic Grammar and Composition.

Persian.

1. New Selections by Shamsul Ulma Moulvi Ahmad for the First Examination in Arts for 1904 to 1908 of the Calcutta University.

Prose *pp.* 1—33. Poetry *pp.* 70—96.

2. Translation from English into Persian.
3. Persian Grammar and Composition.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I.

PAPER III.—*Full Marks 50.*

Sanskrit, Arabic or Persian.

Written Examination.

1. Translation from English into Sanskrit, Arabic or Persian.
2. Correction of Errors.
3. Original Composition.

PAPER IV.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper III.

History and Economics.

HISTORY.

PAPER I.—*Full Marks 50.*

Written Examination.

1. A general knowledge of the histories of Greece and Rome.
2. History of England studied with special reference to the following points.
 - (i.) The rise and progress of England's power.
 - (ii.) England's work and success specially in India.
3. Elementary notions of the rights and duties of citizenship as illustrated in the history of India.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I.

PRINCIPLES OF ECONOMICS.

PAPER I.—*Full Marks 50.*

Written Examination.

Elementary Principles of Economics as in Syme's Political Economy for Beginners.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the Subject mentioned under paper I.

INDIAN ECONOMICS.

PAPER I.—*Full Marks 50.*

Written Examination.

1. Lectures on the study of Economics with special reference to the industrial needs of India.

(Text-book—Glyn Barlow's "Industrial India" published by Messrs. Natesan & Co., Madras).

2. A description of the economic features and framework of India with a view to familiarize the students with those conditions and aspects of Indian life which are to be interpreted in the light of the science of Economics. This will include the following heads :—

- i. Physical features and population.
- ii. Sources of wealth.

- iii. Weight and measures, currency, exchange, insurance and banking.
- iv. Organisation of village industries.
- v. Rural and urban occupations :—

Agriculture—landholders, tenants, farm-servants, field-labourers. Stock-owners, milkmen and herdsmen. Grain dealers and money-lenders. Cotton-weavers, Silk-worm rearers and silk-weavers. Goldsmiths and blacksmiths. Potters. Tailors. Carpenters. Oil-pressers. Leather-workers and drummers. Vegetable and fruitsellers. Workers and dependents. Female occupations. Priests, astrologers, mendicants. Barbers and washermen. Brass, copper and bell-metal workers. Grocers and confectioners, &c., &c.

- vi. Factories, and workshops.
- vii. Mines, (esp. collieries) and plantations.
- viii. Imports and exports.
- ix. Ports, harbours and shipping.
- x. Customs, tariffs.
- xi. Communications—railways, postal and telegraph systems, rivers, roads and canals.
- xii. Miscellaneous information.

(Text-book :—Tozer's "British-India and its Trade")

- 3. A knowledge of the economic History of India as in R. C. Dutt's "Economic History of India".

PAPER II.—*Full Marks 50.*

Oral Examination.

On the Subjects mentioned under Paper I.

Psychology.—*Eastern System.*

PAPER I.—*Full Marks 50.*

SYLLABUS.

I. Subject matter of Psychology. Its essentially subjective character. Its connexion with Philosophy or Metaphysics. Relation between Psychology and Ethics.

II. Fundamental philosophical notions.

- (a) Two aspects of things—व्यवहारिक, (Phenomenal, empirical) and पारमार्थिक, (Noumenal, transcendental, metaphysical, rational).
- (b) चित् (Chit) and जड़ (Jada).
- (c) आत्मन् (Atman) and जगत् (Jagat) ; प्रकृति.
- (d) Upadhis (उपाधि) and Gunas (गुण) ; Manas (मनः) ; Indriyas (इन्द्रिय) and Tanmatras (तन्मात्र) ; Visayas (विषय) or Artha (अर्थ) ; Koshas (कोष) ; Pranas (प्राण) and Bhutas (भूत).
- (e) The Gunas (गुण) and Manas. Various types of individual mind as affected by gunas (गुण),—Sattwik (सात्त्विक), Rajasic (राजसिक) and Tamasik (तामसिक) ; Varieties of Sub-types.

III. *Manas* (मनः)—Its characteristic Vrittis (वृत्ति) or functions, viz. Knowing, Feeling and Striving; *Manas* as a central organ. Views of different schools.

IV. The *Indriyas* (इन्द्रिय)—*Jnanendriyas* (the five afferent senses of hearing, touch, sight, taste and smell); *Karmendriyas*—(the five efferent or acting senses of speaking, grasping, going, evacuating and generating). *Manas* as an inner (central) organ; *Indriyas* and *Visaya* (विषय) or the objective environment; their correlation.

V. (a) Consciousness—Two stages (1) निर्विकल्पक (Indeterminate, without connotation and denotation), (2) सविकल्पक (the ordinary self-consciousness with connotation and denotation).

VI. Methods of Investigation :—Twofold :

(1) By a process of partial or complete abstraction—(योगज) Transcendental.

(2) By a process of reflection or introspection—(मनन) Empirical.

Characteristic distinction between the two methods of investigation.

VII. The *pramanas* (प्रमाण) or the sources or instruments of knowledge : views of the different schools.

VIII. Classification of knowledge (empirical) —

(a) Knowledge through *Anubhava* (अनुभव).

(b) Knowledge through retention and representation—(स्मृति).

(c) Knowledge through recognition—(प्रत्यभिज्ञान).

IX. Knowledge through *Anubhava* (अनुभव) its classification.

(a) Knowledge through sensuous perception

(प्रत्यक्ष—स्पर्शन, स्पर्श, श्रवण, वासुष, घ्राण)

(b) Knowledge through *Manas* perception—(प्रत्यक्ष)—the mind's awareness of its states of feeling, knowing and striving.

(c) Knowledge through *Samanyalakshana* (सामान्यलक्षण)—(प्रत्यक्ष).

(d) Knowledge through *Jnanalakshana*—(ज्ञानलक्षण)—(प्रत्यक्ष).

(e) Knowledge through *Anumiti* (अनुमिति) (Inferential knowledge) —divided into three classes,—

(1) पूर्ववत्, (2) शेषवत्, (3) सामान्यतोदृष्ट;

Another classification :—

(1) केवलान्वयी, (2) केवलव्यतिरेकी, (3) अन्वयव्यतिरेकी;

(f) Knowledge through *Upamiti* (उपमिति)—Analogy.

(g) Knowledge through *Shabda* (शब्द)—(Testimony or trustworthy affirmation). Views of different schools.

X. *Manas*—Its function of feeling. Classification of feelings—

(a) Self-regarding (भोगमूलक) or the lower feelings—सुख, दुःख, (pleasure and pain)—इच्छा, द्वेष, (Desire and aversion).

(b) Other-regarding feelings—(सात्त्विक)—मैत्री, (affection towards equals),—करुणा, (affection towards inferiors),—सुदिता, (To be glad to see others happier)—उपेक्षा,—(To be indifferent to the objects of hatred): and the like.

(c) Sentiments—(Natural)—

attraction for the True (सत्य).

attraction for the Good (शिव).

attraction for the Beautiful (सुन्दर).

(d) Spiritual Emotions :—

(1) Born of a desire for practising शम, (चन्तरिन्द्रिय-प्रत्याहार).

(2) Born of a desire for practising दम, (प्रत्याहार).

(3) Born of a desire for practising उपरति, (वासनानिवृत्ति).

(4) Born of a desire for practising तितिक्षा (चम, सहिष्णुता).

(e) Higher spiritual emotion—

Born of a desire for salvation (सुसुक्ष्म).

XI. Manas—Its function of Volition—

(1) इष्टसाधनताज्ञान—(the idea that it will conduce to the attainment of the Good, attainment of pleasure or the cessation of pain).

(2) इच्छा (Desire for the Good).

(3) कृतिसाध्यताज्ञान (the idea that the good is attainable by effort).

(4) चिकीर्षा (Desire for action).

(5) उपादानप्रत्यक्ष—(Perception of means).

(6) यत्न (Effective will)—divided into two classes—प्रवृत्त्याख्य and निवृत्त्याख्य.

(7) चेष्टा—(Bodily movement).

(8) Conflict of desires—

इष्टसाधनताज्ञान and द्विष्टसाधनताज्ञान, बलवद्विष्टसाधनताज्ञान, बलवद्विष्टसाधनताज्ञान ।

PAPER II.—Full Marks 50.

Oral Examination.

On the subjects mentioned under Paper I.

Psychology—Western System.

PAPER I.—Full Marks 50.

SYLLABUS.

The subject matter of Psychology.

Method and Data of Psychology.

Subjective Processes : Ultimate division of ; their correlation.

Body and Mind.

Senses and Sensations. Stimulus and Sensation

Attention.

Retention, Association, Reproduction.

Development of Mind. Child's Development.

Perception of External Objects and Relations of the Self.

Imagination—Idea—Memory—Ideal Construction—Conception—Expectation—Reasoning—Belief.

Language.

The World and the Self.

Feeling. Pleasure and Pain.

Emotion.

Sentiments.

Actions : Reflexion—Spontaneous—Instinctive—Voluntary. Habit.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I.

Ethics—*Eastern and Western Systems.*

PAPER I.—*Full Marks 50.*

INDIAN ETHICS.

I. Foundation of Ethics (धर्ममूलम्).

II. Man—His essentially Spiritual nature ; his desire for enjoyment. (भोग-
वासना).

III. The principle of प्रवृत्ति, (outgoing tendencies for enjoyment ; passion)
and the principle of निवृत्ति, (Dispassion, Self-realisation,—the realisation of his
essentially spiritual nature) in man. Conflict between the two principles ;
hence the ethical problem.

IV. (a) Different stages of Spiritual development—(अधिकारभेद) cor-
responding to the relative preponderance of the प्रवृत्ति (भोगमूलक)
and निवृत्ति elements in man.

(b) Classification of human natures—सात्त्विक (Highest), राजसिक, तामसिक,
(Lowest).

(c) Corresponding gradations in powers and capacities.

(d) Corresponding gradations in powers of self-determination.

V. Conduct.

(a) Origin and classification—

(1) प्रवृत्तिमूलक, (2) निवृत्तिमूलक.

Also according to classification of Natures—सात्त्विक, राजसिक and तामसिक.

(b) Development—Progressive quality of conduct corresponding to
the progressive evolution of nature.

(c) Code of Conduct as prescribed for the different *Varnas* and the
different *Asramas* in ancient India. The meaning of *Varna*
(वर्ण) and *Asrama* (आश्रम).

VI. (a) Man and his power of self-determination, of conduct—its direction
in relation to—

(1) प्रवृत्तिमूलक conduct, (2) निवृत्तिमूलक conduct. Power of self-
determination and the Law of Karma.

(b) The element of कर्तृत्वभिमान in man. The अभिमान and its varying
influence on the सात्त्विक, राजसिक and तामसिक natures.

- (c) The element of **आत्मसमर्पण**, (the dedication or consecration of the limited self to the Infinite) in man. The class of natures in which this element is most predominant.

VII. Man—His sense of responsibility for conduct (Moral obligation)—

- (a) The meaning of responsibility—Ideas of merit **पुण्य** and guilt **पाप** ; rewards and punishments (**दण्ड**).
- (b) The Law of Karma : How far it affects the question of man's responsibility and of punishment and reward. **दैव** and **पुरुषकार**.
- (c) Sense of Responsibility—how far absolute in its character or whether differing at different stages of spiritual development. (**सात्त्विक, राजसिक and तामसिक**).

VIII. The Ethical end—The *Summum bonum* according to the different schools, **निःश्रेयस, आत्यन्तिक दुःखनिवृत्ति, and मोक्ष**.

IX. Progressive realisation of the Ethical end. The proximate end and the ultimate end.

X. Realisation of the Proximate end.

(1) First stages of Ethical life—enjoyment of the fruits of acts (**प्रवृत्तिमूलक नीति, प्रवृत्त्याख्यधर्म**).

- (a) For the individual.
- (b) For the family and relations and community.
- (c) For humanity.

(2) The cultivation of fundamental virtues—**ब्रह्मचर्य, शौच** (**वायिक, वाचनिक, मानसिक, सत्य**), **अस्तेय, अहिंसा**, and the performance of prescribed duties (**विहित कर्मा-नुष्ठान**) and abstention from forbidden acts (**निषिद्धवर्जन**).

(3) **चित्तशुद्धि** The gradual development of self-control or the control of the senses and the mind.

XI. Realisation of the ultimate end—

- (a) Renunciation of the fruits of acts—**निवृत्तिमूलक नीति, निवृत्त्याख्य धर्म** ;
- (b) **योग, ज्ञान, भक्ति** ;
- (c) Self-realisation : Realisation of the Infinite.

Western Ethics.

Definition and Scope of Ethics.

Method and Data of Ethics. Ethical Science.

Actions :—Moral and Non-moral.

Desire—Motive—Intention—Volition.

Moral consciousness : Elements of.

Moral Sentiment.

Moral judgment : Nature, Method and Object of.

Moral Faculty. Moral Obligation.

Ethical Standards.

Individual and Society.

Moral Institutions.

Duties and Virtues. Moral Progress. Moral Ideal.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I.

GROUP C.

Pali.

PAPER I.—*Full Marks 50.*

Written Examination.

- (1) Text—Poetry—Dhammapada, Chapter VIII.
Prose—Anderson's Pali Reader, Stories nos. 1 to 13 and 20 to 25.
- (2) Grammar.
- (3) Translation into Pali and correction of Errors.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the Subjects mentioned under paper I.

Hindi.

PAPER I.—*Full Marks 50.*

Written Examination.

- (1) Text—Poetry—सुन्दरकाण्ड of रामायण by Tulsidas.
Prose—सत्यहरिचन्द्रनाटक by Harishchandra.
- (2) Grammar—A knowledge of modern Hindi Grammar.
- (3) Translation, and Composition.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the Subjects mentioned under paper I.

Marathi.

PAPER I.—*Full Marks 50.*

Written Examination.

- (1) Text—Marathi Fifth Book.

Prose—राणीचा जाहीर नामा, सहल करून येणे, प्रसंगावधान, ताजमहाल, अर्थशास्त्र —
भाण्डवलाविषयी, वेरुलाजवळचीं लेणी, अहल्याबाई होलकरीण, डोळ्याचा रचने-
विषयी देवाचे चातुर्य, अर्थशास्त्र अमविभाग, स्त्रायांची शक्ति.

Poetry—अभंग तुकारामाचे, श्रीव्या दासवीधांतील नरदेहप्रशंसा, कुशलव्याख्यान—भाग १ला, २रा, ३रा, चार्था मोरापंतो उत्तरगीयहण—भाग १ला, २रा, शिष्यास गुरुचा उपदेश.

(2) Grammar.—वाल्मीकि व्याकरण—Book II. by Joshi.

(3) Translation and Composition.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I.

Bengali.

(For candidates whose vernacular is Marathi,

PAPER I.—*Full Marks 50.*

Written Examination.

(1) Text—Prose—Charupatha Part I by Akshay Kumar Datta.

The following pieces :—

विद्याशिक्षा, चांग्रियगिरि, पितामातार प्रति व्यवहार, जलप्रपात, स्वदेशीर
शौद्धिसाधन, शारीरिक स्वास्थ्यविधान, नीतिसूत्र.

Poetry—Krittivasa's Ramayana edited by Jogendra Chandra Basu, the following pieces :—

रामायणेर उत्पत्ति, श्रीरामचन्द्र, सीतादेवी एवं लक्ष्मणेर वनगमन,
श्रीरामचन्द्रेर विलाप जो सीता अन्वेषण, सीतार पातालप्रवेश.

(2) Translation and Composition.

PAPER II.—*Full Marks 50.*

Oral Examination.

On the subjects mentioned under Paper I

II. The Secondary Scientific Course.

PHYSICS.

PAPER I.—*Full Marks 50.*

Theoretical.

Velocity. Acceleration. Mass and weight. Momentum. Force. Moments. Machines. Falling bodies. Gravity. Stability. Pendulum. Fluid pressure and its characteristics and applications. Collision Work and energy. Conversion of energy into heat.

Vibratory movements. Propagation through air. Pitch and loudness of sound. Vibration of strings and columns of air. Relation of pitch to length. Resonance. Chladni's figures with vibrating plates.

Thermometry. Calorimetry. Hygrometry. Conduction. Cooling. Elementary notions of Steam Engine.

Rectilinear propagation of light. Shadows. Reflection. Refraction. Dispersion. Curved mirrors. Magnifying glass. Real and virtual images.

Ganot's "Popular Natural Philosophy" is recommended.

PHYSICS.

PAPER II.—*Full Marks 50.*

Practical.

(Oral—12, Manipulation, method & result—38).

Construction of Scales.

Use of verniers, Screw-gauge, Callipers and Spherometer. Measurement of area by dividing the area into millimetre squares.

Measurement of volume of a solid by liquid displacement.

Simple pendulum and determination of "g".

Specific gravity by Hydrostatic Balance, by hydrometer, by specific gravity flask, and by Hare's apparatus.

Barometer (reading without correction).

Boyles' Law apparatus.

Heat :—

Determination of the melting point of wax or paraffin.

" Specific heat.

" Latent heat.

" Dew point.

Light :—

Verification of the Laws of reflection and refraction by pin-method:

Determination of the angle of a prism by do.

" Index of Refraction of a glass plate and a prism do.

" Radius of curvature of a concave mirror by do.

" Focal length of lenses.

CHEMISTRY.

PAPER I.—*Full Marks 50.*

Theoretical.

Study of the following substances :—

Oxygen. Hydrogen. Water. Carbon. Oxides of Carbon. Carbonates. Air. Nitrogen. Nitrous and Nitric Oxides. Nitric per-oxide, Nitric Acid and

Nitrates. Ammonia and Ammonium salts. Chlorine, Bromine, Iodine and their principal compounds.

Silica. Silicic Acid and Silicates.

Sulphur, Oxides of Sulphur. Sulphurous and sulphuric Acids.

Phosphorus. Oxides. Phosphoric Acid.

Elementary principles of Chemistry, including Atomic Theory and Atomicity.

PAPER II.—*Full Marks 50.*

Practical.

Preparation and determination of the properties of—

Oxygen, Hydrogen, Carbon, Nitrogen, Ammonia, Chlorine, Bromine, Iodine, Silica, Sulphur, Phosphorous and their important simple compounds.

GROUP A.

PAPER I.—*Full Marks 50.*

Mathematics.

1. Algebra—Quadratic Equations, Theory of Quadratic Equations and Quadratic Expressions; Arithmetical, Geometrical and Harmonical Progression; Permutation and Combination; Binomial and Exponential Theorems; Logarithms.

2. Geometry—Substance of Euclid, Books I to III and Book VI., Props. I to 19 according to modern methods: Euclid's demonstrations will also be accepted. Elementary properties of the parabola.

PAPER II.—*Full Marks 50.*

1. Plane Trigonometry—Up to the Solution of Triangles.
2. Elementary Statics—Composition of two forces at a point.
3. Elementary Dynamics—The first two laws of motion and uniformly accelerated rectilinear motion.

Drawing.

ONE PAPER—*Full Marks 50.*

Free-hand drawing. Simple linear Geometrical drawing and simple Projection.

Machine drawing—Rough sketches from models and working drawings of the details of machinery.

Exercises in drawing done in class will also be examined.

Mechanics and Steam Engine.

Full Marks 50.

(Written examination).

Machines—Force, Work, H. P., Friction and Principles of lever.

Steam and the Steam Engine—Simple examples in mensuration and questions on heat relating to steam.

Work-shop Practice.

Carpenters' Shop.

Full Marks. 50.

Practical and Oral.

The examinations will be held on two days for 3 hours each. Candidates will be required to show that they know how to use and handle properly the tools used for the purpose of Carpenter's, Joiner's and Pattern maker's work by preparing simple articles of furniture and simple details of machines.

Blacksmiths' Shop.

Full Marks 50.

Practical and Oral.

The examination will be held for 3 hours each on two days. Candidates will be required to prepare simple forgings and details of machines.

GROUP B.

BIOLOGY.

I. Zoology.

PAPER I.—*Full Marks 50.*

Theoretical.

1. The Classification of Zoology.
2. General Morphology and Physiology of the cell and of the simple tissues ; cell division.
3. The general characters of the Protozoa : its classification and relation to Malaria.
4. The structure and life-history of a leech.

5. The general character of the Arthropoda and of their leading subdivisions. The structure and life-history of an Indian lobster and a cockroach.
6. The structure of the *Rohit* fish.
7. The structure and life-history of a frog.
8. The structure and life-history of a Pigeon, more especially the skeleton.
9. The general characters of the mammalia.
10. The structure of a Goat and a Rabbit, more especially the skeleton, and the digestive and circulatory systems.

PAPER II.—*Full Marks 50.*

Practical.

1. The use of the simple and compound microscopes, A general acquaintance with the histology of the cell and the elementary tissues of the animal body.
2. Dissection of the Leech, the Indian Lobster, the Cockroach, the Frog, the *Rohit* fish, the Pigeon, the Goat and the Rabbit.

II. Botany.

PAPER I.—*Full Marks 50.*

Theoretical.

1. Morphology of Phanerogamous plants, Roots, Stem, Leaves, Inflorescence, Flowers and Fruits.
2. Principles of Classification. Outlines of any one of the Modern Systems of Classification.
3. The order of Leguminosae.
4. Elementary Histology—structure and formation of cells, Union of cells into tissues ; principal types of tissue ; tissue systems.
5. Elementary Plant Physiology.

PAPER II.—*Full Marks 50.*

Practical.

1. Use of simple and Compound microscopes.
2. Morphology—Roots, Stems, Leaves, Flowers, Fruits.
3. Dissection of Flowers.
4. Referring plants to the natural order Leguminosae.
5. Microscopical examination of Cells, Tissues, Starch and Cellulose.
6. Chemical Examination of starch and cellulose.

PHYSIOLOGY.

PAPER I.—*Full Marks 50.*

Theoretical.

The structure of the animal body.

The human skeleton—a general view of the contents of the cranial, thoracic and abdominal cavities.

The limbs—joints, mechanics of motion, contraction of muscles.

Elementary chemistry of the blood and urine.

Food—digestion, absorption.

Blood—its circulation.

Respiration.

Production and regulation of animal heat.

Secretion and excretion.

General view of the physiology of the nervous system.

PAPER II.—*Full Marks 50.*

Practical.

1. General acquaintance with the Simple and Compound microscopes.
 2. Dissection of a goat.
 3. General acquaintance with the important bones of the Human Skeleton.
 4. Examination of urine (qualitative only).
 5. Demonstration of blood corpuscles under the microscope.
 6. Practical demonstration of the mechanism of respiration in its relation to atmospheric pressure by the help of the air-pump.
 7. The anatomy of the Human Brain—elementary knowledge only.
 8. Topography of the heart, kidneys, liver, spleen and the large Intestine.
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Date of Holding the Seventh Standard Examination,

LITERARY COURSE.

Written Examinations.

Monday (15th June)—	10 A.M. to 1 P.M.—Oriental Classic, Text and Grammar— Paper I. 2 to 5 P.M.—do. Translation and Composition— Paper III.
Tuesday (16th June)—	10 A.M. to 1 P.M.—History, Psychology (Eastern system), Pali—Paper I. 2 to 5 P.M.—Principles of Economics, Psychology (Western system), Hindi }—Paper I.
Wednesday (17th June)—	10 A.M. to 1 P.M.—Indian Economics, Ethics (Eastern and Western Systems), Marathi or Bengali } Paper I.
Thursday (18th June)—	10 A.M. to 1 P.M.—Essay, English—Paper I. 2 to 5 P.M.—,, Vernacular—Paper II.

Oral Examinations.

Friday (19th June)—	10 A.M.—Oriental classic, Text and Grammar—Paper II. Translation and Composition, Paper IV.
Saturday (20th June)—	10 A.M.—History, Psychology (Eastern System), Pali and Principles of Economics, Psychology (Western System), Hindi }—Paper II.
Monday (22nd June)—	10 A.M.—Indian Economics, Ethics (Eastern and Western Systems), Marathi or Bengali } Paper II.

SCIENTIFIC COURSE.

Written Examinations.

Monday (15th June)—	10 A.M. to 1 P.M.—Physics—Paper I. 2 to 5 P.M.—Chemistry—Paper I.
Tuesday (16th June)—	10 A.M. to 1 P.M.—Algebra and Geometry, Zoology }—Paper I. 2 P.M. to 5 P.M.—Trigonometry, Statics and Dynamics, Botany—Paper I.
Wednesday (17th June)—	10 A.M. to 1 P.M.—Drawing, Physiology—Paper I. 2 to 5 P.M.—Mechanics and Steam Engine—Paper I.
Thursday (18th June)—	10 A.M. to 1 P.M.—Essay, English—Paper I. 2 to 5 P.M.—,, Vernacular—Paper II.

Practical and Oral Examinations.

Friday (19th June)—{ 7 to 10 A.M.—Carpenters' Shop, Zoology.
2 to 5 P.M.—Physics.

Saturday (20th June)—{ 7 to 10 A.M.—Carpenters' Shop, Botany.
2 to 5 P.M.—Chemistry.

Monday (22nd June)—{ 7 to 10 A.M.—Blacksmiths' Shop.
2 to 5 P.M.—Physiology.

Tuesday (23rd June)—7 to 10 A.M.—Blacksmiths' Shop.

Scheme of Examinations in Technical Courses to be held in the third week of June, 1908 by the — National Council of Education, Bengal.

1. There shall be Primary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Elementary Mathematics, Drawing and Surveying, Elementary Engineering, Estimating and a Workshop Course. The courses in other subjects and groups of subjects will be specified later on.

2. There shall be Secondary Technical Courses in different subjects or groups of subjects. One of these groups shall consist of Mathematics, Drawing, Surveying, Engineering, Estimating and a Workshop Course. The courses in other subjects will be specified later on.

3. Two public examinations, one in the Primary Technical Course and one in the Secondary Technical course in Mathematics, Drawing, Surveying, Engineering, Estimating and a Workshop Course shall be held in the third week of June, 1908, on the terms and conditions and in manner hereinafter stated.

4. Candidates for the Primary and Secondary Technical Examinations shall be of two classes *viz.* *Internal i.e.* those who are sent up by institutions affiliated to or recognised by, the National Council of Education, Bengal and *External* or private.

5. External candidates desirous of presenting themselves at these examinations shall apply with certificates hereinafter mentioned for permission to present themselves at these examinations. Every such application shall be signed by the applicant in the presence of a Head Master of a High School, or a Principal or Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not lower than that of a District Court pleader, who should certify on the application in the following manner :—

I hereby certify that.....son of.....resident of.....District.....is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be permitted to appear in the above examination.

6. In the case of Internal candidates the application must be certified to by the head of the institution by which they are sent up.

7. All applications in the perscribed printed forms should reach the Secretaries of the National Council of Education, Bengal, at No. 166, Bowbazar Street, Calcutta, not later than the 15th May, 1908. Such printed forms may be obtained on application from the Secretaries.

8. A fee of Rs. 3 for the Primary, and of Rs. 5 for the Secondary Technical Examination payable in cash or by a Post Office order shall accompany each application.

9. Candidates who are refused permission to appear in the examinations shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

10. Candidates whose applications are accepted will, if unable to appear in the examination for any reasonable cause, be allowed to appear in any subsequent examination on payment of half the prescribed fee.

11. The centres for holding the examinations are Rangpur, Calcutta and Comilla and such other places as may be notified hereafter, and the examinations shall be conducted under the supervision of the members of the Council resident in those districts, or by other persons duly authorized on that behalf.

12. The examinations shall be held in the following subjects and in manner described below :—

(A) PRIMARY TECHNICAL EXAMINATION.—1908.

(a) For the Primary Technical test fixed by the National Council of Education, Bengal, there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of papers.	Time.	Full Marks.
(1) Mathematics	2 papers	3 hours each	200
(2) Drawing	(a) one paper	do.	100
	(b) Examination of exercises		
	in drawing done in class		200
	and survey maps.		
(3) Surveying	one paper	3 hours	100
(4) Elementary Engineering.	one paper	3 hours	100
(5) Estimating	one paper	3 hours	100
(6) Workshop (Carpenter's shop)	to be fixed by the examiner.		250
(7) Workshop (Blacksmith's shop)	do.		250

(b) Candidates not sent up by any institution recognised by the Council are required to produce satisfactory evidence that the exercises in Drawing and Survey maps referred to in subject (2) (b) were actually done by themselves. In the case of candidates sent up by an institution recognised by the Council, the certificate of the Superintendent of the Technical Department of such institution is obligatory and will be deemed of itself satisfactory evidence. The exercises in Drawing and the maps should be forwarded to the Secretaries with the candidate's application.

(c) For the year 1908, it will be optional with the candidates to appear in the examination in subjects (6) and (7). Special certificates will be granted to those who pass in these subjects.

(d) Answers in all the subjects may be given either in Bengali or in English.

(e) In order to pass the examination a candidate must obtain at least 30 per cent. of the total marks in each subject. Candidates obtaining 50 per cent. of the marks in the aggregate and upwards shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

(f) The Primary Technical Examination will be held on the following dates and in the following order :—

Monday (15th June) ... Mathematics...	$\left\{ \begin{array}{l} \text{1st paper—Arithmetic and Geometry,} \\ \text{from 10 A.M. to 1 P.M.} \\ \text{2nd paper—Mensuration, from 2 P.M.} \\ \text{to 5 P.M.} \end{array} \right.$
Wednesday (17th June) Drawing and Surveying	$\left\{ \begin{array}{l} \text{1st paper—Drawing, from 10 A.M. to 1 P.M.} \\ \text{2nd paper—Surveying, from 2 P.M. to 5 P.M.} \end{array} \right.$
Thursday (18th June) ... Engineering & Estimating	$\left\{ \begin{array}{l} \text{1st paper—Engineering, from 10 A.M.} \\ \text{to 1 P.M.} \\ \text{2nd paper—Estimating, from 2 P.M.} \\ \text{to 5 P.M.} \end{array} \right.$
Friday (19th June) ... Carpenter's shop.	
Saturday (20th June) ... Blacksmith's shop.	

DETAILS OF SUBJECTS FOR THE PRIMARY TECHNICAL EXAMINATION, 1908.

MATHEMATICS.

PAPER I—(*Full Marks 100*).

Arithmetic and Geometry.

A. Arithmetic—the Four Rules, Vulgar and Decimal Fractions, Proportion.

B. Geometry—Books I to IV.

PAPER II.—(*Full Marks 100*.)

Mensuration—the whole.

DRAWING.

ONE PAPER.—(*Full Marks 100*.)

Printing, Linear Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, and Isometric Projection.

SURVEYING

ONE PAPER.—(*Full Marks 100*.)

Surveying with chain, compass and plane table ; cadastral survey ; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 100*).

Building materials, building construction, roads.

ESTIMATING.

ONE PAPER.—(*Full Marks 100*).

Simple estimate of Earth-work, Brick-work, Wood-work, Plastering &c.

WORKSHOP COURSE.

<i>Full Marks</i>	{ Carpenter's shop	250
	{ Blacksmith's shop	250

Candidates will be required to prepare simple articles.

SECONDARY TECHNICAL EXAMINATION.—1908.

(a) For the Secondary Technical Examination to be held by the National Council of Education there shall be the following subjects, papers, time and marks attached thereto.

Subjects.	No. of Papers.	Time.	Full Marks.
(1) Mathematics	3 papers	3 hours each	450
(2) Drawing	{ (a) one paper (b) Examination of exercises in Drawing done in class and survey maps }	3 hours	100
(3) Surveying		3 hours	100
(4) Engineering	one paper	3 hours	150
(5) Estimating	one paper	3 hours	100
(6) Workshop (Blacksmith's shop)	to be fixed by the examiner }		500
(7) Workshop (Blacksmith's shop)	do.		500

(b) Candidates not sent up by any institution recognised by the Council are required to produce satisfactory evidence that the exercises in Drawing and Survey maps referred to in subject (2) (b) were actually done by themselves. In the case of candidates sent up by an institution recognised by the Council, the certificate of the Superintendent of the Technical Department of such institution is obligatory and will be deemed of itself satisfactory evidence. The exercises in Drawing and the maps should be forwarded to the Secretaries with the candidate's application.

(c) For the year 1908, it will be optional with the candidates to appear in the examination in subjects (6) and (7). Special certificates will be granted to those who pass in these subjects.

(d) Answers in all the subjects may be given either in Bengali or in English.

(e) In order to pass the examination a candidate must obtain at least 30 per cent. of the full marks in each of the subjects, 1, 2, 3, 4 and 5. Candidates obtaining 50 per cent. and upwards of the aggregate marks in those subjects shall be placed in the First Division, those obtaining 40 per cent. and upwards in the Second Division and the remaining successful candidates in the Third Division.

(f) The Secondary Technical Examination will be held in the following order :—

Monday (15th June) ... Mathematics	$\left\{ \begin{array}{l} 1st\ paper—Arithmetic\ and\ Algebra,\ from \\ 10\ A.M.\ to\ 1\ P.M. \\ 2nd\ paper—Geometry\ and\ Mensuration, \\ from\ 2\ P.M.\ to\ 5\ P.M. \end{array} \right.$
Tuesday (16th June) ... Mathematics... Trigonometry and Logarithms,	from 10 A.M. to 1 P.M.
Wednesday (17th June) Drawing, and Surveying	$\left\{ \begin{array}{l} 1st\ paper—Drawing,\ from\ 10\ A.M.\ to\ 1\ P.M. \\ 2nd\ paper—Surveying,\ from\ 2\ P.M.\ to\ 5\ P.M. \end{array} \right.$
Thursday (18th June) ... Engineering & Estimating	$\left\{ \begin{array}{l} 1st\ paper—Engineering,\ from\ 10\ A.M.\ to\ 1\ P.M. \\ 2nd\ paper—Estimating,\ from\ 2\ P.M.\ to\ 5\ P.M. \end{array} \right.$
Friday (19th June) ... Carpenter's shop	
Saturday (20th June) ... Blacksmith's Shop.	

DETAILS OF SUBJECTS FOR THE SECONDARY TECHNICAL EXAMINATION.—1908.

MATHEMATICS.

PAPER I.—(*Full Marks 150*).

Arithmetic and Algebra.

(A) Arithmetic (the whole).

(B) Algebra—to the end of Quadratic Equations ; Ratio ; Proportion.

PAPER II.—(*Full Marks 150*).

Geometry and Mensuration.

(A) Geometry—Euclid—Books 1—IV and Book VI.

(B) Mensuration—of plane and solid figures.

PAPER III.—(*Full Marks 150*).

Trigonometry and Logarithms.

Plane Trigonometry—to the end of Solution of Triangles.

Properties and use of Logarithms.

DRAWING.

PAPER I.—(*Full Marks 150*).

Printing, Linear Drawing, Geometrical Drawing, Scales, Simple Projection, Orthographic Projection, Engineering Drawing, Topographical Drawing, Isometric Projection.

SURVEYING.

ONE PAPER—(*Full Marks 150*).

Surveying with chain, compass, and plane table; cadastral survey; use of levelling instruments.

ENGINEERING.

ONE PAPER.—(*Full Marks 150*).

Building materials, building construction, roads.

ESTIMATING.

ONE PAPER —(*Full Marks 100*).

Estimate of a Simple Culvert, a Simple House, Earthwork in roads.

WORKSHOP COURSE.

CARPENTER'S SHOP—(*Full Marks 500*).

Candidates will be required to show that they know how to use and handle properly the tools used for the purpose of carpenter's and joiner's work by preparing simple articles of furniture such as stools, small almirahs, panel doors, benches, framework of hand-looms &c.

BLACKSMITH'S SHOP—(*Full Marks 500*).

Candidates will be required to prepare simple articles.

The following gentlemen have been appointed to set papers for the two examinations :—

1. Mathematics—Sir Gooroo Das Banerjee Kt., M.A., D.L.

2. Drawing and Surveying— $\left\{ \begin{array}{l} \text{Babu Gagau Chandra Biswas, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \\ \text{Babu Manindra Nath Banerjee, Lecturer,} \\ \text{Bengal National College.} \end{array} \right.$

3. Engineering and Estimating— $\left\{ \begin{array}{l} \text{Babu Netai Govind Chowdhury, B.C.E.} \\ \text{Babu Haripada Ghosal, B.C.E.} \\ \text{Babu Manindra Nath Banerjee, Lecturer,} \\ \text{Bengal National College.} \end{array} \right.$

4. Workshop—Mr. B. B. Ranade, L.M.E.

***Form of application for permission to appear in the
Fifth Standard Examination, 1908.***

To

The Secretaries,

National Council of Education, Bengal,

Calcutta.

SIRS,

I request permission to appear in the ensuing public examination of the Fifth Standard of the National Council of Education, Bengal, which is to be held in the third week of June, 1908.

The requisite fee of Rs. 6 is forwarded herewith.

I have the honour to be,

Sirs,

Your most obedient servant,

(Signature.)

I hereby certify that.....son of.....
.....resident of.....District.....
is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be allowed to appear in the above examination.

Dated.....

(Signature and designation.)

Particulars to be filled in by the candidate :—

1. Name— ✓
2. Religion—
3. Race (*i.e.*, Nation, Tribe &c.)—
4. Town or village where resident—
5. Name of father or guardian with his present residence—
6. Where educated—
7. Where to be examined—
8. The name of the oriental classic and of the vernacular in which to be examined—
9. Language or languages in which the answering of questions on Mathematics, History or Geography is desired—
10. Address to which the Secretaries' receipt for permission to appear in the Examination is to be sent—

Memo.

The following places are selected as centres for holding the examination—
Calcutta, Dacca, Comilla, Rangpore, Bankipore, Benares, Amraoti, Agra, Lahore
and such other places as may be notified hereafter.

2. Every application shall be signed by *Internal* candidates in the presence of the head of the institution by which they are sent up and by *External* candidates in the presence of a Head master of a High School, or a Principal or a Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not below that of a District Court pleader.

3. A fee of Rs. 6 only for the Fifth Standard examination payable in cash or by Post Office order shall accompany the application.

4. Candidates who are refused permission to appear in the examination shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper places the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

5. The application for permission to appear in the Fifth Standard examination should reach the Secretaries of the National Council of Education, Bengal, at 166, Bowbazar Street, Calcutta, not later than the 15th May, 1908.

6. (a) Candidates are to be examined in only one of the following oriental classical languages—Sanskrit, Arabic and Persian—with a vernacular.

(b) Bengali, Hindi, Urdu and Marathi shall be the only recognised vernaculars.

(c) Answers in Sanskrit may be written either in Devanagari or Bengali characters.

7. In the following subjects—Mathematics and History and Geography, answers may be given in either Bengali, Hindi, Urdu, Marathi or English.

**Form of application for permission to appear in the
Seventh Standard Examination, 1908.**

To

The Secretaries,

National Council of Education, Bengal, Calcutta.

SIRS,

I request permission to appear in the ensuing public examination of the Seventh Standard of the National Council of Education, Bengal, which is to be held in the third week of June, 1908.

The requisite fee of Rs. 10 is forwarded herewith.

I have the honour to be,

Sirs,

Your most obedient servant,

(Signature.)

I hereby certify that.....son of.....
.....resident of.....District.....
is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be allowed to appear in the above examination.

Dated.....

(Signature and designation.)

Particulars to be filled in by the candidate :—

1. Name—
2. Religion—
3. Race (i.e., Nation, Tribe &c.)—
4. Town or village where resident—
5. Name of father or guardian with his present residence—
6. Name of the School where educated—
7. The name of the Course (Literary or Scientific) in which to be examined—
8. Name of the Group of optional subjects in which to be examined—
9. Name of the Oriental Classic in which to be examined (for students offering the Literary Course)—
10. Address to which the Secretaries' receipt for permission to appear in the Examination is to be sent—
11. Language in which the answering of questions on the following subjects is desired—

I.—Literary Course.

SUBJECT.	LANGUAGE.
A.—History	
Principles of Economics	
Indian Economics	
B.—Psychology (Indian System)	
Psychology— (Western System)	
Ethics.	
Essay— (Vernacular)	

II.—Scientific Course.

SUBJECT.	LANGUAGE.
Physics	
Chemistry	
A.—Mathematics— (1st paper)	
Mathematics— (2nd paper)	
Mechanics and Steam Engine	
B.—Zoology	
Botany	
Physiology	
Essay— (Vernacular)	

Memo.

1. Calcutta shall be the only centre for holding the Seventh Standard Examination.

2. Every application shall be signed by the applicant in the presence of a Head Master of a High School, or a Principal or a Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not below that of a District-Court pleader.

3. A fee of Rs. 10 only for the Seventh Standard Examination payable in cash or by a Post Office order shall accompany the application.

4. Candidates who are refused permission to appear in the examination shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars.

5. The application for permission to appear in the Seventh Standard Examination should reach the Secretaries of the National Council of Education, Bengal, at No. 166, Bowbazar Street, Calcutta, not later than the 15th day of May, 1908.

6. (a) Candidates offering the Literary Course are to be examined in only one of the following classical oriental languages—Sanskrit, Arabic and Persian.

(b) Answers in Sanskrit may be written either in Devanagari or Bengali characters.

7. In History, Economics, Psychology and Ethics and the theoretical papers in Scientific subjects, answers may be given in English or in one of the recognised vernaculars viz., Bengali, Hindi, Urdu and Marathi. These shall also be the only recognised vernaculars for the purposes of the examination in vernacular essay.

***Form of application for permission to appear in the
Primary Technical Examination, 1908.***

To

**The Secretaries,
National Council of Education, Bengal,
Calcutta.**

SIRS,

I request permission to appear in the ensuing public examination in the Primary Technical Course of the National Council of Education, Bengal, which is to be held in the third week of June, 1908.

The requisite fee of Rs. 3 is forwarded herewith.

I have the honour to be,
Sirs,
Your most obedient servant,

(Signature.)

I hereby certify that.....son of.....
.....resident of.....District.....
is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be allowed to appear in the above examination.

Dated.....

(Signature and designation.)

Particulars to be filled in by the candidate :—

1. Name—
2. Religion—
3. Race (*i.e.*, Nation, Tribe &c.)—
4. Town or village where resident—
5. Name of father or guardian with his present residence—
6. Where educated—
7. Where to be examined—
8. Whether to be examined in the Workshop Course in Carpentry—
9. Whether to be examined in the Workshop Course in Smithy—
10. Language in which the answering of questions is desired—
11. Address to which the Secretaries' receipt for permission to appear in the examination is to be sent—

Memo.

1. The following places are selected as centres for holding the examination—Calcutta, Comilla and Rangpore and such other places as may be notified hereafter.

2. Every application shall be signed by the applicant in the presence of the Superintendent of a Technical School, the Head Master of a High School, or the Principal or a Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not below that of a District-Court pleader.

3. A fee of Rs. 3 only for the Primary Technical Examination payable in cash or by Post office order shall accompany the application.

4. Candidates who are refused permission to appear in the examination shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars, or if the exercises in Drawing and Survey maps are not forwarded with the application, or if satisfactory evidence is not produced that these exercises were actually done by the candidates themselves.

5. The application, for permission to appear in the Primary Technical examination should reach the Secretaries of the National Council of Education at 166, Bowbazar Street, Calcutta, not later than the 15th May, 1908.

6. Answers may be given only in Bengali or English.

***Form of application for permission to appear in the
Secondary Technical Examination, 1908.***

To

The Secretaries,

National Council of Education, Bengal,

Calcutta.

SIRS,

I request permission to appear in the ensuing public examination in the Secondary Technical Course of the National Council of Education, Bengal, which is to be held in the third week of June, 1908.

The requisite fee of Rs. 5 is forwarded herewith.

I have the honour to be,

Sirs,

Your most obedient servant,

(Signature.)

I hereby certify that.....son of.....

.....resident of.....District.....

Is known to me to be the person signing this application and I know nothing against his moral character and believe him to possess sufficient fitness to be allowed to appear in the above examination.

Dated.....

(Signature and designation.)

Particulars to be filled in by the candidate :—

1. Name—
2. Religion—
3. Race (i.e., Nation, Tribe &c.)—
4. Town or village where resident—
5. Name of father or guardian with his present residence—
6. Where educated—
7. Where to be examined—
8. Whether to be examined in the Workshop Course in Carpentry—
9. Whether to be examined in the Workshop Course in Smithy—
10. Language in which the answering of questions is desired—

11. Address to which the Secretaries' receipt for permission to appear in the examination is to be sent—

Memo.

1. The following places are selected as centres for holding the examination—Calcutta, Comilla and Rangpore and such other places as may be notified hereafter.

2. Every application shall be signed by the applicant in the presence of the Superintendent of a Technical School, the Head master of a High School, or the Principal or a Professor of a College, or a member of the National Council of Education, Bengal, or a legal practitioner of rank not below that of a District-Court pleader.

3. A fee of Rs. 5 only for the Secondary Technical Examination payable in cash or by Post Office order shall accompany the application.

4. Candidates who are refused permission to appear in the examination shall have their fees refunded to them along with the reply conveying information of such refusal. Candidates are warned that they will be refused permission to appear if their application does not contain in the proper place the applicant's signature and the signature of the person granting the certificate, or if the application does not contain the necessary particulars, or if the exercises in Drawing and Survey maps are not forwarded with the application, or if satisfactory evidence is not produced that these exercises were actually done by the candidates themselves.

5. The application for permission to appear in the Secondary Technical examination should reach the Secretaries of the National Council of Education at No. 166, Bowbazar Street, Calcutta, not later than the 15th day of May, 1908.

6. Answers may be given only in Bengali or in English.

*List of Successful Candidates at the Public
Examinations held in July, 1906.*

Seventh Standard Examination—1906.

FIRST DIVISION.

(Arranged in order of Merit.)

- | | | | |
|----|------------|----|------------------------------|
| 1 | Roll Cal. | 16 | Jatindra Krishna Bhaduri |
| 2 | Roll Ban. | 1 | Rameswar Prasad Sinha |
| 3 | Roll Com. | 3 | Jagat Chandra Pal |
| 4 | Roll Cal. | 13 | Beni Madhab Kundu |
| 5 | Roll Dac. | 11 | Kunja Lal Sen Gupta |
| 6 | {Roll Lah. | 3 | Sadananda |
| | {Roll Ran. | 1 | Ablnas Chandra Sen Gupta |
| 8 | Roll Cal. | 2 | Bhupendra Nath Saha |
| 9 | Roll Cal. | 35 | Jatindra Mohan Chattopadhyay |
| 10 | Roll Cal. | 1 | Byomkes Mukhopadhyay |
-

SECOND DIVISION.

(Arranged in order of Merit.)

- | | | | |
|----|------------|----|------------------------------|
| 11 | {Roll Cal. | 3 | Promatha Nath Mukhopadhyay |
| | {Roll Com. | 2 | Sris Chandra Bhattacharyya |
| 13 | Roll Dac. | 2 | Rajani Kanto Sen |
| 14 | {Roll Lah. | 2 | Tej Bhan |
| | {Roll Com. | 5 | Manomohan Chaudhuri |
| 16 | Roll Cal. | 24 | Profulla Chandra Mitra |
| 17 | Roll Cal. | 11 | Ambarisa Das |
| 18 | Roll Cal. | 34 | Hara Kamal Bhattacharyya |
| 19 | Roll Cal. | 25 | Madan Mohan Mukhopadhyay |
| 20 | Roll Com. | 6 | Nagendra Chandra Chakravarti |
| 21 | Roll Dac. | 9 | Kali Charan Basu |
| 22 | Roll Com. | 4 | Rajani Mohan Ayan |

23	Roll Dac.	7	Bhabatosh Chattopadhyay
24	{ Roll Dac.	6	Ramani Mohan Goswami
	{ Roll Cal.	8	Saurendra Mohan Mitra
26	Roll Cal.	22	Jatindra Mohan Bandopadhyay
27	Roll Cal.	4	Jivan Krishna Chattopadhyay
28	{ Roll Cal.	19	Hem Chandra Chaudhuri
	{ Roll Dac.	12	Surendra Mohan Chandra
30	Roll Cal.	20	Bankim Chandra Mukhopadhyay

THIRD DIVISION.

(Arranged in order of Merit.)

31	{ Roll Cal.	23	Akshaya Kumar Sen Gupta
	{ Roll Cal.	27	Gopi Mohan Datta
33	Roll Cal.	28	Satis Chandra Bandopadhyay
34	Roll Cal.	33	Surendra Mohan Bandopadhyay
35	Roll Cal.	32	Trailokya Nath De

Fifth Standard Examination—1906.

(First ten Candidates of the First Division arranged in order of Merit.)

1	Roll Cal.	140	Jatindra Nath Seth
2	Roll Cal.	220	Sailapati Chattopadhyay
3	Roll Cal.	187	Amarendra Krishna Bhaduri
4	{ Roll Cal.	186	Bijay Kumar Sarcar
	{ Roll Dac.	64	Radha Ballav Saha
6	Roll Dac.	65	Asutosh Das Gupta
7	Roll Com.	50	Nabin Chandra Lodh
8	Roll Cal.	207	Upendra Chandra Bhattacharyya
9	Roll Cal.	240	Bhupendra Nath Chattopadhyay
10	Roll Dac.	144	Harsha Nath Mukhopadhyay

FIRST DIVISION.

*(Arranged in order of Roll Nos.)***Bankipore Centre.**

<i>Roll No.</i>	<i>Names.</i>	<i>Roll No.</i>	<i>Names.</i>
9	Muhammad Siddeeque	12	Bisweswar Ray

Calcutta Centre.

2	Sris Chandra Guha	200	Satyananda Ray
10	Jitendra Nath Raychaudhuri	207	Upendra Chandra Bhattacharyya
16	Sudhansu Kumar Mitra	208	Sujit Kumar Chakravarti
32	Mohini Mohan Mukhopadhyay	209	Aswini Kumar Gupta
33	Mohini Mohan Das Halder	220	Sailapati Chattopadhyay
34	Sisir Chandra Ray	223	Bidhu Bhushan Sarcar
41	Atulya Chandra Sen	230	Jnanendra Chandra Sen
42	Manomohan Ghosh	237	Satis Chandra Sen
56	Probhakar Hazra	240	Bhupendra Nath Chattopadhyay
73	Jatindra Nath Munshi	241	Kenaram Ghosh
75	Nityaranjan Gupta	244	Nirode Chandra Mullick
83	Chandi Charan Bandyopadhyay	254	Sailendra Nath Pathak
85	Bhushan Chandra Ghosh	256	Jnanananda Bandopadhyay
86	Anukul Chandra Bhushan	257	Haralal Halder
89	Subodh Chandra Gupta	265	Baladeva Bandopadhyay
119	Upendra Nath Bagchi	266	Bhakti Bhushan Saha
121	Bhupendra Nath Datta	268	Ramapati Ray
125	Kamini Mohan Gangopadhyay	271	Kasipati Ghose
140	Jatindra Nath Seth	272	Harendra Lal Mitra
155	Amrita Lal Mukhopadhyay	283	Phakir Chandra Gangopadhyay
174	Anath Nath Sen	294	Provas Chandra Datta
179	Narendra Nath Bhattacharyya	299	Surendra Nath Sen
186	Bijoy Kumar Sarcar	301	Atul Chandra Chakravarti
187	Amarendra Krishna Bhaduri	303	Jnanada Charan Das Gupta
192	Harendra Nath Mukhopadhyay	308	Binode Behari Ray
193	Nirode Chandra Chattopadhyay		

Comilla Centre.

3	Harendra Chandra Pal	42	Jogendra Kumar Guha Ray
11	Jnanendra Chandra Das	50	Nabin Chandra Lodh
21	Manindra Kumar Das	54	Surendra Chandra Chaudhuri
27	Kali Prassana Sinha	62	Sita Nath Chaudhuri
33	Rames Chandra Ray		

Dacca Centre.

<i>Roll No.</i>	<i>Names.</i>	<i>Roll No.</i>	<i>Names.</i>
13	Surendra Nath Dutta	101	Sasi Bhushan Bhattacharyya
22	Rames Chandra Ray	107	Rohini Ranjan Goon
34	Rai Mohan Datta	114	Nishi Kanta Chackravartti
36	Pulin Behari Sen Gupta	119	Ambuja Mohan Bandopadhyay
38	Satis Chandra Guha	121	Umes Chandra De
42	Ganesa Chandra Das Gupta	125	Binoy Bhushan Guha
61	Aravinda Sarcar	128	Promode Behari Basu
63	Hemendra Kisore Rakshit	129	Pares Chandra Sen
64	Radha Ballav Saha	139	Nishi Bhusan Gangopadhyay
65	Asutosh Das Gupta	140	Nagendra Nath Chaudhuri
66	Jitendra Nath Ray	141	Aswini Kumar Guha
67	Hem Ranjan Gupta	142	Bijoy Prosad Barman
68	Haraprasanna Ray	144	Harsha Nath Mukhopadhyay
69	Nripendra Kumar Ray	169	Jamini Kanta Guha
72	Priya Lall Guha	170	Dines Chandra Bandopadhyay
79	Nani Gopal Sen	174	Prakas Chandra Naha
81	Kedareswar Guha	193	Hari Prasad Guha Ray
88	Sures Chandra Chaudhuri	202	Nabin Chandra Chaudhuri
93	Surendra Nath Bal	206	Debendra Kumar Chaudhuri
97	Saradananda Bhattacharyya	222	Birendra Lall Bhattacharyya
99	Nagendra Chandra Bhattacharyya		

Rangpur Centre.

3	Sasadhar Chakravartti	26	Nalini Kanta Ray
13	Birendra Nath Bagchi	28	Abinas Chandra Sen Gupta
15	Prabodh Chandra Sarkar	33	Hari Charan Nag
16	Annada Charan Mazumdar	35	Birendra Nath Das Gupta
21	Mukunda Chandra Ray		

SECOND DIVISION.*(Arranged in order of Roll Nos.)***Bankipore Centre.**

1	Jitendra Narayan Munshi	8	Uma Prasad
4	Baldeo Patuck	13	Ram Narain Sinha
5	Abu Sufian	14	Bimala Charan Mukhopadhyaya
7	Manomohan Ray		

Calcutta Centre.

<i>Roll No.</i>	<i>Names.</i>	<i>Roll No.</i>	<i>Names.</i>
1	Jnanes Chandra Pakrasi	133	Jyotirindra Nath Das
8	Rames Chandra Basu	139	Bankim Chandra De
11	Haripada Nandi	141	Sudhamaya Chattopadhyay
15	Jnanada Prosad Bhattacharyya	142	Prabhas Chandra Bhattacharyya
19	Nirode Gopal Ghoshal	143	Bipin Chandra Pal
21	Girija Kanta Lahiri	144	Sandhi Charan Chattopadhyay
24	Jugal Kisor Datta	148	Bhuban Mohan Guha
29	Indu Bhushan Sinha	149	Devendra Nath Das Gupta
35	Indra Mohan Bandopadhyay	160	Bivas Chandra Datta
43	Trilochan Pal	161	Amrita Lal Upadhyay
45	Kali Prasanna Ray	163	Surendra Nath Adhya
49	Paresa Chandra Kundu	164	Satis Ranjan Chattopadhyay
54	Probodh Chandra Bhattacharyya	167	Probhas Chandra Sarkar
59	Bijoya Krishna Mukhopadhyay	168	Satis Chandra Basu
60	Surendra Nath Mukhoti	172	Purna Chandra Das
63	Kumud Bandhu Adhikari	173	Muhammed Manawar Hossein
64	Jatindra Nath Goswami	177	Bejoy Sankar Bhattacharyya
74	Satis Chandra Bandopadhyay	184	Hemanta Kumar Mukhopadhyay
78	Mahendra Nath Das	188	Kalitaran Bhattacharyya
81	Bishnu Charan Karmakar	194	Salil Nath Bhattacharyya
84	Mohini Mohan Mukhopadhyay	196	Purna Chandra Mallik
90	Lalit Mohan Sen Gupta	197	Mohendra Chandra Sen Gupta
93	Nani Gopal Pramanik	198	Jagad Bandhu Bhattacharyya
94	Md. Azimuddin	204	Sris Chandra Bandopadhyay
96	Sanat Kumar Sen	205	Atul Krishna Chaudhuri
97	Sakti Charan Roy	206	Abani Kanta Bandopadhyay
100	Sachindra Nath Basu	210	Hrishikes Sen
102	Kalipada Mukhopadhyay	211	Chandra Mohan Some
103	Kshitisa Chandra Tagore	215	Narendra Nath De
107	Nanigopal Ghoshal	221	Upendra Nath Majumdar
114	Dwijendra Nath Mallik	224	Kula Chandra Kundu
115	Ram Jatan Sinha	229	Premendra Nath Ghosh
116	Surendra Nath Pradhan	232	Suresa Chandra Biswas
118	Suprabhat Chandra	234	Premananda Das
120	Haris Chandra Chakravartti	235	Tarapada Sahoo
126	Jamini Mohan Gangopadhyaya	238	Praphulla Nath Chaudhuri
128	Joges Chandra Chakravartti	243	Khirode Chandra Mallik
129	Mohini Mohan Sen	245	Sambhu Nath Bandopadhyay

Calcutta Centre.—(Continued.)

<i>Roll No.</i>	<i>Names.</i>	<i>Roll No.</i>	<i>Names.</i>
247	Pramatha Nath Saha	282	Panna Lal Nandy
249	Kalipada Bhattacharyya	286	Satis Chandra Das
250	Kartickpada Basu	290	Abinas Chandra Biswas
260	Jnanendra Nath Chattopadhyay	295	Tarini Charan Sarkar
262	Jajnesvar Sinha	300	Nagendra Nath Basu
269	Bansari Lal Sarkar	302	Sasi Bhushan Das Gupta
270	Anáth Krishna Basu	304	Ras Behari Das
278	Manoranjan Ghosh	309	Tarak Brahma Sikdar
280	Birendra Nath Das Gupta		

Comilla Centre.

2	Abhaya Charan Bhattacharyya	26	Hem Chandra Nag
4	Aswini Kumar Mazumdar	38	Sita Nath Sinha
7	Hara Mohan Bhattacharyya	43	Ananda Chandra Sarkar
9	Gadadhar De	44	Jagadananda Roy
12	Rajani Kanta Chakravarti	48	Aswini Kumar Das
13	Sarada Kumar Datta	49	Apurba Chandra Bhattacharyya
15	Pyari Mohan Das	56	M. Abdus Sattar
18	Biswa Nath Datta	59	Jatindra Kishore Datta
19	Sasi Mohan Pal		

Dacca Centre.

11	Rohini Kumar Chakravarti	85	Haridas Mazumdar
19	Surendra Mohan Bondopadhyay	89	Annada Mohan Datta Ray
30	Madhu Sudan Chakravarti	95	Hriday Krishna Bhattacharyya
39	Umes Chandra Das	105	Jogesh Chandra Ghosh
43	Hem Chandra Sen Gupta	110	Surendra Lal Chattopadhyay
46	Sasi Kanta Sen Gupta	111	Sris Chandra Gupta
47	Chandi Charan Chakravarti	116	Amiya Nibar Chakravarti
53	Satindra Nath Ghosh	117	Herombo Nath Bandopadhyay
55	Indu Bhushan Nag	123	Jadav Chandra Guha
56	Prabhat Chandra Ghosh	132	Sarat Chandra Gangopadhyay
59	Srish Chandra Sen	150	Barada Kanta Chakravarti
60	Nisi Kanta Chakravarti	151	Mohini Mohan Ghosh
62	Sures Chandra Basu	152	Jitendra Mohan Mukhopadhyaya
74	Binode Behari Basu	159	Gunendra Bhushan Bhattacharyya
75	Amritlal Saha	165	Upendra Nath Dass Gupta
80	Jitendra Chandra Mukhoty	166	Surendra Nath Kar
84	Satindra Mohan Bandopadhyaya	171	Ramani Mohan Gangopadhyay

Dacca Centre.—(Contd.)

<i>Roll No.</i>	<i>Names.</i>	<i>Roll No.</i>	<i>Names.</i>
172	Sures Chandra Gangopadhyay	198	Lal Mohan Saha
176	Jogesh Chandra Bhattacharyya	200	Gopal Chandra Mukhopadhyaya
178	Upendra Nath Mukhopadhyay	204	Nalini Bandhu Ray
181	Dhirendra Nath Basu	205	Dhiraj Mohan Bandopadhyay
183	Shyama Charan Rai	208	Manindra Chandra Bhattacharyya
184	Digendra Nath Sinha Chaudhuri	209	Narayan Chandra Chakravarti
185	Kedar Nath Sil	213	Prasanna Kumar Chakravarti
187	Umes Chandra Rai	214	Mukhan Lal Saha
188	Hem Chandra Chakravarti	221	Pramada Charan Rai Chaudhuri
196	Prasanna Kumar Nandi	226	Satyendra Nath Ghosh
197	Birendra Mohan Basu		

Lahore Centre.

1	Lachhman Singh	5	Chanan Shah Kapur
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Rangpur Centre.

4	Digendra Nath Bhaumik	22	Bijan Bihari Maitra
5	Priya Nath Ray	24	Sures Chandra Maulik
6	Satyendra Nath Bhattacharyya	25	Jamini Nath Sinha
9	Satis Chandra Gupta	27	Satya Ranjan Ray
10	Saroje Kumar Sen	29	Radhika Prasanna Mazumdar
18	Durga Mohan Chattopadhyay	36	Gones Chandra Sanyal
20	Ramani Kanta Chaudhuri		

THIRD DIVISION.(*Arranged in order of Roll Nos.*),**Bankipur centre.**

11	Muneswar Prosad Varma
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Calcutta Centre.

3	Amarendra Kumar Nag	30	Shaikh Abdul Goni
13	Satis Chandra Halder	46	Suklal Ghosh
17	Pramatha Nath Gosvami	53	Satis Chandra Datta
25	Pares Nath Mukhopadhyay	71	Protul Chandra Mukhopadhyoy
27	Narendra Nath Ghosh	87	Sudhir Chandra Sen Gupta

99. Gobinda Chandra Mitra	212 Lal Mohan Bandopadhyay
108 Purna Chandra Maulick	213 Surendra Nath Datta
113 Jitendra Nath Basu	217 Nirmalendu Khan
122 Sasi Bhushan Datta	222 Kedar Nath Mitra
124 Rakhohari Chandhuri	259 Amarendra Nath Ghoshal
138 Amareswar Bhattacharyya	267 Dharendra Nath Mukhopadhyay
157 Abinash Chandra Ray II	276 Sukha Sagar Datta
190 Kamini Mohan Bhattacharyya	281 Indra Narain Chattopadhyay
195 Tarak Nath Sen	305 Nisi Kanta Chattopadhyay
202 Kali Nath Chattopadhyay	306 Trailokya Nath Sen Gupta
203 Taraniswar Ray	

Comilla Centre.

1 Giris Chandra Ray	17 Surendra Chandra Datta
10 Ras Mohan Ray	36 Debendra Nath Ray
14 Radha Charan Shaha	63 Kamaniya Kumar Sinha

Dacca Centre.

1 Nabin Chandra Banik	131 Bepin Behari Maitra
7 Sures Chandra Biswas	137 Pyari Mohan Datta
21 Jatindra Mohan Das Gupta	143 Beni Madhab Sinha
24 Tarakanta Mukhopadhyay	156 Durga Prasanna Sen Gupta
28 Hari Chanan Das	164 Debendra Nath Karmakar
35 Surendra Nath Saha.	167 Manomohan Guha
41 Asita Ranjan Chattopadhyay	168 Adinath Ghoshal
94 Srinath De Sarkar	175 Sachikanta Nag
96 Atul Chandra Bandopadhyay	201 Dines Chandra Guha
100 Jaladhar Chattopadhyay	203 Kumud Bandhu Chaudhuri

Rangpur Centre.

1 Kasi Nath Dey Sarkar	32 Dines Chandra Biswas
23 Manmatha Nath Chattopadhyay	34 Debendra Mohan Mukhopadhyaya

1st. Div. 112. 2nd Div. 187. 3rd Div. 62. Total 361.

Primary Technical Examination, 1906.**FIRST DIVISION.**

(In order of merit.)

- 1 Ran. 7 Giris Chandra Bhaumik
2 Ran. 6 Nilratan Ghosh

- 3 Ran. 11 Satis Chandra Das
4 Ran. 5 Mukunda Chandra Das
5 Ran. 2 Durga Nath Tarafdar
-

SECOND DIVISION.

(*In order of merit.*)

- 6 Ran. 9 Mahendra Chandra Das
7 Ran. 14 Ambica Charan Guha
8 Ran. 8 Nritya Gopal Ray
-

THIRD DIVISION.

(*In order of merit.*)

- 9 Ran. 16 Radha Krishna Bhattacharyya
10 Ran. 12 Krishna Ratan Das
-

Secondary Technical Examination, 1906.

FIRST DIVISION.

(*In order of merit.*)

- 1 Ran. 5 Narendra Narain Chakraborty
2 Ran. 1 Bidhu Nath Ray Chaudhuri
-

SECOND DIVISION.

- 3 Cal. 1 Sachindra Nath Ghosh
-

THIRD DIVISION.

(*In order of merit.*)

- 4 Cal. 5 Kalipada Mukhopadhyaya
5 Ran. 2 Satis Chandra Sen
-

The following Candidates have passed in
Carpentary.

(*In order of merit.*)

- | | | | |
|---|------|---|-----------------------------|
| 1 | Ran. | 1 | Bidhu Nath Ray Chaudhuri |
| 2 | Ran. | 2 | Satis Chandra Sen |
| 3 | Ran. | 5 | Narendra Narain Chakraborty |
| 4 | Cal. | 5 | Kalipada Mukhopadhyay . . |
| 5 | Cal. | 1 | Sachindra Nath Ghosh |
-

The following Candidates have passed in
Smithy.

(*In order of merit.*)

- | | | | |
|---|------|---|-----------------------|
| 1 | Cal. | 5 | Kalipada Mukhopadhyay |
| 2 | Cal. | 1 | Sachindra Nath Ghosh |
-

*List of Successful Candidates at the Public
Examinations held in July, 1907.*

Seventh Standard Examination—1907.

FIRST DIVISION.

(Arranged in order of merit.)

- | | | | |
|---|-----------|---|--------------------|
| 1 | Roll Ag. | 4 | Kunj Behari Lall |
| 2 | Roll Dac. | 2 | Ashutosh Das Gupta |
-

SECOND DIVISION.

(Arranged in order of merit.)

- | | | | |
|---|-----------|---|-----------------------------|
| 3 | Roll Ben. | 1 | Vishwambhar Dayal |
| 4 | Roll Cal. | 2 | Satis Chandra Chattopadhyay |
| 5 | Roll Com. | 1 | Jagat Bandhu Pal |
| 6 | Roll Cal. | 3 | Shib Chandra Lahiri |
| 7 | Roll Ran. | 2 | Manomohan Sircar |
-

THIRD DIVISION.

- | | | | |
|---|-----------|---|-----------------------------|
| 8 | Roll Ran. | 3 | Kshirode Behari Chakrabarty |
|---|-----------|---|-----------------------------|
-

Fifth Standard Examination—1907.

FIRST DIVISION.

(Arranged in order of merit.)

- | | | | |
|---|-----------|----|------------------------------|
| 1 | Roll Ran. | 15 | Prafulla Chandra Chakravarty |
| 2 | Roll Cal. | 31 | Narendra Nath Sen Gupta |
| 3 | Roll Cal. | 17 | Nilratan Dhur |
| 4 | Roll Com. | 14 | Jogesh Chandra Chakravarty |
| 5 | Roll Cal. | 28 | Dhirendra Kumar Sircar |
| 6 | Roll Com. | 23 | Shibprasad Upadhyay |
| 7 | Roll Am. | 7 | Govind Ramchandra Phadke |
| 8 | Roll Ran. | 13 | Manish Chandra Ray |

- 9 Roll Cal. 14 Jahar Lal Seth
 10 Roll Com. 26 Sukumar Sen
 11 Roll Com. 7 Kula Chandra Singha Roy
 12 Roll Cal. 42 Jogendra Nath De Siroar
 13 Roll Cal. 15 Mahendra Nath Karan
 14 Roll Lah. 3 Kartar Sing
 15 Roll Com. 9 Dvijendra Nath Chakravarty
 16 { Roll Com. 6 Banga Behari Das . .
 { Roll Dao. 17 Sasi Kumar Das Gupta
 18 Roll Ran. 7 Hemanta Kumar Gupta Bhaya
 19 { Roll Com. 28 Suresh Chandra Das Gupta
 { Roll Ran. 14 Satis Chandra Das Gupta
 21 Roll Am. 6 K. M. Dhamangaonkar
 22 Roll Cal. 3 Bejaya Gopal Goswamy
 23 { Roll Cal. 24 Gaur Mohan Bandyopadhyaya
 { Roll Dae. 3 Kali Charan Shaha
-

SECOND DIVISION.

(Arranged in order of Roll Nos.)

Amraoti Centre.

Roll No.	Name.	Roll No.	Name.
1	Waman Sakharam Akolkar	4	Ramkrishn Shridhar Khot
2	Vasudeo Ramchandra Ballal	5	Laxman Vaman Bhane
3	Shanker Ramkrishna Naik	8	Baboorao Ganesh Kulkarni

Bankipore Centre.

- 3 Dular Chand Ram

Calcutta Centre.

1	Lalit Kumar Bose	37	Surendra Nath Sen
13	Aswini Kumar Ray	38	Nripendra Nath Ghosh
18	Lakshmi Kanta Deb	40	Matl Lal Laha
25	Ramanath Mukhopadhyay	45	Lalit Mohan Dutta
29	Rupsanatan Halder		

Comilla Centre.

2	Murari Mohan Sen Gupta	19	Abani Mohan Chakravarty
12	Suresh Chandra Bhadra	24	Sachindra Kumar Sen
13	Sarat Chandra De		

Dacca Centre.

<i>Roll No.</i>	<i>Name.</i>	<i>Roll No.</i>	<i>Name.</i>
7	Dhirendra Nath Ghosh	19	Hiranmayee Sen
10	Pratap Chandra Chakravarty	20	Suresh Chandra Rai Chowdhury
13	Jajneswar Munshi	21	Dhirendra Nath Mukhopadhyaya
14	Narendra Prasad Basu	26	Rajani Kanta Pal

Lahore Centre.

1 Brij Lal

Rangpur Centre.

1	Akshay Kumar Ghosh	6	Jamini Krishna Kar
2	Kumud Bandhu Bhattacharya	8	Sachindra Nath Sen Gupta
3	Rajendra Lal Ray	16	Nallni Kanta Rahut
5	Rakhai Bandhu Neogi		

THIRD DIVISION.*(Arranged in order of Roll Nos.)***Bankipore Centre.**

4 Jagesher Narayan Singha

Calcutta Centre.

4 Dwijadas Biswas | 11 Rati Kanta Shaha

Comilla Centre.

1	Ramesh Chandra Bandyopadhyaya	22	Devendra Chandra Singha Ray
5	Manomohan Chowdhury		

Dacca Centre.

11	Nirupama Chandra Bhattacharya	22	Surendra Nath Mukhopadhyaya
16	Jogendra Nath Bhaduri		

Rangpur Centre.

7	Ramgopal Das Kundu	11	Nirmal Chandra Lahiri
9	Nirmal Chandra Bhattacharya	12	Nagendra Nath Shome
10	Bidhu Bhushan Bhaduri		

Secondary Technical Examination—1907.**SECOND DIVISION.***(Arranged in order of merit.)*

- 1 Roll 5 Daitya Mohan Das*
 2 „ 3 Annada Charan Gupta*

* Passed in Practical Carpentry.

Primary Technical Examination—1907.**FIRST DIVISION.***(Arranged in order of merit.)*

1	Roll Ran.	1	Nalini Chandra Neogi*
2	" "	18	Girija Sundar Bhattacharya
3	" "	17	Jogendra Nath Maitra
4	" "	13	Abhay Charan Raha

SECOND DIVISION.*(Arranged in order of merit.)*

5	Roll Ran.	5	Jatindranath Bandyopadhyaya
6	" "	6	Raimohan Ghosh
7	" "	2	Chandra Kumar Bhowmick
8	" "	3	Harendranarain Das
9	" "	9	Radhashyam Sen Gupta
10	{ Roll Ran.	7	Jogendranath Nandy
		15	Jyotish Chandra Chowdhury
12	" "	8	Durga Prasanna Bandyopadhyaya

THIRD DIVISION.*(Arranged in order of merit.)*

13	Roll Ran.	4	Nilananda Karjee
14	" "	10	Jatindra Nath Das*
15	" "	12	Kunja Lal Sarcar

ABSTRACT

	1st. Div.	2nd Div.	3rd Div.	Total.	Percentage.
Seventh Standard					
Examination	2	5	1	8	50·0
Fifth Standard					
Examination	24	37	14	75	61·5
Secondary Technical					
Examination	0	2	0	2	40·0
Primary Technical					
Examination	4	8	3	15	83·3

* Passed in Practical Carpentry.

INSTITUTIONS AFFILIATED
TO THE
NATIONAL COUNCIL OF EDUCATION, BENGAL.

(Up to December, 1907.)

A. Up to the Proficiency Standard.

Bengal National College and School, Established 15th August, 1906.

B. Up to the Seventh Standard.

1. Rangpur National School.
2. Dacca National School.

C. Up to the Fifth Standard.

1. Mymensingh National School.
2. Kishoregunge (Mymensingh) Harimohan National School.
3. Comilla National School.
4. Dinajpur " "
5. Chandpur (Tippera) "
6. Majpara (Dacca) "
7. Khulna " "
8. Magura " "

D. Up to the Primary Standard.

1. Bara-Bashalia (Mymensingh) National School.

Institutions recommended for affiliation.

(Up to December, 1907.)

Up to the Fifth Standard.

1. Jalpaiguri National School
2. Noakhali " "
3. Jessore " "
4. Kamargram (Faridpur) Kasiswar National School.
5. Sylhet National School.

Up to the Primary Standard.

1. Dhap Free Primary National School.
-

BENGAL NATIONAL COLLEGE & SCHOOL.

A FULL account of the Bengal National College and School will be found in the Annual Reports of the Council, 1906 & 1907. given in Appendix C Parts I and II.

RANGPUR NATIONAL INSTITUTION.

THE Rangpur National Institution was started under rather peculiar circumstances. On the 31st October, 1905, there was a public meeting held in the local town-hall ; many students of the Government Zillah and Technical Schools attended the meeting and on their way home from the meeting sang national songs and shouted *Bande Mataram*. This conduct of the boys was taken exception to, and on the following day, the boys were each fined Rs. 5 and until this was paid the Head master was not to allow any boy to attend the school. The guardians of the boys did not see their way to pay this fine and as some provision had to be made for the education of the boys, their guardians had no other alternative than to start an educational institution which they decided was to be carried on, on National lines.

The Rangpur National Institution was accordingly started on the 8th November 1905, with the object of imparting education both general and technical and a committee composed of the following gentlemen was constituted to conduct the school :—

- | | | |
|-----|---|-------------------------------------|
| 1. | Srijukta Umesh Chandra Gupta, B.L., | <i>Pleader—President.</i> |
| 2. | „ Rash Behary Mukerjee, B.L., | <i>Pleader—Secretary.</i> |
| 3. | „ Akshay Kumar Sen, B.L., | <i>Pleader—Assistant Secretary.</i> |
| 4. | Mr. P. K. Mukherjee, B.A., | <i>Bar-at-law.</i> |
| 5. | Srijukta Satis Chandra Chakravarty, B.L., | <i>Pleader.</i> |
| 6. | „ Satis Chandra Ray, B.L., | „ |
| 7. | „ Rames Chandra Ray, B.L., | „ |
| 8. | „ Durga Das Bagchi, B.L., | „ |
| 9. | „ Kartic Chandra Bhattacharyya, B.L., | „ |
| 10. | „ Satis Kamal Sen, B.L., | „ |
| 11. | „ Radha Krishna Ray, | „ |
| 12. | „ Ashutosh Majumdar, B.L., | „ |
| 13. | „ Shib Chandra Majumdar, B.L., | „ |
| 14. | „ Jadab Chandra Bhattacharyya, B.L., | „ |
| 15. | „ Surendra Chandra Ray Chowdhury, | <i>Zemindar.</i> |
| 16. | „ Surendra Chandra Lahiry, | „ |

17. „ Kali Prosonno Sen, *Muktear.*
18. „ Rajib Lochan Shome, *Secretary to the Rangpur Loan Office.*
19. „ Jogesh Chandra Lahiry, *Doctor and Hony. teacher.*
20. „ Kali Krishna Sen Gupta, *Kaviraj.*

Many of the Committee members subscribed Rs. 100 a month for the support of the school and donations amounting to about Rs. 10,000 were raised from local and other gentlemen. The work of teaching was at first undertaken by some of the local pleaders, who were soon after relieved by voluntary teachers who offered to work on nominal pay.

The school started with about 300 boys on its rolls. There were some defections afterwards. Notwithstanding this, about 200 boys were left on the rolls on the 31st December, 1907.

The Institution has at present two departments General and Technical, the General Department teaching up to the 7th Standard of the National Council and the Technical Department up to the Primary and Secondary Technical courses in Mathematics, Drawing, Surveying, Engineering including a course of practical instruction in the Carpentars' and the Black-smiths' Shops.

The school building is under construction and when completed, is expected to accommodate about 500 boys. There is a Boarding-house attached to the Institution.

The library, laboratories and the workshop are at present rather insufficiently equipped.

24 free-studentships are offered by the Institution to deserving poor students.

The Institution was in receipt of a monthly grant-in-aid of Rs. 100 from the Council during the year, 1907..

The scale of fees charged by the Institution is given below.

General Department—Primary course :—				Rs.	A.	P.
1st year ...	...	...	...	0	12	0
2nd and 3rd years	...	...	...	1	0	0
Secondary Course :—						
1st. year ...	...	...	...	1	4	0
2nd and 3rd years	...	...	...	1	8	0
4th and 5th years	...	...	...	2	0	0
and 6th and 7th years	...	...	...	3	0	0

Admission fees are the same as the monthly fees in all the classes.

The instructive staff consist of the following gentlemen :—

1. *Srijukta Braja Sundar Ray, M.A., B.L., *Head Master.*
2. „ Kāmini Kumar Kar, F.M.M., *Supdt. Tech. Dept.*
3. „ Jadab Chandra Kavyatirtha, *Pandit.*

- | | | |
|-----|---|-------------------------------------|
| 4. | Srijukta Atul Chandra Gupta, M.A., | <i>Asst. Teacher.</i> |
| 5. | „ Suresh Chandra Das Gupta, B.L., | „ |
| 6. | „ Nagendra Nath Sen, B.A. | <i>Asst. Teacher.</i> |
| 7. | „ Banku Behary Sen, (Read up to B.A.) | „ |
| 8. | „ Abinash Chandra Ray | „ |
| 9. | „ Kshitish Chandra Ray, B.L., | „ |
| 10. | „ Kshitish Chandra Das Gupta (Passed F.A.) | |
| 11. | „ Pramatha Nath Bhattacharyya, L.M.S. | |
| 12. | „ Bidhu Nath Roy Chowdhury | |
| | ^ (Passed Secondary Tech. Exam. of the Council) | |
| | | <i>Drawing Teacher, Tech. Dept.</i> |
| 13. | „ Jogesh Chandra Chakravarty (Passed Entrance) | <i>Clerk.</i> |

DACCA. .

THE need for national education having been acutely felt at Dacca, some students of the Government Zillah School and other schools connected with the Calcutta University arranged a public meeting which was attended largely by their guardians and they persuaded the leading gentlemen of the town to start an institution to be conducted on national lines. Some graduates and undergraduates of the Calcutta University having at the same time volunteered to act as teachers on no pay, or only nominal pay, the National School was started in December 1905 with the undermentioned gentlemen as members of the Managing Committee :—

- | | | |
|----|-------------------------------|---------------------------------|
| 1. | Srijukta Trailokya Nath Basu | <i>President.</i> |
| 2. | „ Peary Mohan Ghosh | <i>Secretary and Treasurer.</i> |
| 3. | „ Rajani Kanta Gupta. | |
| 4. | „ Ananda Chandra Chakravarty. | |
| 5. | „ Mohendra Kumar Ghosh. | |
| 6. | „ Mohendra Lall Ray. | |
| 7. | „ Govinda Kishore Rakshit. | |
| 8. | „ Prasanna Kumar Guha. | |

Dr. P. C. Sen, one of the chief supporters of the school during its early days, helped the school with a donation of Rs. 500 besides raising about Rs. 300 as subscription. The members of the Dacca Bar also helped the school with donations, the principal donors being Srijukta Trailokya Nath Bose (Rs. 100), Srijukta Ananda Chandra Ray (Rs. 50), Srijukta Rajani Kanta Gupta (Rs. 50), Srijukta Prasanna Kumar Guha (Rs. 25), and Srijukta

Mohendra Lal Ray (Rs. 25). Besides, other local donations amounting in all to about Rs. 200 were received. Rs. 125 was contributed by the National Council as monthly Grant-in-aid to the School during 1907.

The School teaches up to the 7th standard Course of the National Council.

The School is at present being held in a rented house and the accommodation is rather scanty and insufficient. The library of the school and the laboratory are in an unsatisfactory condition for the want of adequate funds. For the same reason also the school is yet without a properly fitted up workshop.

The number of boys on the rolls is 117, and the fees charged for the several classes are as follows—Primary Classes—Re. 1. Secondary—1st and 2nd year classes—Re 1-8 as., 3rd, 4th and 5th year—Rs. 2, and 6th and 7th year classes—Rs. 3. There are 5 free and as many half free students in the school.

The instructive staff consist of the following gentlemen :—

1. Srijukta Purna Chandra Routh M.A., *Head-master*.
2. Charles Daniel, B.A.
3. Srijukta Bhupati Chandra Dutt, B.A.
4. Pandit Mahendra Chandra Bidyaratna Vyakaranatirtha.
5. Srijukta Jatindra Mohan Chakravarty.
6. „ Dinesh Chandra Chatterjee.
7. „ Bhim Chandra Dutt.
8. „ Pulin Behary Das.
9. „ Kasiprasanna Das (M. E. and Survey passed).
10. „ Kali Charan Saha

(Passed 5th Stand. Exam. of the Council).

Honoraray Teachers :—

11. Srijukta Kunja Lal Nag, M.A.
12. „ Sasi Bhusan Sen, B.A.

(Retd. Dy. Insp. of Schools and late Principal

Agartola Raj College).

and two other graduates and one undergraduate.

MYMENSINGH.

TOWARDS the end of April, 1906, a general Committee for the advancement of national education was formed at Mymensingh by the leading gentlemen of the town and under their auspices the local National School was started on the 30th April, 1906, Kumar Upendra Chandra Acharyya Chowdhury Bahadur of Golakpur nobly undertaking to meet all deficits in current monthly expenditure for a period of six months. An Executive Committee consisting of the following gentlemen were appointed for the management of the School :—

- | | | |
|-----|---|-----------------------------------|
| 1. | Srijukta Kali Sankar Guha, | <i>Pleader—President.</i> |
| 2. | „ Baneswar Patranabis, | <i>Pleader.</i> |
| 3. | „ Dinanath Chaudhuri, B.L. | „ |
| 4. | „ Ramesh Chandra Sen, B.L. | „ |
| 5. | „ Revati Sankar Roy, B.L. | „ |
| 6. | „ Srinath Das, B.L. | „ |
| 7. | „ Nagendra Kumar Majumdar, B.L. | „ |
| 8. | „ Bijoy Chandra Das Gupta | „ |
| 9. | „ Sarat Chandra Adhikary | „ |
| 10. | Moulvi Hamiduddin Ahmed, B.L. | „ |
| 11. | Srijukta Hemendra Kishore Acharyya Chowdhury, | <i>Zemindar.</i> |
| 12. | „ Annada Charan Chowdhury, | <i>Manager, Zemindary Estate.</i> |
| 13. | „ Jagat Jiban Roy, | <i>Muktear.</i> |
| 14. | „ Chandra Kanta Chakravarty | „ |
| 15. | „ Tara Nath Bal, L.M.S. | |
| 16. | „ Bipin Behary Sen, L.M.S. | |
| 17. | „ Jagadish Chandra Guha, | <i>Jute Merchant.</i> |
| 18. | „ Upendra Nath Ghosh, | <i>Muktear</i> |
| 19. | „ Mohim Chandra Ray, M A., B.L., | <i>Pleader—Secretary.</i> |

The summer recess intervening, the regular work of the school could not be commenced till July next, from which time the Kumar Bahadoor of Golakpur according to his promise supported the School for six months having paid about Rs. 300 on an average every month. Shortly after the expiry of this period, Devi Bisweswari Chaudhurani of Gauripur offered a donation of Rs. 3000 for the equipment of the Technical Department of the School and also a monthly subscription of Rs. 100. She has further offered a monthly scholarship of Rs 5 tenable for a year to the boy who should obtain the highest marks in the annual examination for promotion to the Fifth year class every year. Another donation of Rs. 500 has been promised by Srijukta Binayak Das Acharyya Chowdhury of Muktagachha in the District.

The School teaches up to the Fifth Standard of the National Council and in the Technical Department, it has the following classes, viz. (1) Survey, (2) Wicker-work (cane and bamboo) (3) Carpentry.

The School is situated in a house consisting of a comfortable and decent-looking pucca building and a number of corrugated iron sheds. It has not been properly equipped with the necessary teaching appliances but every effort is being made to raise funds for the purpose. It is hoped that with the aid promised by Devi Bisweswari Chaudhurani, the school will be able properly to fit up a workshop for imparting instruction in technological subjects.

The fees charged for the several classes are as follows :—Infant class As. 4, Primary course—1st year As. 8, 2nd year As. 12, 3rd year Re. 1, Secondary 1st year Re. 1, 2nd and 3rd year classes Re. 1 As. 4, 4th and 5th year classes Rs. 1. As. 8, The instructive staff consist of the following gentlemen :—

1.	Srijukta Kaliprasanna Das Gupta, M. A.	<i>Head master.</i>
2.	„ Bagala Charan Sen Gupta, B.A.	<i>2nd Teacher.</i>
3.	„ Jatindra Nath Majumdar, B.A.	<i>3rd Teacher.</i>
4.	„ Mohendra Chandra Ray	<i>4th Teacher.</i>
5.	„ Purna Chandra Majumdar	<i>5th Teacher.</i>
6.	„ Mohini Sankar Roy	<i>2nd Pundit.</i>
7.	„ Kali Charan Bose	
	(passed 7th Stand. Exam. of the Council)— <i>Addl. Teacher.</i>	
8.	„ Bipin Chandra Chakravarty	<i>Head Pundit.</i>
9.	„ Sarada Prosad Das Gupta,	
	(Passed Sub-overseer) <i>Survey Teacher.</i>	
10.	„ Aloak Behary Dutt— <i>Wicker-work Teacher.</i>	

Rs. 75. was contributed by the National Council as monthly grant-in-aid to the School during 1907.

The total number of students on the rolls on the 31st Dec. 1907 was 129.

DINAJPUR.

In April, 1906, the leading gentlemen of Dinajpur seriously considered the feasibility of starting an educational institution conducted on national lines at Dinajpur in view of the fact that on the 5th April, 1906, thirteen boys of the local Zillah School, their ages varying from 8 to 18, had been fined Rs. 5 each for having attended a Swadeshi meeting which fine their guardians did not see their way to pay. A private meeting

was convened to consider the situation and in pursuance of the decision arrived at, at the meeting, a general public meeting was called on the 8th under the presidency of Kumar Saradindu Narayan Roy and it was unanimously resolved to start a national institution at Dinajpur. The gentlemen of the town met together and the Dinajpur National Institution was started on the 10th April, 1906 with 48 boys on the rolls. It was decided to accommodate the Institution temporarily in the town residence of the Zemindars of Teota with the aid of some enthusiastic young men who had offered their services as honorary teachers until a permanent staff could be appointed.

An Executive Committee composed of twenty-five gentlemen was formed to conduct the institution and their number was subsequently increased to thirty-six. The names of the members are given below :—

1. Srijukta Ramratan Pathak, B.L., *President.*
2. „ Parameswar Dawn, B.L., *Vice-President.*
3. „ Lalit Chandra Sen, B.L., *Secretary.*
4. „ Madhu Sudan Roy, B.L., *Asst. Secy.*
5. Kumar Saradindu Narayan Roy, M.A.
6. Srijukta Hari Charan Sen.
7. „ Sarada Kanta Roy, L.M.S.
8. „ Madhab Chandra Chatterjee, M.A., B.L.
9. „ Jogindra Chandra Chakravarty, M.A., B.L.
10. „ Prasanpa Kumar Bose, B.L.
11. „ Kedar Nath Bose.
12. „ Umesh Chandra Khasnabis.
13. „ Tarakeswar Chakravarty, L.M.S.
14. „ Biswambhar Das Baral.
15. „ Kailash Chandra Das, B.L.
16. „ Banwari Lal Das.
17. „ Janaki Nath Majumdar.
18. „ Rajani Kanta Basu.
19. „ Kundali Kanta Chakravarty.
20. „ Kshetra Nath Banerji.
21. „ Krishna Jiban Chakravarty.
22. „ Taraprasad Roy.
23. „ Bhuban Mohan Kar.
24. Munshi Nizamuddin Ahmed.
25. „ Jeheruddin Ahmad.

To help the Executive Committee two Boards have also been formed, one an "Advisory Board" composed of six members of the Committee for effectively carrying on the management of the School, and an "Education

Board" of nine members for advising the Committee with regard to the mode of teaching, enforcement of discipline and selection of text books &c.

The Institution has received about Rs. 2,000 as donation, and is also helped by liberal subscriptions from the local gentlemen. It is at present located in a rented house, but the school has been very fortunate in securing twenty-one bighas of land to the north of the town. Eleven bighas were received as free gifts from two liberal-minded gentlemen, eight bighas from Srijukta Lalit Chandra Sen, the former Secretary of the School and three bighas from Srijukta Hem Prasanna Roy; the remaining ten bighas have been purchased.

The Institution is divided into two departments, General and Technical. It has been affiliated up to the Fifth Standard of the National Council and in accordance with its curriculum technical education has been made compulsory in all the classes. Boys are now receiving practical training in the Carpentars' and the Blacksmiths' shops. The number of students on the rolls on the 31st day of December, 1907, was 146.

The tuition fee in the several classes is as follows :—

Infant class	...	...	...	...	0	4	0
Primary Course :—							
1st year	...	...	...	...	0	8	0
2nd year	...	...	...	...	0	12	0
3rd year	...	...	...	...	1	0	0
Secondary Course :—							
1st year	...	...	...	...	1	4	0
2nd year	...	...	...	...	1	8	0
3rd year	...	...	...	...	1	12	0
4th year	...	...	...	...	2	0	0
5th year	...	...	...	...	2	8	0

Six boys have been admitted as free students, and two have been allowed to read on payment of half the tuition fee.

Rs. 75 was contributed by the National Council as monthly grant-in-aid to the School during 1907.

Instructive Staff.

1.	Srijukta Taraknath Datta Gupta, B.A.	<i>Head Master.</i>
2.	" Kali Nath Chakravarty, B.A.	<i>Asst. Headmaster.</i>
3.	" Jogendra Chandra De, B.A.	<i>Asst. Teacher.</i>
4.	" Satis Chandra Chatterjee	"
5.	" Nibaran Chandra Chakravarty	"
6.	" Probhat Kumar Sen Gupta	"

7.	Srijukta Satis Chandra Roy	<i>Asst. Teacher.</i>
8.	" Sasi Bhusan Bidyabinode	<i>Head Pandit.</i>
9.	" Tarini Charan Bhattacharyya	<i>2nd Pandit.</i>
10.	Munshi Safiuddin Biswas	<i>3rd Pandit.</i>

KISHOREGUNGE.

THE urgent need of making provision for the imparting of National Education had been very strongly felt at Kishoregunge ever since the University Bill was placed on the legislative anvil and the question began to be seriously discussed as soon as the Scheme of National Education was formulated by the National Council of Education, Bengal. The movement received a further impetus by the visit of Srijuktas Bipin Chandra Pal, Aravinda Ghosh and Subodh Chandra Mallik who had been invited by the public and the question of national education being taken up in right earnest, an influential Committee was at once formed to devise means for the establishment of a school. The Committee approached Srijukta Pyari Mohan Roy, a patriotic young Zamindar of the town who very gladly placed in their hands a High English School which he had started himself together with all furniture and property belonging to it estimated to be of the value of about 4,000 rupees, and further promised a donation of Rs. 2,000 to be paid in 20 instalments of Rs. 100 each, the only condition being that the school should be named after his father, the late Hari Mohan Ray.

With this munificent help the National School was started on the 1st August, 1906.

Besides the gifts referred to above, the noble-minded young Zamin-dar has made over to the School Committee a large plot of land of the estimated value of Rs. 3,000 adjoining the present site of the school for erecting a suitable building when there are sufficient funds for the purpose. The public of the place have also come forward to help the school, and the receipts from various sources including donations, small charities and ornaments from patriotic ladies come up to about Rs 4000.

The School is managed by two Committees, one General and the other Executive ; the former is composed of a large number of influential gentlemen both in the Subdivisional town as well as in the mofussil and the latter consists of some of the respectable Hindu and Mahomedan gentlemen of the town with Srijukta Prakash Chandra Nandi B. L. as Secretary. The names of the Members of the Executive Committee are given below ;

1. Srijukta Sasi Kumar Chowdhuri, B. L.
2. „ Kailash Chandra De, B. L.
3. „ Gagan Chandra Chakravarty, B. L.
4. „ Prasanna Kumar Sen, *Pleader*.
5. „ Kashi Kanta Roy, *Muktear*.
6. „ Prasanna Kumar Mazumdar, B. L.
7. „ Kailash Chandra Chakravarty, *Pleader*.
8. „ Girish Chandra Chakravarty, „
9. „ Bhairab Chandra Ray, „
10. „ Jagat Chandra Routh, „
11. „ Kashi Chandra Chakravarty, B. L.
12. „ Harendra Chandra Bhattacharyya.
13. „ Kali Kishore Chakravarty, *Muktear*.
14. „ Debendra Kishore Biswas, *Pleader*.
15. „ Sasi Kumar Roy, *Muktear*.
16. „ Jogendra Kishore Roy, *Taluqdar, Asst. Secretary*.
17. „ Upendra Narayan Chowdhury, *Muktear*.
18. „ Ramani Kanta Roy, „
19. „ Krishna Gobind Mahalanabis, „
20. „ Ananda Kumar Patranabis, *Nayeb*.
21. „ Kumud Bandhu Roy, „
22. „ Krishna Kumar Chakravarty, *Medical Practitioner*.
23. „ Ishan Chandra Chakravarty, *Muktear, Asst. Secretary*.
24. „ Prokash Chandra Nundy, B. L., *Secretary*.
25. Munshi Husmatuddin, *Muktear*.
26. Srijukta Harijiban Bir, *Taluqdar*.
27. „ Shyam Sundar Goswami, B. L.
28. „ Manomohan Roy, B. A., *Merchant*.
29. „ Gobind Kishore Chakravarty, *Medical Practitioner*.
30. „ Bepin Chandra Goswami, „
31. „ Kaliprasanna Chakravarty, *Taluqdar*.

The school sits in three commodious houses provided by Srijukta Pyari Mohan Roy, and a suitable building will be erected on the land made over by him as soon as the necessary funds are forthcoming.

The school has been affiliated up to the Fifth standard of the National Council of Education, Bengal, and has both a General and a Technical Department besides a Geeta class for imparting religious instruction to Hindu boys. Proper arrangements have also been made for imparting general moral education by means of lectures and also for giving physical training to the boys. There are Surveying and Weaving Classes in the Technical Department and the institution is also being equipped with Carpenters' and Blacksmiths'

shops. The School Committee has also in view the establishment of a commercial and agricultural department.

The school library contains books worth about Rs. 600 received from Srijukta Pyari Mohan Roy. The workshops, the survey and Weaving Departments and the laboratories have been equipped with some apparatus and appliances and the School Committee hope to place them on a satisfactory footing in the course of the current year.

The scale of tuition fees in the several classes are as follows :—

Primary Course :—

1st year	...	...	...	...	0	4	0
2nd year	...	...	...	...	1	0	0
3rd year	...	...	...	...	1	2	0

Secondary Course :—

1st year	...	...	...	...	1	4	0
2nd and 3rd years	...	...	...	...	1	8	0
4th and 5th years	...	...	...	...	2	0	0

Sixteen free-studentships and six half-free-studentships have been granted to deserving students. The average number of boys on the rolls is 209.

Rs. 75 was contributed by the National Council of Education, Bengal, as monthly grant-in-aid to the School during 1907.

Instructive Staff.

1.	Srijukta Surendra Nath Sen, B.A.	...	<i>Rector.</i>
2.	" Ramani Mohan Chandra, B.A.	...	<i>1st Teacher and Supdt. Experimental Dept.</i>
3.	" Durga Charan Biswas	...	<i>2nd Teacher.</i>
4.	" Surendra Nath Bhattacharyya	...	<i>3rd Teacher.</i>
5.	" Bepin Chandra Biswas	...	<i>4th Teacher.</i>
6.	" Basanta Kumar Biswas	...	<i>Infant Teacher.</i>
7.	" Taraprosanna Majumdar	...	<i>Head Pandit.</i>
8.	" Srinath Adhikari	...	<i>2nd Pandit.</i>
9.	" Girindra Nath Biswas (passed overseer)	...	<i>Supt. Tech. Dept.</i>
10.	" Sachindra Mohan Bir (passed student of the Calcutta School of Art)	...	<i>Senior artist, photographer and Painter.</i>
11.	" Jyotis Chandra Chakravarty (passed student of the Jubilee School of Art)	...	<i>Drawing and Drill Teacher.</i>
12.	" Durga Nath De	...	<i>Senior Carpenter.</i>

COMILLA NATIONAL SCHOOL.

EVER since the formation of the National Council of Education, the necessity of a system of education on national lines and exclusively under national control had been impressing itself on the minds of the people in the Comilla District also. And the leading men of Comilla after having discussed the question from all points of view resolved to found a National School at Comilla. The idea, however, took concrete shape easily after the visit of some gentlemen from Calcutta in Baisakh 1313 B. S. On the 24th. Baisakh one of them delivered a lecture pointing out the benefits of a national system of education and the necessity of starting a national school there. Thereupon the people of Comilla formed a General Committee for national education, every member of which was to contribute a minimum sum of Rs 25 in the year. And it was also agreed that those members of the General Committee who would contribute the minimum sum of Rs 100 in this manner would be elected as members of the Executive Committee.

After the formation of the general committee many gentlemen promised aid to the proposed school and money was also collected by begging from door to door.

On the strength of these donations subscribed and promised, the national school was opened at Comilla on the 4th Ashar 1313 B. S. About 400 people of the locality joined in the ceremony. And about 50 boys were admitted into the school on the first day. The work of the school was begun with the help of two paid teachers and a number of voluntary teachers who worked gratis at much inconvenience to themselves.

The Technical department was opened on the 1st Falgoon.

The present executive committee is composed of the following gentlemen :—

1. Sreejukta Mathura Mohan Deb, B.L.—*President*
2. „ Gobinda Chandra Bardhan, B.L.—*Secretary*
3. „ Jatindra Mohan Mitra —*Asst. Secy.*
4. „ Upendra Mohan Mitra, M.A., B.L.
5. „ Akhil Chandra Datta, B.L.
6. „ Bhudhar Das, B.L.
7. „ Ananga Mohan Ghosh, B.L.
8. „ Lalit Chandra Das
9. „ Bidhu Bhusan Datta, B.A., Zemindar
10. „ Rajani nath Nandi, B.L.
11. „ Kshetra Mohan Roy, B.L.

12. Sreejukta Mahésh Chandra Bhattacharyya, Merchant
13. „ Rajkumar Guha, B.L.
14. „ Basantakumar Majumdar, Zemindar
15. „ Kailash Chandra Das.

A number of gentlemen have been appointed Inspectors of the school and they are to inspect the school at least once every month. Their names are :—

1. Sreejukta Upendra Mohan Mitra
2. „ Harimohan Das Gupta
3. „ Ramani Mohan Datta
4. „ Ananga Mohan Ghosh
5. „ Rajani Nath Nandi.

The School is at present affiliated to the Council up to the Fifth Standard but it is intended to have it affiliated up to the Seventh Standard as soon as reasonable progress has been made. In the Technical Department, classes have been opened for teaching Carpentry, Smithy, Basket-weaving, Knitting, Spinning and Weaving and the manufacture of Penholders, Buttons and Ink.

The School is at present equipped with Appliances, Books, Maps, Physical and Chemical Apparatus and Furniture worth about Rs. 1000. The School is held in a rented pucca house with a spacious compound and two other tin-roofed sheds (one of which is a rented one and the other the property of the school) very close to it. It is situated close to one of the principal thoroughfares of the town with a good frontage and healthy surroundings. The total number of students on the rolls in December 1907 was 155 including four free students.

The School was in receipt of a grant-in-aid of Rs 75 per month from the Council during 1907.

The Instructive Staff of the Institution is composed of the following gentlemen :—

1.	Sreejukta Kunja Bihari Guha, B.A.	<i>Head master</i>
2.	„ Birendra Chandra Nandy	<i>Asst. Teacher</i>
3.	„ Debendra Nath Ray	„
4.	„ Mokshada Charan Bose	„
5.	„ Barada Kishore Kar	„
6.	„ Raj Kumar Chakravarty	„
7.	„ Subal Chandra De	„
8.	„ Srish Chandra Bhattacharyya	„
9.	„ Dwarka Nath Lodh	„
10.	„ Narendra Chandra Pal	<i>Carpentry</i>
11.	„ Surendra Chandra Chakravarty	<i>Clerk</i>

THE MAGURA NATIONAL SCHOOL.

IN 1906 it became necessary in view of certain local circumstances to start a new H. E. School at Magura and the leading men of the locality were giving the matter their serious consideration when the National Council of Education was established in Calcutta. The system of education inaugurated by the Council appealed to their minds and a National School to impart education on the lines laid down by the National Council was opened at Magura on the 28th November, 1906 with 30 boys on its rolls. This was the second national institution founded in West Bengal, the first being the Bengal National College and School established on the 15th August, 1906.

A Managing Committee consisting of 3 members was formed to conduct the affairs of the School.

At the time of starting a donation of about Rs 500 was raised from patriotic gentlemen and with this help and the help of promised subscriptions the school was ushered into existence. The School was affiliated to the Council up to the Fifth Standard. A workshop for teaching Carpentry has been opened, but, for want of funds the school has not yet been equipped with the necessary chemical apparatus. It has been arranged to open classes for Smithy, Hosiery and Survey at an early date.

The school is held in a new spacious tiled house of its own. The surroundings are pure. The School has been fortunate in securing a large plot of land around its buildings which will enable the students to take up agriculture as the school progresses. There is a boarding-house attached to the school and situated close to it.

The number of students on the rolls in December, 1907 was 65.

The tuition fees for the classes are :—

Primary Course—	R.	A.	P.
1st. year	0	4	0
2nd. year	0	8	0
3rd. year	1	0	0
Secondary Course—			
1st. year	1	4	0
2nd. year	1	12	0
3rd. year	2	0	0
4th & 5th year	2	4	0

The institution was in receipt of a monthly grant-in-aid of Rs. 40 from the Council during the year 1907.

The instructive staff consist of the following gentlemen :—

1. Sreejukta Purna Chandra Sen, B.A. ... *Head master.*
 2. „ Kunja Behary Chattopadhyaya ... *Kavyatirtha. Senior teacher of Sans.*
 3. „ Bibhuti Bhusan Ganguly ... *Junior teacher of English.*
 4. „ Heralal Roy ... *Teacher of Mathematics.*
 5. „ Tarakbrahma Sikdar ... *Junior teacher of History & Science.*
 6. „ Girija Sankar Sen ... *Junior teacher of Bengali.*
 7. „ Lalit Mohan Roy *Junior teacher of Geography & Drawing.*
 8. „ A Carpenter
-

CHANDPUR NATIONAL SCHOOL.

AFTER the National Council of Education had been founded in Calcutta, the question arose at Chandpur as to whether a national school should be started there. The leading citizens of the place were approached and the necessity urged on them of starting a National School. A public meeting was convened to discuss the matter and after a prolonged deliberation it was resolved that a school be started at once at Chandpur to impart education to the boys on national lines and under national control. An executive committee was formed consisting of the following gentlemen to manage the School.

1. Sreejukta Nabakumar Guha, *Pleader* ... *President.*
2. „ Haradaya Nag, *Pleader* ... *Secretary.*
3. „ Ananda Chandra Das, *Pleader* ... *Jl. Secy.*
4. „ Mahendra Chandra Karmakar (*Doctor*) ... „
5. „ Girish Chandra Sen, B.L.
6. „ Rajani Kanta Chatterjee
7. „ Ananda Chandra Bannerjee, *Muktear.*
8. „ Sarada Mohon Roy, *Muktear.*
9. „ Rohini Kumar Bose, *Doctor.*
10. „ Kulachandra Bose, *Muktear.*
11. „ Munshi Asrafali, *Muktear.*

Many gentlemen came forward with promises of help to the School. Some educated young men offered to work gratuitously for six months. With these promises the school was started on the 26th April, 1906, with 19 boys on the rolls. It received a further impetus from the visit to Chandpur of some of the Calcutta leaders and within a month a sum of Rs. 1000 was collected and the School began to prosper thenceforth.

The school is affiliated to the National Council up to the Fifth Standard. A workshop for teaching Carpentry has been opened in connection with the Technical Department. Appliances for teaching Physics, Chemistry and Biology could not yet be purchased for want of funds. For the same reason also, the Blacksmith's shop has not yet been opened.

The total number of boys on the rolls in December 1907 was 101.

The School was in receipt of a monthly grant-in-aid of Rs. 50 from the Council during 1907. The instructive staff consist of the following gentlemen :—

1.	Sreejukta Bankim Chandra Basu, B.A.	...	<i>Head master</i>
2.	„ Chandra Kishore Roy,		<i>Asst. Teacher</i>
3.	„ Jadunath Sen Gupta,		„
4.	„ Nagendra Nath Roy		„
5.	„ Rajani Kanta Gope Sarkar		„
6.	„ Pandit Sitanath Sankhyaratna		„
7.	„ Chandra Kumar Vidyalankar		„
8.	„ Prabhat Chandra Basu		„
9.	„ Nagendra Nath Roy Varman		<i>Carpentry.</i>

KHULNA NATIONAL SCHOOL.

THE necessity for imparting education to our boys on national lines had been felt for a long time at Khulna, and in pursuance of a resolution passed unanimously at the last session of the Khulna District Conference held in May 1907, a national school was started at Khulna on the 1st July, 1907. The District Committee appointed an executive committee composed of the following gentlemen to conduct the affairs of the School:—

1.	Sreejukta Biharilal Roy, B.A.	...	...	<i>President.</i>
2.	„ Venibhushan Roy, B.L.	...	...	<i>Hony. Secy.</i>
3.	„ Rashbihary Sen	...	...	<i>Asst. Secy.</i>
4.	„ Abinash Chandra Mukherjee	...	...	<i>Asst. Secy.</i>
5.	„ Bimalananda Das, B.L.			

6.	Sreejukta Durga Charan Basu, B.A. ...	<i>Head master (ex-officio).</i>
7.	„ Nagendra Nath Sen, B.L.	
8.	„ Charu Chandra Nag, M.A., B.L.	
9.	„ Jatindra Nath Mustafi	
10.	„ Sarat Chandra Das, B.L.	
11.	„ Gopal Chandra Mukherjee	
12.	„ Rajendra Nath Das Gupta, B.L.	
13.	„ Bhubanmohan Ghosh, B.L.	
14.	„ Janakinath Roy Chowdhury	
15.	„ Kūnjabihari Mukherjee, B.L.	
16.	„ Jyotis Chandra Ghosh, B.L.	
17.	„ Nakuleswar Bose	
18.	„ Gadadhar Ghosh	
19.	„ Biswanath Nandi, B.L.	
20.	„ Kshetranath Datta Chowdhury, B.L.	
21.	„ Indubhusan Majumdar, B.L.	

The institution is affiliated up to the Fifth Standard of the Council. In connection with the Technical Department, special classes have been opened to teach working in tin, paper and wickerwork. Blacksmiths' and Carpenters' shops are to be opened as soon as the funds permit. Special arrangements have been made for the physical education of the boys and their morals also are particularly looked after. The total number of students on the rolls in December 1907 was 85.

The Institution was in receipt of a grant-in-aid of Rs. 40 per month from the Council during 1907.

The instructive staff consist of the following gentlemen :—

1.	Sreejukta Durga Charan Basu, B.A. ...	... <i>Head master.</i>
2.	„ Hemanta Kumar Majumdar, B.A. ...	... <i>2nd master.</i>
3.	„ Bhuban Mohan Ghosh ...	... <i>3rd master.</i>
4.	„ Satis Chandra Kavyatirtha ...	... <i>Head Pandit.</i>
5.	„ Lalit Mohan De ...	... <i>Additional Teacher.</i>
6.	„ Rohini Kumar Roy ...	... <i>2nd Pandit.</i>
7.	„ Sarat Kumar Roy ...	... <i>Gymnastic & Drill master.</i>
8.	„ Indubhusan Roy ...	... <i>Supdt. Tech. Dept.</i>

MAJPARA NATIONAL SCHOOL.

FOR 50 years or so, there had been no other school at Majpara except an M. E. School aided and maintained by the District Board. Latterly, however, the standard of teaching in this school declined and the people of the locality were considering what steps they should adopt in order to impart sound education to their sons and wards. The National Council of Education had then been formed, and the system of education formulated by it appealed to the people of Majpara as the best solution of the problem and they therefore resolved to establish at Majpara a school to teach on national lines and under national control. Accordingly the National School was ushered into existence on the 1st April, 1907.

An executive committee consisting of the following gentlemen, being the elite of the locality, was appointed to conduct the affairs of the school.

1.	Sreejukta Bilash Chandra Roy	...	...	<i>President.</i>
2.	„ Manoranjan Roy	...	...	<i>Vice President.</i>
3.	„ Saradā Kishore Roy	...	...	<i>Secretary.</i>
4.	„ Ganga Charan Bhattacharyya	...	...	<i>Asst. Secy.</i>
5.	„ Lal Behari Mukerji			
6.	„ Loke Nath Chatterji			
7.	„ Kishori Mohon Mukherji			
8.	„ Lalit Chandra Roy			
9.	„ Arun Chandra Roy			
10.	„ Modhusudan Mukherji			
11.	„ Kedar Nath Mukherji			
12.	„ Rajkumar Chakravarty			

At the outset three gentlemen of the locality very kindly volunteered their services in order to place the school on a sound footing and continued to serve as honorary teachers up to June.

The School has not yet been able to secure funds sufficient to start a Technical Department. The School authorities, however, hope to be able to do so in the course of a year. The need for a national school has, however, been fully appreciated and the people of Majpara and the neighbouring villages have been meeting, between themselves, the monthly expenditure over and above the initial expenses incurred in starting the school. The

school is affiliated up to the Fifth Standard of the National Council of Education. It has 8 classes, of which the lowest is divided into two sections, one of which is for infants and beginners. The total number of students on the rolls in December, 1907 was 123, out of which 5 were free students and 4 half-free.

The school was in receipt of a grant-in-aid of Rs. 30 per month from the Council during 1907.

The Instructive staff :—

1.	Sreejukta Gangacharan Bhattacharyya	<i>Head master, Eng. Math. Sans.</i>
2.	„ Chandra Mohan Majumdar	<i>2nd teacher, Eng. Math. Hist.</i>
3.	„ Chandra Kumar Chatterji	... <i>Hist. Math.</i>
4.	„ Raj Chandra Basu ...	... <i>Eng. Hist.</i>
5.	„ Ananta Behari Mukherji	... <i>Eng. Hist.</i>
6.	„ Debendra Lal Chakravarty	... <i>Beng.</i>
7.	„ Kripa Nath Chakravarty	... <i>Head Pandit, Sans.</i>
8.	„ Krishna Kumar Chatterji ...	... <i>Beng.</i>
9.	„ Prakash Chandra Roy ...	... <i>Beng.</i>

APPENDIX A.

Papers relating to the Education Conference.

APPENDIX A.

*Letter issued by Mr. A. Chaudhuri Convening the Education
Conference.*

52-4, PARK STREET.

Calcutta, 14th November 1905.

DEAR SIR,

A very large number of students has apparently determined not to go up for the University Examinations this year. Their idea is to sever all connection with the Calcutta University, and join some educational institution under national control. There is no such institution now and the question of establishing one, if we are to provide for these students, and others who are likely to follow their lead, must be at once taken up and finally determined.

Most of us were unaware of this intense feeling amongst the student community, and I for one had not realised it, nor was I inclined to believe in its existence, until last Saturday when I attended a meeting of students, at the request of Babu Hirendra Nath Dutta, M. A. Premchand Roychand Scholar, one of our most sedate public men. At that meeting, consisting of over five thousand students, I felt for the first time the urgency of the matter, and I beg of you to take note of the fact and decide what we ought to do under the circumstances.

The students believe that a large sum of money would be forthcoming to establish and support such an institution as they desire, but they are more sanguine than facts justify. So far as I am able to ascertain, first hand, we may count upon six lacs, namely, 1 lac in cash and 5 lacs in cash or, an annual income, secured on immoveable property, of Rs. 20,000. In addition to this I have been assured by a friend, upon whose word the public can rely, that he can guarantee an endowment yielding Rs. 30,000 a year. We have also the possibility of getting a magnificent house, and a sum of Rupees 2 lacs provided arrangements be made for starting a technical branch. Smaller sums have also been promised, but it is difficult to estimate the amount thus-available.

There is some ground for believing that some independent institutions are willing to come under our Directorate, or Board of Control.

I have had the opportunity of ascertaining the views of some eminent friends and at their desire, I have the honour to invite your presence at a small meeting to be held at the above premises on Thursday, the 16th instant, at 3 P.M.

Some distinguished students of the Calcutta University, who are able to represent the views of the community, have been invited to attend.

Last Saturday, I found the students determined to take a decisive step on Monday, the 13th November. I was able to prevent that, by promising to get our leaders to take up the matter, and give it their earnest consideration. They wanted to know on Sunday, if they could count upon their help and if so, how soon they could arrive at a decision. I asked them to allow some time, but they resolved to wait only up to Thursday, the 16th instant, 5 P.M.

The situation must be faced, otherwise the result would be disastrous.

Yours faithfully,

A. CHAUDHURI

Report of the First Meeting of the Education Conference.

A Conference of leading Indian gentlemen was held at the Bengal Landholders' Association rooms on Thursday, the 16th November, to discuss the question of national education. Raja Peary Mohan Mukerjee was voted to the chair. The following gentlemen were present : Sir Gooroodas Banerjee Kt., Dr. Rash Behari Ghose, Mr. T. Palit, Mr. Lall Mohan Ghose, Dr. Nilratan Sircar, Babus Ganes Chunder Chunder, Kali Nath Mitra, the Hon'ble Bhupendra Nath Bose, Norendra Nath Sen, Surendra Nath Banerjee, Matilal Ghose, Krishna Kumar Mitra, Mr. N. N. Ghose, Babus Heramba Chandra Maitra, Brojendra Nath Seal, Rabindra Nath Tagore and many others.

The object of the meeting having been shortly stated, a discussion took place, in which several educationists took part. The following resolution was proposed by Babu Surendra Nath Banerjee, seconded by Mr. T. Palit, supported by Babu Matilal Ghose, and was unanimously adopted.

That in the opinion of this Conference it is desirable and necessary that a National Council of Education should be at once established to organise a system of Education—Literary, Scientific and Technical—on National lines and under National Control, and that the following gentlemen should be appointed, as a provisional Committee to take immediate steps to further this object and that the Committee be instructed to submit their report within three weeks.

Provisional Education Committee.

Dr. Rash Behari Ghose, M.A., D.L., C.I.E.	P. Mitra, Esq., Bar-at-Law.
Sir Gooroodas Banerjee, Kt., M.A., D.L.	A. K. Ghose, Esq., „
T. Palit Esq., Bar-at-Law.	A. Rasul, Esq., M.A., B.C.L., Bar-at-Law.
Rajah Peary Mohan Mukerjee, M.A. B.L.,	Babu Joges Chandra Chaudhuri, M.A.,
C.S.I.	Bar-at-Law.

N. Ghose, Esqr., Bar-at-Law.	Babu Hirendra Nath Dutta, M.A., B.L.
Babu Narendra Nath Sen.	Ray, Yatindra Nath Chowdhury, M.A., B.L.
„ Mati Lal Ghose.	
„ Surendra Nath Banerjea.	Babu Satis Chandra Mookerjee, M.A., B.L.
„ Rabindra Nath Tagore.	Moulavi Syed Md. Karim Agha.
„ Subodh Chandra Mullick.	Dr. R. G. Kar, L.R.C.P.
„ Kalinath Mitra.	Dr. Sasi Bhusan Mitra, M.B., B. SC.
„ Gones Chandra Chandra.	(London)
„ Khudiram Bose, B.A.	„ Amrita Lal Sircar, L.M.S.
„ Heramba Chandra Maitra, M.A.	„ Pran Krisna Acharji M.A., M.B.
„ Brojendra Nath Sil, M.A.	„ Deva Prasad Sarbadhicari, M.A., B.L.
„ Giris Chandra Bose, M.A., M.R.A.S.	„ Mohinimohan Chatterji, M.A., B.L.
„ Ramendra Sundar Trivedi, M.A.	„ Banwari Lal Chowdhuri B.A., B. SC.
„ N. C. Dass, M.A.	„ Manomohan Bhattacharjee, M.A.,
„ Mohit Chandra Sen, M.A.	Babu Jogendro Chandra Ghose, M.A., B.L.
B. Chackravarti Esq., M.A., Bar-at-Law.	„ Bepin Chandra Pal.
C. R. Das, Esq.	„ Bhupendra Nath Basu, M.A., B.L.
	A. Chaudhuri
	Nil Ratan Sircar,

Secretaries.

SIR Gooroo Das Banerjee proposed and Dr. Rashbehary Ghose seconded the following resolution :—

That this Conference, while fully appreciating the devotion and self-sacrifice of the P.R.S., M.A. and other students, is of opinion that it is desirable in the interest they are seeking to serve, that they should appear in the ensuing examinations.

The following gentlemen were then unanimously appointed provisional Trustees to receive funds :—Raja Peary Mohan Mukerjee, MR. T. Palit and Babus Subodh Chandra Mullick, Ganesh Chunder Chunder and Kalinath Mitter.

It was announced that Babu Subodh Chandra Mullick had subscribed one lakh of rupees. Another gentleman offered five lakhs, to be paid in cash or in property yielding Rs. 20,000 a year. A third gentleman offered two lakhs in cash and a large house with compound. It was further announced that an endowment of Rs. 30,000 a year was likely to be made by another donor.

Report of the Provisional Education Committee.

We have the honour to place the following Scheme framed by the Provisional Educational Committee before the Public for consideration. The Committee found it necessary from time to time to add some new members to their number to assist them in their deliberations.

The Scheme consists of two parts.

Part I is a plan for the initiation of a system of National Education on National lines and under National control, in its Liberal and Technical (including Professional) branches, in the Primary, Secondary and Collegiate standards.

Part II deals with a practical scheme for starting an Educational Institution partially equipped for Liberal and Technical Education with such means as are immediately available, to meet our urgent requirements, with a view to form a nucleus for a future Teaching and Research Institute on the lines of the modern Teaching Universities of Europe, America and Japan.

CALCUTTA :

December 2, 1905,

}

A, Chaudhuri

Nil Ratan Sircar

Secretaries.

Part I.

The Points for consideration come under the following heads :—

- I. Name and Constitution of the Council.
 - II. Its Object.
 - III. Plan of carrying out that Object.
 - IV. Raising of Necessary Funds, their Investment and Management.
- The following recommendations are made by the Committee.

- I. 1. *Name*—The National Council of Education.
2. *Constitution*—(a) The Council to consist of—
 - one President,
 - Vice-Presidents, not exceeding twelve in number,
 - two Secretaries,
 - one Treasurer,
 - and Members, not exceeding 150 in number.
- (b) Qualifications for the Election and Succession of Members cannot be definitely settled by the Provisional Committee but their recommendation is, that the members should be selected from among (1) the donors, (2) distinguished scholars, (3) principals and professors of existing teaching institutions, (4) specialists in different branches of studies, (5) men distinguished for their public services, (6) distinguished professional men.

N.B.—Regard should also be had to the representation of the different sections of the community.

(c) The Managing Body of the Council to consist of an Executive Committee, composed of the President or one of the Vice-Presidents, two Secretaries and ten Members to be elected annually.

(d) The Council to be registered under Act. XXI of 1860.

II. *The Object of the Council should be*

to impart Education—Literary as well as Scientific and Technical—on National Lines and under National Control, and not to supersede the existing systems of primary, secondary and university education.

Education on *National Lines* should imply—

1. (a) Imparting of Education, as far as practicable, through the medium of the Vernaculars, English being a compulsory subject.
- (b) The preparation of suitable text-books, especially in the Vernaculars
2. Promoting Physical and Moral Education.
3. Imparting a knowledge of the Country, its Literature, History and Philosophy.
4. Imparting of Scientific and Technical Education chiefly in those branches of Science and Arts, which are best calculated to develop the *material resources* of the country, and to satisfy its *pressing wants*.
5. Inclusion in Medical Education of knowledge of Indigenous Drugs used by *Kavirajas* and *Hakims*.
6. (a) Exacting of a high standard of Proficiency.
- (b) Enforcement of strict Discipline in accordance with the best traditions of the country.
7. Completion of Secondary, or School, education with the 15th year (minimum) and commencement of College Education with the 16th year.

III. *Plan of carrying out the Object.*

IV. *Raising of Funds, their Investment and Management.*

- For this purpose, appointment of Trustees and Legal Advisers.

III. Plan of carrying out the Object of the National Council of Education.

(I) TEACHING AND TRAINING

- (a) By establishing new schools and colleges, that is

- i. One Model College with a Collegiate School in Calcutta and schools and colleges in such other places as may be desirable.
 - ii. The Model School to have a Primary and a Secondary Department and the Model College to have a Scientific, a Literary, and a Technical, including also a Professional Department.
- (b) By utilising existing schools and colleges, that is by granting pecuniary or other aid to such schools and colleges on condition that they provide arrangements for teaching students in the course of study prescribed by the Council and on such other conditions as may be necessary.
- (c) By framing suitable Schemes of Study.

These Schemes of study viewed,

First, with reference to the subjects of study, come under the heads—

- | | | |
|---------|---|--|
| Liberal | { | <ol style="list-style-type: none"> i. Literary, dealing chiefly with the moral world and including Literature proper, and such Philosophical subjects as Psychology, Ethics, &c. ii. Scientific, dealing chiefly with the material world and including Mathematics, Physics, Chemistry, Biology, &c. iii. Technical, dealing with practical application of knowledge and including also Professional learning such as Medicine. |
|---------|---|--|

(Note :—The word Technical is used in this comprehensive sense to keep within the terms of the resolution appointing this Committee, but it is desirable to have a separate head for Professional Education.)

And secondly, viewed with reference to the stages of the student's progress they come under the heads—

- A. Primary (including a three years' course from the 6th year)
- B. Secondary (including a seven years' course from the 9th year)
- C. Collegiate (including a four years' course from the 16th year).

In the primary stage, Literary and Scientific Education should go together in combination with rudimentary Technical Education such as training of the senses, Drawing, and the like.

In the Secondary stage also Literary and Scientific Education should go together in combination with such branches of Technical Education as may be necessary to prepare the student for his intended career in life, such branches of Technical Education forming substitutes for branches of Literary or Scientific study.

In the Collegiate stage, Specialisation of study should be the rule and Education should be either Literary or Scientific or Technical or Professional with option to the student to take up any one or two branches of study belonging to any of the departments other than his own special department.

The Scheme of Study amplified on the foregoing lines should stand thus :—

A. Primary Course (extending over three years).

1st year :—

Vernacular alphabetical Primer dealing chiefly with words, things and thoughts likely to be known to a boy of five years.

Reading and Writing.

- Recitation and action songs.
- Arithmetic—Numeration and Notation, Simple Addition, Simple Subtraction and Multiplication Table.
- Object Lessons—Distinguishing Shape, Size, Colour, Sound, Taste and Smell of objects.
- Drawing of Lines and simple Figures.
- Drill.

2nd year :

Vernacular Reader in Prose and Verse containing lessons on simple things and Elementary Moral precepts relating to a boy's daily life.

Reading and Writing.

- Recitation.
- Story-telling.
- Arithmetic—Simple Multiplication and Division, Compound Addition and Subtraction.
- Object Lessons—Weight, Density and Temperature of objects, Distance, Height.
- Drawing of Figures.
- Paper-cutting and Clay-moulding.
- Language drill in English words.
- Drill.

3rd year :—

Vernacular Reader in Prose and Verse containing lessons on ordinary things and common plants and animals, and moral lessons relating to home and school life.

Reading and Writing.

Letter Writing and Story Writing.

Legends, anecdotes and folklore from Religious books of Hindus, Mahomedans and Christians.

Arithmetic—Compound Multiplication and Division, Rule of

• Three by the Unitary method.

Drawing of simple objects.

English Alphabetical Primer dealing with things and thoughts not foreign to an Indian boy.

General laws of Health.

Object Lessons—

Plants, animals, toy-gardening (including culture of plants).

Motion, speed, the sun and the moon.

Simple mechanics, the use of tools.

Wicker work (optional).

Throughout the Primary course the teaching should be as far as possible oral without reference to Text Books

Secondary Course (extending over 7 years).

1st year :—

English Reader (chiefly dealing with Indian things and thoughts).

Vernacular Poetry.

Vernacular Prose—History of India, Hindu and Mahomedan Periods (Legends, Sources of History).

Elementary Geography (Vernacular)—Asia—India (especially commercial).

Arithmetic—Measure and Multiples, Fractions—Vulgar and Decimal.

Object Lessons, Maps and Map-drawing.

General properties of matter.

2nd year :—

English Reader (Prose and Verse).

English Grammar :—Orthography, Composition and Etymology.

Sanskrit or Arabic or Persian Primer.

Vernacular Poetry.

Vernacular Prose—History of India, English Period.

Elementary Geography—(in Vernacular) Europe, England
(with special reference to Commerce.)

Arithmetic—Square and Cubic Measure.

Elementary knowledge of Minerals, Plants and Animals.

Maps and Map drawing to scale.

3rd year :—

English Reader (Prose and Verse).

English Grammar—Etymology and Syntax.

Sanskrit or Arabic or Persian Primer.

Sanskrit Grammar—Vidyasagar's *Upakramanika*—*Sandhi and Sabdarupa*.

Vernacular Poetry.

Vernacular Prose—History of England from the earliest times
to the reign of Elizabeth.

Elementary Geography—Africa and America.

Arithmetic—Proportion, Interest, Stocks, Square root.

Geometry—The substance of Euclid, Book I, according to
modern methods.

Elementary knowledge of Minerals, Plants and Animals.

Map-Modelling.

4th year :—

English—

Standard Works such as—

Defoe—Robinson Crusoe.

Some Science Reader.

Simple poems—descriptive, emotional, and reflective.

Grammar—such as Lennie's, and Composition.

Sanskrit or Arabic or Persian—

Sanskrit Reader such as Vidyasagar's *Rijupatha*, Part II.

Sanskrit Grammar such as Vidyasagar's *Upakramanika*,
Dhaturupa.

Books of Similar Standard in Arabic or Persian.

Vernacular Prose—a Biographical Reader, and History of
England from the reign of James I. to that of Victoria.

Elementary Physical Geography (Vernacular) with special
reference to India.

Arithmetic—the whole.

Algebra—Addition, Subtraction, Multiplication, Division,
Measures and Multiples and Fraction.

Geometry—Substance of Euclid, Book II, treated according
to modern method.

- Science—(i) Elementary notions of chemical processes and chemical phenomena. (ii) Elementary notions regarding phenomena of heat.
 (iii) Elementary notions regarding structure of flowers and the skeleton of a mammal.

5th year :—

English :—(To be studied chiefly for learning the language).

Standard Works or pieces such as—

Selections from Lamb's Tales from Shakespeare.

Goldsmith—Traveller.

Cowper—On the Receipt of my Mother's Picture.

Longfellow—Psalm of Life.

Sanskrit or Arabic or Persian—

Sanskrit—(Vidyasagar's *Rijupatha*, Part III.)

Vidyasagar's *Upakramanika*—Karaka, Samasa,

Books or pieces of similar standard in Arabic or Persian.

Vernacular—Elementary notions regarding political philosophy and the machinery of the Indian Government,

Geography.

Arithmetic.

Algebra up to Simple Equations.

Geometry—The substance of Euclid, Books I to III, according to modern method.

Practical Geometry and Drawing and Surveying with chain and compass.

Science :—

Physics—Heat (more advanced knowledge).

Chemistry—common simple and compound bodies.

Elementary knowledge of the digestive, respiratory and circulatory organs of the kid.

Elementary knowledge of the structure and development of the pea.

Sanitary Science.

For Sanskrit and Geometry may be substituted—

- | | | |
|-----|---|---|
| (a) | Shorthand and Typewriting }
Commercial Arithmetic } | For those who intend to prepare early for a Commercial career. |
| (b) | Elementary Botany including Vegetable Physiology, and Chemistry } | For those who intend to prepare early for an Agricultural career. |
| (c) | Elementary Physics or Chemistry }
Practical Mechanics (use of tools and machinery) } | For those who intend to prepare early for a Manufacturing career. |
| (d) | Physics }
Chemistry } | For those who intend to prepare early for a Medical career. |

It is in view of the expected commercial and industrial development of the country that we have included some of the optional subjects mentioned above ; and we would recommend the study of the French, German and Japanese languages as optional subjects.

6th and 7th years :—

1. English Literature (2 papers) :

Standard Works such as—

Milton—Paradise Lost, Book I.

Pope—Essay on Criticism.

Byron—Prisoner of Chillon.

Addison—Selections from the Spectator.

Johnson—Rasselas.

Mathew Arnold—Essays in Criticism.

2. Elementary Logic, Inductive and Deductive (one paper) as in Jevon's Primer.

3. Sanskrit or Arabic or Persian with an allied Vernacular (Composition as well as Text books.)

Sanskrit :—

Standard Works such as—

Portions from Kalidas's *Raghuvansa*.

Books of similar standard in Arabic or Persian.

4 & 5. Any two of the following subjects :—

(a) History—Greece, Rome and India.

(b) Economics.

(c) Psychology and Ethics.

(d) Mathematics.

Algebra—Quadratic Equations, Arithmetical, Geometrical and Harmonical Progression, Permutation and Combination, Binomial and Exponential theorems, Logarithms.

Geometry—Substance of Euclid, Book VI. Props. 1 to 19 according to modern method.

Plane Trigonometry—up to the solution of Triangles.

Elementary Statics and Dynamics.

(e) Physics.

(f) Chemistry.

(g) Physiology.

(h) Botany.

(i) Zoology.

(j) Geology and Mineralogy.

NOTE I :—Candidates shall have the option of answering questions in Optional Subjects either in English or in their Vernacular.

NOTE II :—English as a necessary medium of higher instruction, Logic as the science of scientific method, and an Oriental Classical language as a means of access to ancient and mediæval civilization and thought in the East are made compulsory subjects, and option is allowed in regard to the other subjects to suit varying aims and aptitudes of students.

C. Collegiate Course (extending over 4 years.)

(A) Literary :—

1. Linguistic.

Compulsory :—

(a) English Language and Literature including Historical and Philosophical Literature.

(b) An Oriental Classical Language and Literature with an allied Vernacular.

(c) Either German or French Language.

(d) Philology (comparative).

(e) The History of Universal Literature.

Optional—one of the following languages

Greek, Latin, Chinese, Japanese..

II. Historical :—

1. History—Ancient, Mediæval, and Modern.

(a) History of Greece and Rome including the History of Mediæval Europe.

(b) History of the Rise and Progress of Islam.

(c) History of Modern Europe (specially of England), America and Japan.

(d) Indian History and Archæology.

2. Sociology.

3. Politics.

4. Economics.

Candidates are expected to have a knowledge of the French language.

III. Philosophical :—

1. (a) Logic.

(b) Psychology.

(c) Ethics.

(d) Metaphysics.

(e) History of Philosophy.

(f) Natural and Comparative Religion.

(g) Indian Philosophical Systems.

Candidates are expected to have a good knowledge of Sanskrit.

(B) Scientific :—

1. Pure Mathematics (with Mixed Mathematics as a subsidiary subject).

Algebra, including the Theory of Probabilities and the Law of Errors.

Differential and Integral Calculus. Differential Equations.

Geometry—Analytical, Plane and Solid.

- II. Mixed Mathematics (with Pure Mathematics as a subsidiary subject).
Analytical Statics—Dynamics of a Particle and of a Rigid Body.
Hydrostatics and Hydrokinetics.
Optics—Geometrical and Physical.
Astronomy.

III. Physics as principal subject with Chemistry and Mathematics as subsidiary subjects for study but not for examination.

IV. Chemistry with Physics and Mathematics as subsidiary subjects for study but not for examination.

V. Physiology with Zoology, Biology and Physiological Psychology.

VI. Zoology (including Comparative Anatomy, Embryology, Distribution of Animals, and Paleontology,) Physiology, Evolution, Darwinism.

VII. Botany, (including Vegetable Physiology, Paleobotany, special knowledge of Bacteria, and Distribution of Plants,) Evolution and Darwinism.

VIII. Geology and Mineralogy, Paleontology, Physiography.

(C) Technical :—

1. Agriculture including Forestry.
2. Manufacture including Mining.
3. Commerce and Zamindari management.

(D) Professional :—

1. Medicine.
2. Engineering.
3. Pedagogics.
4. Law.

Detailed Syllabuses in the Collegiate Course in the different departments should be drawn up by Boards of Studies of which there should be at least six, namely :—

A Board of Studies for Literary subjects.

do	do	Scientific subjects.
do	do	Technical subjects.
do	do	Medicine.
do	do	Engineering.
do	do	Pedagogics.

And also a Board of studies in Law, if there is to be a Law Department.
In the School Department it is deemed desirable that the number of students in any class should not exceed thirty.

After passing the Proficiency Examination students may carry on higher studies and research work under competent guidance for a period of two years as Research Students some of whom may be elected to Fellowships. It is recommended that funds be provided for instituting a number of such Fellowships.

(d) By framing suitable Rules for promoting Moral and Physical Training. Under this head it is only necessary to say that a few hours should be set apart for Physical Training and Teachers and Professors should avail themselves of every opportunity of imparting moral training.

(e) By framing suitable Rules for Residence of students.

Under the head (e) all that is necessary to be said is this that students not living with their guardians should live either in hostels attached to their Colleges or in messes or hostels managed by themselves or other proprietors subject to periodical inspection by a board of visitors appointed for the purpose.

(II) SCHEME OF EXAMINATIONS—

(1) There shall be three public examinations :—

I. The Primary Examination after completion of the Primary Course.

II. The School Final Examination after completion of the Secondary Course.

III. The Proficiency Examination after completion of the Collegiate Course. (A successful candidate being entitled a Proficient in his Department or Subject.)

(2) For purposes of the public examinations, students shall be divided into two classes, Internal and External, the former being those who study in the colleges and schools established by or affiliated to the Council, and the latter including other students of recognized institutions. In exceptional cases, the Council shall have the power to admit private students to any of the examinations.

(3) The position of a candidate in order of merit in the list of successful candidates will, in the case of Internal students, be determined by the combined results of the public examination and the periodical class examinations with a view to encourage continuous steady work.

(4) A Student may at the discretion of the school or college authorities be admitted to any stage of any course for which he may be deemed fit, without being required to pass any public examination, provided that no one shall be admitted to the Proficiency examination before having studied for at least two years in a college affiliated to the Council.

- (5) Students who have not passed any previous Examination or passed through any course of study may be admitted to the Technical Department as out-students for practical instructions. They shall receive certificates of successful apprenticeship.

We have roughly indicated the place in our scheme, of higher Technical and Professional studies, which should be at the end of the Secondary Course. We have further indicated the place in our scheme of the Secondary Technical courses which should be at the end of the 5th year's course. A Primary Technical course should also be provided for those who join it without any previous education. The details of these three Technical courses we are not in a position to indicate. They should be settled by experts.

N.B.—The above Scheme of studies is only a provisional one subject to such modification as the National Council of Education in consultation with the Boards of Studies may consider desirable.

Part II.

The following scheme is in co-ordination with the recommendations of the committee so far as it relates to General Collegiate Education. As regards the Technical portion it attempts to give an outline of the minimum expenditure required to maintain a practical school of skilled industries in the Secondary and higher standards.

It is a workable scheme with the available fund placed at the disposal of the committee by a certain gentleman for Technical Education only, and by another gentleman for higher General Education.

Scheme for the Chairs of the Institution.

- I. Sanskrit with one Assistant Professor and 2 Fellows.
- II. Arabic (including Persian and Urdu) with 2 Fellows.
- III. Pali and modern vernaculars with special reference to Bengali and Hindi—2 Fellows.
- IV. English (Modern, Classical and Philological) with 1 Asst. Professor.
- V. School of Foreign Languages (Japanese, German and French.)

- VI. Philosophy and Logic (with special reference to Indian Philosophy)—one Asst. Prof. and 2 Fellows.
- VII. Economic and Political Sciences with one Asst. Prof. and 2 fellows.
- VIII. History (Ancient and Modern with special reference to the History of Modern Asia) with one Fellow.
- IX. India (Its special History and Physiography), with 3 Fellows.
- X. Music—Theory of Music—Evolution of Indian Musical instruments (a short course of 8 lectures during winter session only.)—
- XI. Fine Arts—Painting, Statuary, Architecture, comparative study of ideals—oriental and occidental.
- XII. Indian Law—Hindu and Muhammadan.
- XIII. Mathematics (Pure and mixed) with one Asst. Prof. and 1 Fellow.
- XIV. Physics with one Asst. Prof. and 1 Fellow.
- XV. Astronomy (with special reference to Indian Astronomy)
- XVI. Chemistry with one Asst. Prof. and 2 Fellows.
- XVII. Zoology.
- XVIII. Botany.
- XIX. Anthropology (with special reference to Indian Anthropology) 1 Fellow.
- XX. Educational Science (Pedagogics).
- XXI. Mechanical and Electrical Engineering and Metallurgy with one Asst. Prof.
- XXII. Workshop (a foreman).
- XXIII. Weaving and Coir ropery.
- XXIV. Tanning.
- XXV. Carpentry.
- XXVI. Iron, Brass and Tin work.
- XXVII. Pottery and Porcelain.
- XXVIII. Paints, Cements and Drugs.
- XXIX. Agriculture and Zamindary Accounts.
- XXX. Book-keeping, Shorthand, and Type-writing
- XXXI. Letter drafting, and precis-writing.
- XXXII. Commercial Geography and Statistics.

Report of the Committee of Ways and Means.

We recommend that the Report of the Provisional Committee be accepted amended as below—

[N.B.—On this page, the amendments are given in italics and the portions amended within crotchets.]

Name :—The National Council of Education.—**जातीय शिक्षा परिषद्**

The Object of the Council is to impart Education—Literary as well as Scientific and Technical—on National Lines and exclusively under National Control, [and not to supersede] *not in opposition to, but standing apart from,* the existing systems of Primary, Secondary and University Education.

Education on **National Lines** should imply *among other things :—*

1. (a) Imparting of Education [as far as practicable] *ordinarily* through the medium of the Vernaculars, English being a compulsory subject.

(b) The preparation of suitable text-books, especially in the Vernaculars.

2. Promoting of Physical and Moral Education *and providing for denominational Religious Education out of funds specifically contributed for that purpose and inspiring students with a genuine love for, and a real desire to serve, their country.*

Hindus, Mahomedans, Christians, Brahmos and members of other religious sects will be presumed to desire that their wards should receive religious education in their respective creeds unless their guardians express a contrary intention.

Such Religious Education is not to include the enforcement of religious rites and practices.

3. *Attaching a special importance to [Imparting] a knowledge of the Country, its Literature, History and Philosophy and incorporating with the best oriental ideals of life and thought the best assimilable ideals of the West.*

4. Imparting of Scientific, *Professional* and Technical Education chiefly in those branches of Science, [and] *Arts and Industries* which are best calculated to develop the **material resources** of the country, and to satisfy its **pressing wants**.

5. *Inclusion in scientific education generally, of a knowledge of the scientific truths embodied in oriental learning and in medical education specially of such scientific truths as are to be found in the Ayurvedic and Hakimi systems [a knowledge of Indigenous Drugs used by Kabirajes and Hakims.]*

6. (a) Exacting of a high standard of Proficiency *and*

(b) *Enforcement of strict Discipline including paying proper regard to the religious sentiments and customs of the different sections of the community—*in accordance with the best traditions of the country.

7. Completion of Secondary or School Education with the 15th year (minimum) and commencement of College Education with the 16th year (*minimum*).

We make the following recommendations about the constitution of the Council :—

- I. The Council should consist of
- One President
 - One or more Vice-Présidents
 - Two Secretaries
 - One Treasurer

and two classes of Members, viz.

1. Honorary Members.

2. Ordinary Members, whose number should not exceed 150 or fall short of 50.

The Managing Committee of the Council should consist of the President, one Vice-President, the two Secretaries, the Treasurer and a number of members to be nominated or elected annually according to section XI.

II. The Council should be registered under Act, XXI. of 1860.

III. Qualifications of Members :—

Members should be selected from among

1. Donors
2. Distinguished Scholars
3. Principals and Professors of Educational Institutions.
4. Specialists in different branches of studies.
5. Persons distinguished for their public services
6. Distinguished Professional Men
7. Graduates
8. Members of Learned Societies,

regard being had to the adequate representation of the different sections of the community, as far as possible.

APPOINTMENT OF MEMBERS.

IV. The first batch of members numbering—should be appointed at a Conference. All subsequent appointments should be made by the Council except that a donor of any sum of money exceeding Rs. 25,000 should be entitled to nominate any person possessing the requisite qualification to be a member of the Council, and a donor of any sum from 2 to 4 lacs of Rupees should be entitled to nominate two members; and a donor of any sum over 4 lacs of Rupees should be entitled to nominate 3 members; but no donor should have the right to nominate more than 3 persons whatever the amount of his donation might be. A donor might nominate himself.

FILLING UP OF VACANCIES.

V. The Council may fill vacancies and add to its number (but so as not to exceed the maximum of 150) by the election of new or additional members at any meeting of the Council by a majority vote. For this purpose, the Council should accept the nominations of the Faculties, provided that the number of members appointed on such nomination should not exceed 25 per cent. of the total number of members of the Council, excluding the elected members, hereinafter mentioned.

ELECTION OF MEMBERS.

VI. Qualified registered voters should be entitled to nominate from time to time a certain number of candidates (whose number should never exceed 50 or fall below 15) possessing the requisite qualification for appointment as members by the Council.

Such election should be held as far as possible on the basis of distribution amongst the districts of the province.

The number of elected members of the different districts should be subject to redistribution at the discretion of the Council.

The following numbers should be fixed for the present for the different districts :—

Dacca	...	...	3	24 Parganas	...	...	2
Barisal	...	...	2	Jessore and Khulna	...	...	1
Mymensing	...	...	2	Nadia	...	...	1
Faridpur	...	...	1	Murshidabad	...	...	1
Tippera	...	...	1	Bhagulpur	...	...	1
Noakhali	...	...	1	Monghyr and Santal Parganas	...	...	1
Chittagong	...	...	1	Midnapur	...	...	1
Pabna and Bogra	...	...	1	Howrah and Hoogli	...	...	2
Rangpur	...	...	1	Burdwan	...	...	1
Jalpaiguri and Darjeeling	...	...	1	Bankura and Birbhum	...	...	2
Rajshahi	...	...	2	Ranchi, Hazaribagh, Purulia,	...	...	
Dinajpur, Malda and Purneah	...	...	2	Singbhum, Palamow and	...	...	
Dhubri, Goalpara, Tezpur,	...	...		Sambalpur	...	...	1
Gauhati and Dibrugarh	...	...	2	Patna and Champaran	...	...	1
Sylhet, Cachar, Khasia and	...	...		Gaya and Sahabad	...	...	1
Jaintia Hills (including	...	...		Muzzaffarpur, Darbhanga and	...	...	
Shillong)	...	...	2	Saran	...	...	1
Cuttack, Baleswar, Puri and	...	...		Kuchi Bihar	...	...	1
Angul	...	...	2	Hill Tippera	...	...	1
Calcutta	...	...	5	Mayurbhunj	...	...	1

QUALIFICATION FOR REGISTRATION AS VOTERS.

VII. A voter must belong to one of the following classes :—

1. Graduates.
2. Pleaders whose rank should not be lower than that of a District Court Pleader.
3. Head Masters of H. C. E. Schools or Schools of similar standard.
4. Sanskrit, Persian and Arabic Lecturers of Colleges.
5. Heads of Tols or Madrassas recognised by the Council.
6. Donors of a sum of not less than Rs. 1,000 or subscribers of any sum of not less than Rs. 50 a year.
7. Editors of Newspapers and Periodicals.

Each voter must pay the sum of Rs. 5 in advance being his registration fee for three years.

The minimum number of registered voters in a district or electoral unit exercising the elective franchise must not be less than 75.

It should be competent to the Council to extend the franchise of election to literary, scientific, and other bodies approved by the Council.

VIII. No right or privilege of any member should be in any way transferable or transmissible except as otherwise provided but all such rights and privileges should cease upon the member ceasing to be such.

If, however, any of the foundation donors contributing one lac of Rupees or more dies within a period of twelve years from the date of his contribution, his trustees or in the absence of trustees his legal representatives, should have the right to exercise the power of nominating members for the unexpired part of that period of twelve years. After the lapse of this period or after the death of any such donors should he live longer than twelve years, he or his trustees or in the absence of trustees his legal representatives should not have the right to nominate more than one member, whatever may have been the amount of his donation.

IX. The first batch of members appointed under section IV should hold office for five years at the end of which period one-fifth of their number should go out by lottery every year and their places filled up by fresh appointments by the Council, or the donors as the case may be, till at the end of the ninth year the first batch should be replaced by members appointed by the Council.

Nothing in the above rule is to prevent the reappointment of members.

Elected members should hold office for three years.

Nominees of donors should hold office for three years.

POWERS OF THE COUNCIL.

X. The Council should have the following powers:—

1. To get themselves registered as a corporate body.
2. To hold and dispose of property and to deal with all questions relating to property.
3. To institute and confer Degrees.
4. To accept endowments.
5. To appoint members and to remove them.
6. To affiliate or to disaffiliate colleges and schools.
7. To frame rules and regulations and to make additions to, and alterations in, them.
8. To appoint Faculties, Boards of Studies and the Board of Accounts.
9. To publish the annual report and accounts.
10. To decide all cases of exemption from existing rules and regulations, and
11. To exercise general powers of revision in regard to all *decisions* of the Executive Committee made under the provisions of Sec. XII.

No matter should be discussed at a meeting of the Council unless it had been previously submitted to a meeting of the Executive Committee.

No *decision*, as distinguished from *recommendation*, of the Executive Committee can be upset by the Council unless by a three-fourths majority of votes at a meeting at which the attendance should not be less than double the number of members of the Executive Committee for the time being.

In all other matters twenty members should form a quorum at a meeting of the Council and the majority required will be a bare majority.

At a meeting of the Council, voting by proxy may be allowed, provided that the same member be not appointed proxy for more than two others.

FACULTIES.

XI. The Council should have power to constitute, abolish, or reconstitute Faculties under regulations made in accordance with the constitution.

The Faculties should have the power to recommend :—

1. The Boards of Examiners and individual Examiners for appointment by the Executive Committee.

2. The professors, tutors, demonstrators, teachers, research-workers and scholars for appointment by the Executive Committee.

3. Schemes for opening libraries, laboratories, and museums, &c.

4. In certain cases, text-books and schemes of lectures in the absence of Boards of Studies.

The Faculties should appoint the Boards of Studies.

THE EXECUTIVE COMMITTEE.

XII. The Executive Government of the Council should be vested in the Executive Committee which should consist of

The President

One Vice-President

Two Secretaries

The Treasurer

} Who should be *ex-officio* members of
the Executive Committee.

Nominees of donors appointed according to section. IV.

Representatives of the Council—equal in number to the nominees of donors.

XIII. The Executive Committee should be formed annually in the following ways :—

(i) The Council should first appoint the office-bearers.

(ii) The Council should next elect as many representatives as the donors should be entitled to nominate according to the next following sub-section.

(iii) The donors should last of all nominate their representatives to the Executive Committee according to the following rules :—

A donor contributing any sum from one lac to two lacs of rupees should be entitled to nominate one member of the Executive Committee every year.

A donor contributing any sum from two to four lacs of rupees should be entitled to nominate two members.

A donor contributing any sum above four lacs should be entitled to nominate three members.

No donor should be entitled in any case to nominate more than three members.

In the event of a donor being returned by election to the Executive Committee the number of his nominees shall be reduced by one. Foundation-donors contributing one lakh and upwards, should have the right to nominate members to the Executive Committee during their life. If, however, any of them dies within a period of twelve years from the time of his contribution, his trustees and legal representatives should have the right to exercise this power for the unexpired part of that period of twelve years. After the lapse of this period or after the death of any such donors, should he live longer than twelve years, he or his trustees and legal representatives should not have the right to nominate more than one member, whatever may be the amount of his donation.

The number of professional teachers (including proprietors) of Colleges affiliated either to any of the existing Universities or to the National Council of Education should not exceed in the aggregate one-third of the total number of members of the Executive Committee (including office-bearers).

The number of professional teachers (including proprietors) of Colleges affiliated to the existing Universities on the Executive Committee should not exceed the number of teachers of Institutions affiliated to the National Council of Education on that Committee.

POWERS OF THE EXECUTIVE COMMITTEE.

XIV. The Executive Committee should be vested with the following powers :—

- (A.) 1. To *decide* all matters relating to the conduct of
 - (a) Inspection of schools and colleges according to regulations passed by the Council.
 - (b) Examination according to regulations passed by the Council.
 - (c) Teaching according to regulations passed by the Council.
2. The Executive Committee should also *decide* all matters relating to the selection of text-books and the appointment of Professors, Tutors, Teachers, Research-workers, Demonstrators and Scholars according to the recommendations of the Boards of Studies or Faculties, but such matters may be referred back to the Boards or Faculties with an expression of their opinion.
3. Subject to the revision by the Council according to Section X., the Executive Committee should also *decide* all other matters that do not fall within the *powers of the Council* as defined in Section X.
- (B) As regards the following matters, the Executive Committee should have the power to *submit their recommendations and opinions* to the Council :—

1. Affiliation and disaffiliation of colleges and institutions and recognition of schools.

2. Acceptance of endowments.

3. Investment of funds, disposal of property, and purchase of property.

4. Institution and conferring of Degrees.

5. Exemptions from existing Rules and Regulations.

XV. The Executive Committee should be responsible to the Council for the accounts.

XVI. Not less than one half of the number of members on the Executive Committee should form the quorum for a meeting of that body.

MEMBERS OF THE COMMITTEE OF WAYS AND MEANS,
NATIONAL COUNCIL OF EDUCATION.

REPORT OF THE THIRD MEETING OF THE EDUCATION CONFERENCE.

A Conference was held in the Bengal Landholders' Association Rooms on the 11th March at 4 P.M., under the presidency of Mr. Satyendra Nath Tagore. There was a large attendance of invited gentlemen among whom we noticed the Maharaja of Mymensingh, Sir Gurudas Banerjee, Babu Surendra Nath Banerjee, Babu Moti Lal Ghose, Moulvi Mahammad Yusuf, Mr. A. Rasul, Babu Hirendra Nath Dutt, Babu Ramendra Sunder Trivedi, Mr. J. Ghoshal, Babu Deva Prosad Sarbadhikari, the Hon'ble Babu Ambika Charan Mazumdar, Mr. A. Chaudhuri, the Hon'ble Mr. J. Chaudhuri, Rai Jatindra Nath Chowdhuri, Babu Debendra Chandra Ghose, Babu Bepin Chandra Pal, Pandit Kâli Prasanna Kabyabisarad, Dr. Nilratan Sircar, Mr. B. Chakraverty, Mr. Probhat Kumar Mukherjee, Principal, Babu Khudi Ram Bose, Mr. A. C. Banerjee, Mr. R. N. Roy, Mr. B. C. Chatterjee, Babu Kishori Lal Sircar, Dr. Pran Krishna Acharjee and Mr. Aravinda Ghose.

The following Resolutions were passed :—

First Resolution.

That this Conference accepts the Report of the Ways and Means Committee appointed on the 10th day of December, 1905, amending the scheme of the Provisional Committee, with liberty to the Council of Education to negotiate with Mr. T. Palit with respect to his proposed donation.

Proposed by Babu Hirendra Nath Dutt.

Seconded by the Maharajah of Mymensingh.

Supported by Babu Surendranath Banerji, Sir Gurudas Banerjee, and Mr. A. Chaudhuri.

Second Resolution.

That the following gentlemen do form the National Council of Education :—

H. H. the Maharaja of Durbhanga, Maharaja Sir Jotindra Mohan Tagore,

the Maharaja of Natore, the Maharaja of Mymensingh, the Maharaja of Susang, the Maharaja of Dinajpur, the Maharaja of Cossimbazar, Raja Peary Mohan Mukerjee, the Raja of Dimlah, the Raja of Dighapatia, Kumar Manmatha Nath Mitra, the Nawab of Bogra, Mr. Satyendra Nath Tagore, Mr. A. Chaudhuri, Mr. B. K. Chakravarti, Mr. A. Rasal, M.A., B.C.L. Bar-at-law, Mr. P. Mitter, Mr. C. R. Das, Mr. P. Chaudhuri, Mr. A. K. Ghose, Dr. Rash Behari Ghose, M.A., D.L., C.I.E., Babu Dwarka Nath Chakravarty, M.A., Babu Golap Chandra Shastri, M.A., Babu Kishori Lal Sarkar, M.A., Dr. Priya Nath Sen, M.A., D.L., Dr. R. G. Kar, Dr. Nilratan Sarkar, M.A., M.D., Dr. S. B. Mitter, M.B., B.S., Dr. Suresh Prosad Sarbadhikary, B.A., M.D., Dr. Hem Chandra Sen, M.D., Dr. Kali Krishna Bagchi, M.B., Dr. Ayetulla, Kaviraj Bijoyratna Sen, Kaviraj Gopi Mohan Sen, Babu Surendra Nath Banerjee, Babu Norendra Nath Sen, Babu Moti Lal Ghose, Babu Devaprasad Sarvadhikari, Babu Bepin Chandra Pal, Babu Rabindra Nath Tagore, Babu Chandra Nath Bose, M.A., Babu Ramendra Sundar Trivedi, M.A., (Premchand Roychand Student), Mr. N. N. Ghose, F.R.S.L., Babu Gauri Sankar De, M.A., B.L., Mr. G. C. Bose, M.A., Babu Janaki Nath Bhattacharya, M.A. (Premchand - Roychand Student), Babu Lalit Kumar Banarjee, M.A., Babu Hirendra Nath Dutt, M.A., (Premchand Roychand Student), Babu Bhupendra Nath Basu, M.A., Sir Gooroodas Banerjee, Dr. P. K. Roy, D.Sc., Babu Brojendra Kishore Roy Chowdhury (Gouripore), Babu Subodh Chandra Mallik, Babu Pramathanath Roy Chowdhury (Santosh), Sheik Mohabub Afi, Moulvi Muhammad Yusoof Khan Bahadur M.A., Mr. Ibrahim. (Bar-at-law). Mr. N. C. Das, M.A., Rai Jatindra Nath Chaudhuri, M.A., Babu Satish Chandra Mukerji, M.A., B.L., Mahamahopadhya Chandra Kanta Tarkalankar, Dr. Amrita Lal Sarkar, Mr. Arabinda Ghose, B.A. Cantab, Babu Akshay Chandra Sarkar, (Hugli) Pandit Panchanan Tarkaratna, (Bhatpara), M. M. Rajkrishna Tarkapanchanon (Navadwip), Babu Sriharsha Mukerji, B.L. (Burdwan) Babu Braja Lal Chakravarty, M.A., Babu Ambica Charan Majumdar, M.A., B.L., Babu Kali Prasanna Das Gupta, M.A., Babu Aswini Kumar Dutt, M.A., (Barisal), Babu Kunja Lal Nag, M.A., Babu Ambica Charan Ukil, M.A., Babu Ananda Chandra Chakravarty (Dacca), Babu Tarakishor Chaudhury, M.A., (Sylhet), Babu Rash Behari Mukerji, B.L., (Rangpur), Babu Kartik Chandra Bhattacharji, B.L., (Rangpore), Babu Akshay Kumar Maitra, Babu Rajkumar Sarkar, (Rajshahi), Babu Brajendra Nath Seal, M.A., (Cooch Behar), Babu Baikunta Nath Sen, (Berhampur), Babu-Gaganendra Nath Tagore, Babu Radha Kumud Mukherji, M.A., (Premchand Roychand Student) Babu Rabindra Narayan Ghosh, M.A., Babu Boikuntha Kishore Chakravarty, M.A., (Mymensingh), Babu Manomohan Bhattacharji, M.A., (Dacca), Babu Khudiram Bose, M.A., B.L., Lt. Colonel K. P. Gupta, Babu Kali Charan Banurji, Mr. A. M. Bose, M.A., (Bar-at-Law), Babu Jogesh Chandra Chaudhuri, M.A., (Bar-at-Law), Babu Janaki Nath Ghosal.

Proposed by Babu Mati Lal Ghose.

Seconded by Babu Surendra Nath Banerji.

APPENDIX B.

Report of the Inaugural Ceremony of the
Bengal National College and School.

REPORT

OF

A Public Meeting held in the Town Hall, Calcutta, on the 14th August, 1906, in connexion with the Inaugural Ceremony of the Bengal National College and School established by the National Council of Education, Bengal, in Calcutta.

THE inaugural ceremony of the Bengal National College and School was held in the Town Hall on the 14th August, 1906, at 5 P. M. under the presidency of Dr. Rashbehari Ghose, C.I.E., President of the Council. In spite of the unostentatious way in which the ceremony had been advertised, and despite inclement weather the Hall was packed to its utmost capacity. The hall was tastefully decorated, and bands of young men belonging to the Dawn Society, the Santan Samiti and similar other bodies, helped to keep order; and the decorum and orderliness with which the ceremony was gone through must have struck even the most casual observer. All sections of the people were represented, and the enthusiasm they manifested during the proceedings proved the popularity of the movement. Everybody was anxious to have a glimpse of the principal donors, Srijut Brojendra Kishore Rai Chowdhuri, Maharaja Surjya Kanta Acharyya Bahadur, and Srijut Subodh Chunder Mallik; and their sight evoked hearty cheers which were renewed when they were garlanded. Among the gathering, the presence of Mr. A. Rasul, Khan Bahadur Moulavi Mahomed Yusuf, Moulvi Samsul Huda and other distinguished Mahomedan gentlemen and some European professors and evangelists deserve special mention. An attempt at giving any thing like an exhaustive list of the notabilities present at the ceremony, is not possible. But the presence of the following gentlemen was noticed:—Maharaja Bahadur of Mymensing, Srijut Brojendra Kishore Roy Chowdhury of Gouripur, Mymensing, Raja of Narajole, Kumar Bahadur of Sherpur, Mymensing, Mr. Satyendra Nath Tagore, Mahamahopadhyaya Chandra Kanta Tarkalankar, Srijut Rabindra Nath Tagore, Sir Gooroodas Banerjee, Kt., Srijut Subodh Chandra Mallik, Srijut Harendra Lal Ray, Mr. A. Chaudhuri, Mr. J. Chaudhuri, Mr. K. N. Chaudhuri, Mr. P. N. Chaudhuri, Mr. A. Rasul, Moulvi Mahomed Yusuf Khan Bahadur, Moulvi Syud Samsul Huda, Moulvi Mahomed Ishaak, Srijut Ramendra Sunder Trivedi, Srijut Hrambo Chandra Maitra, Mr. N. C. Dass, Pandit Panchanan Tarkaratna, Pandit Chandra Kanta Nyayalankar, Srijut Chandra Nath Bose, Mr. J. Ghoshal, Srijut Narendra Nath Sen, Srijut Mati Lal Ghose, the Hon'ble Srijut Bhupendra Nath Bose,

Srijut Hirendra Nath Datta, Pandit Kshirode Prosad Vidyabinode, Pandit Amulya Charan Ghose Vidyabhusan, Srijut Dwarka Nath Chakravarti, Srijut Dwarka Nath Mitra, Srijut Deva Prosad Sarbadhikari, Babu Rama Kanta Bhattacharyya, Srijut Nogendra Nath Bose, Srijut Mohini Mohan Chakravarti, Mr. P. N. Bose, Mr. P. Bruhl, Dr. P. K. Ray, Roy Parbati Sankar Chaudhuri, Ray Jatindra Nath Chaudhuri, Srijut Akhil Bandhu Guha, Maharaj-Kumar Sailendra Krishna Deb Bahadur, Srijut Naresh Chandra Sen, Mr. P. K. Sen, Mr. J. N. Roy, Mr. A. C. Banerjee, Srijut Kali Nath Mitter, Mahamahopadhyaya Dwarka Nath Sen, Kaviraj Bejoy Ratna Sen, Mr. Arabinda Ghose, Dr. Amrita Lal Sircar, Dr. Pran Krishna Acharyya, Dr. R. G. Kar, Dr. Nilratan Sircar, Srijut Kishori Lal Sircar, Mr. A. H. Ghaznavi, Mr. J. C. Dutt, Dr. S. K. Mullick, Pandit Bireswar Pande, Srijut Amrita Lal Bose, Srijut Benoyendra Nath Sen, Mr. P. K. Roy Chaudhuri, Mr. S. N. Halder, Rev. Mr. F. R. Brown of the Oxford Mission, Srijut Chandi Charan Banerjee, Srijut Jnanendra Lal Ray, Srijut-Satis Chandra Mukerji, Srijut Radhakumud Mukerji, Srijut Pramatha Nath Sen, Srijut Hemendra Nath Sen, and Srijut Khudiram Bose. The ceremony commenced by the members of the Executive Committee conducting the President to his seat in a procession headed by the Secretaries. Then the President having declared the meeting open delivered the following address.

The President's Opening Address.

The President, Dr. Rashbehari Ghose said :—

“We have assembled here on a very solemn occasion. Indeed I cannot imagine an occasion more solemn than that which has summoned us together in the historic hall. In saying this I am not using a mere phrase of courtesy, for we have assembled together to celebrate the birth of the National Council of Education, an Institution on the successful working of which are staked the dearest and the best interests of the country. The aims and objects of the Council, which have been sometimes misunderstood and misconstrued, will be presently explained to you by Sir Gooroodas Banerjee, undoubtedly—I say this without disparagement of anybody—the most competent man amongst us to discuss the subject in all its various aspects; for in him, if Sir Gooroodas Banerjee would allow me to say so in his presence, the East and the West have met. I hope the East and the West will meet, Rudyard Kipling and his disciples notwithstanding. In Sir Gooroodas the East and the West have met, Western Science and Western Learning being wedded to rich Indian culture of the very best and the highest type. Other distinguished men are also going to address you and I will not therefore detain you with any remarks of my own. But I cannot help remarking that the very sight of an assembly like the present makes the pulse beat faster (cheers) and fills the most confirmed pessimists—elderly lawyers are always pessimists—with hopes for the regeneration of the country for which nature has done so

much and men, I am sorry to add, so little. I assure you and I have much pleasure in giving the assurance that we have started very well, better perhaps than, speaking for myself—I had expected. A band of devoted workers have already gathered round and are ready to work not for money but for love. Crowds of students, too, are knocking at our door, eager to learn, and eager when the time would come, each in his own way and according to the station in life to which he might afterwards be called, to do his duty to his mother country. Not merely Bengal, but India expects every one of us to do his duty (cheers). It would be idle to disguise from you that we want more money. We suffer from that malady to which statesmen are generally said to be subjected, *viz.*, the eternal want of pence, which is supposed to vex public men. It is true that, this infant institution has been endowed—and endowed munificently—by Babu Brojendra Kishore Roy Chowdhuri of Gouripur, who has given five lakhs of rupees (cheers) and Babu Subodh Chundra Mallik who has given one lakh of rupees (cheers). Maharaja Suryya Kanta Acharjya Bahadur of Mymensing has offered to make over to the Council a landed property yielding an income of not less than Rs. 10,000 a year (cheers). Babu Mati Lal Ghose of the *Amrita Bazar Patrika* has offered on behalf of the Albert Temple of Science to place Rs. 4,500 at the disposal of the Council yielding a monthly income of over Rs. 150 (cheers). The Council has also been able to secure some handsome monthly subscriptions. Sir Gooroodas Banerji who heads the list has offered to pay Rs. 50 per month for life. Mr. B. Chackravarti, Barr-at-law, has offered to pay the monthly sum of Rs. 250 so long as he would practise his profession. Ray Yatindra Nath Chaudhury of Taki has offered to pay a monthly sum of Rs. 100 for the period of five years at the end of which it would be increased and permanently secured by an endowment. Babu Dhannu Lal Agarwalla has offered to pay Rs. 25 per month for the minimum period of five years. The secretaries have each promised to pay Rs. 250 per month, one of them for ten years and the other during his professional life. But as I have said just now we want more. We want all our countrymen to follow the noble example, which has already been set to us. A former Vice-Chancellor of the Calcutta University in his convocation address said that the cheapest way of winning immortality was by educational endowments and the names of hundreds of Englishmen are on the lips of the educated youths of England, of Cambridge and of Oxford, whose names would have perished centuries ago, but for the fact that they were benefactors of the universities. When a man endows a college or a university the Vice-Chancellor went to say, he founds a new family with perpetual succession, which always renews itself, and which has no danger of being extinct at any time—a family which regards this spiritual ancestry, perhaps with greater love than the real ancestry. To a people whose religion teaches

them to do good without hope or expectation of reward such an appeal is, I take it, altogether unnecessary and it may even be offensive. I will not, therefore, put it to you to endow this institution or to contribute towards its support, because that is the way to immortality; but I invite you to do so, because it is your duty (cheers). This reminds me that so long as this institution is not supported by the voluntary contributions of the people of this country, rich and poor, high and low, each contributing according to his own means, we can hardly claim the proud title of the National Council of Education. One word more—although I feel in this last word, I may be charged with trespass on a territory or province which Sir Gooroo Das Banerjee has made his own; I cannot help adding one word—and it would be one word only. We, the National Council of Education of Bengal, are not the rivals or enemies of the Calcutta University (cheers). Our objects and aims are the same as those professed by the Calcutta University though our methods are different. The composition of our governing bodies are also different, because our governing bodies are composed of Indian gentlemen. The official element, too, is somewhat conspicuous by its absence but this is a drawback against which we will do our best to bear up. Let us console ourselves and the friends of the Calcutta University may also console themselves with the remark that is to be found in one of the utterances of Mr. John Morley—scholar, historian, philosopher, and statesman—when in addressing the Birmingham Institute Mr. John Morley said—“one of the greatest of all hindrances to making things better is the habit of taking for granted that plans and ideas, simply because they are different and approach the matter from different sides are therefore the rivals and enemies instead of being the friends and compatriots of one another.” In conclusion, I have the pleasure to announce that Moulvi Seraj-ul-Islam Khan Bahadur has promised a gold medal to the best student at the final examination next year.”

The President then called upon Mr. A. Chaudhuri, one of the Secretaries, to read his report.

The Secretary's Report.

Mr. A. Chaudhuri, before the reading of the report, read certain letters and telegrams which had been received in connexion with the meeting. Maharaja Sir Jatindra Mohan Tagore Bahadur had written that owing to a previous unavoidable engagement he was unable to attend the meeting. A similar letter had been received from Raja Peary Mohan Mookerjee. Srijiut Surendranath Banerjee was at Barisal and he regretted that he was unable to be present. A European lady, Sister Nivedita, had written them a letter saying that she deeply regretted her absence.

Mr. Chaudhuri next read the report which is given at the end.

Medals and certificates were then distributed to the candidates who were successful in the examinations held by the Council in July, 1906, and as each candi-

date came up he was heartily shook by the hand by the President. Mr. A Chaudhuri then announced that the Maharaja of Mymensing had offered to make over to the Council a landed property yielding an income of over Rs. 12,000 (cheers).

Sir Gooroodas Banerjee then delivered a learned and comprehensive address, explaining the aims and objects and methods of the Council.

Sir Gooroo Das Banerjee's Address.

SIR GOOROO DAS BANERJEE said:—

Preliminary Remarks.

Those who believe that there is a Divinity that shapes our ends, naturally wish to invoke Him at the commencement of every important undertaking, to illumine what is dark in us, to raise and support what is low. I would therefore at this moment invoke that

आद्यं पुरुषमीशानं पुरुहंतं पुरुष्टुतं ।

कृतमेकाचरं ब्रह्म व्यक्ताव्यक्तं सनातनं ॥

that supreme Intelligence, the Origin of all things, worshipped and adored by all, that One, immutable, revealed and yet unrevealed, eternal Truth, and pray that His hallowed name may help us to relinquish all that is sordid and selfish, unworthy and unholy, and put forth our earnest efforts to attain the great object we have in view.

This being the inaugural ceremony of an institution which intends to undertake in its humble way the serious work of education—the work of training workers for the various departments of life, I should not be justified in occupying your time with mere words, even if I had a richer stock of them than what I happen to possess. Forgive me then if my words are few and uttered with some degree of diffidence. Not that I am wanting in confidence in the ultimate success of the institution we are met here to inaugurate ; but I would patiently wait for results without raising expectation high. It is work and not words that the public expect from us. The only useful purpose which words can serve at the present stage of our progress is to give the public an idea of our object and our plan of work, and to exhort our teachers and students to earnest exertion ; and that is what I propose to do. An explanation of our aims and our methods may secure for us greater sympathy and support from our friends, and may serve to soften, if not to silence, unfriendly criticism.

I. Statement of Objects

The objects of the National Council of Education, Bengal, as stated in its Memorandum of Association, are amongst other things,

(1) to impart Education, Literary and Scientific as well as Technical and Professional, on national lines and exclusively under national control, not in oppe-

sition to, but standing apart from, the existing systems of Primary, Secondary and Collegiate Education, attaching special importance to a knowledge of the country, its literature, history and philosophy, and designed to incorporate with the best oriental ideals of life and thought the best assimilable ideals of the west ;

(2) to promote the study chiefly of such branches of the arts and sciences as are best calculated to develop the material resources of the country and satisfy its pressing wants ;

(3) to provide for denominational religious education subject to certain conditions ;

(4) to create and maintain a high standard of proficiency and to enforce strict discipline in accordance with the best traditions of the country ;

(5) to impart and facilitate the imparting of education ordinarily through the medium of the vernaculars, and for that purpose to prepare and encourage the preparation of suitable text-books in the vernaculars, in arts and sciences ;

(6) to create and maintain a high standard of qualification, intellectual as well as moral, in teachers, and found and maintain professorships and fellowships ; and

(7) to provide and arrange for meetings and conferences to promote and advance the cause of education.

It may not be out of place here to say a few words to explain why these objects are deemed necessary or desirable, and how they are intended to be attained.

I. Education on National Lines.

In relation to the first mentioned object, there may be misconceptions which should be removed at the very outset. It may be said that though love of one's own country and one's own nation is laudable, yet education should not be limited by considerations of nationality, but should proceed upon a cosmopolitan basis. This may be true to a certain extent, and so far as it is true, the National Council accepts it by expressly providing for the incorporation of the best assimilable ideals of Western life and thought with our own. But though this assimilation of foreign ideals is desirable in the later stages of mental growth, in the earlier stages, such assimilation is not possible, and any attempt to force it on, will retard instead of accelerating the healthy development of the mind. Every student, when commencing his school education, brings with him in addition to his outfit of language the importance of which should be separately considered, his stock of thoughts and sentiments, the gift of his nation, which the teacher, instead of ignoring and hastily displacing, should try to utilize and gradually improve. Want of due regard for this elementary principle is, I think, one of the main reasons why the existing system of English education in this country has failed to produce satisfactory results. Profiting by past experience, and proceeding on *a priori* grounds, the National Council has accordingly deemed it not only desirable but necessary to resolve upon

imparting education on national lines, and attaching special importance to a knowledge of the country, its literature, its history and its philosophy. But while feeling convinced that there are defects in the existing system of education and seeking to avoid them, we do not ignore the benefits received from it; and the education to be imparted by the National Council of Education is intended to stand apart from, but not in opposition to, the existing system.

Defective as that system may be, it has helped the spread of education and it is because it has been tried that we are placed in a position to find out its defects and devise means of reform. The time for change of methods has certainly arrived. One party thinks that by raising the standard of education and increasing the severity of examination tests so as more largely and more effectively to exclude the less fit from the field of work, and by making the controlling body less influenced by the popular element which is supposed to be averse to the enforcement of any stringent measures, all that is needful will be secured. There is another party, including many, if not all, the members of the National Council of Education, who believe that the defects in the existing system of education lie deeper and require more radical but less stringent measures of reform; and who while equally anxious to raise the height of our educational fabric, are for broadening its base at the same time, so that those seeking education may have what they are fitted for, and none but the absolutely unfit may be excluded from the benefits of education.

I view the matter in its purely educational aspect, and I deem it undesirable as it is unnecessary to discuss the question of Government policy, or to dwell upon the causes that have led to the establishment of the National Council of Education. I would only remark that none need be under any apprehension that the National Council of Education is antagonistic to any one or opposed to the interests of other educational institutions. We shall certainly teach our pupils to love their country and their nation, but we shall never tolerate in them, much less teach them, want of love for others; for we devoutly believe in the principle, often lost sight of by many in the elation of prosperity or under the exasperation of adversity, that true self-love is incompatible with want of love for any fellowman, and that true self-interest can never be secured by injury to the legitimate interests of others.

There is ample field for educational work, and ample scope for trial of new systems. Only a very small section of the population of the country is receiving education now, and that education is given under one uniform system all throughout. An educational institution proceeding on new lines may at least claim a fair trial. Moreover, unhealthy competition must be most unlikely in this case. Our College and School have the rare good fortune of being supported by endowments, and they will not have to depend upon fees from students.

While thus disavowing all intention of antagonism and rivalry, we confidently hope that this institution will prove a rival of other educational institu-

tions in this sense that its intrinsic merits may, Heaven willing, enable it to show satisfactory results. But then where is the harm? We claim no monopoly of methods. If our methods are found efficacious, they may be adopted by others and then all rivalry will disappear.

The question might be incidentally asked why, if there is no rivalry, the Council does not utilise any of the existing colleges and schools by granting them pecuniary aid. The answer is simple. They all follow the system sanctioned by the Universities and are not prepared to adopt our scheme.

2. Scientific and Technical Education.

Our second object, namely the promotion of scientific and technical education, will, I am sure, be approved by all. Technical education is absolutely necessary as affording the only possible solution of the bread problem. Many of our friends would go so far as to say that we ought in the first place to devote all our resources and energy to technical education, leaving liberal education to be provided for by the existing system. While I yield to none in my appreciation of the necessity of technical education, and while I hail with joy the opening of the Bengal Technical Institute through the enlightened liberality of my esteemed friend and fellow-countryman, Mr. Palit, I am not prepared to neglect liberal education in any way. If technical education is necessary for our material prosperity, liberal culture is at least as necessary for our true happiness. Exclusive devotion to material pursuits without any counterbalancing influence of liberal spiritual culture tends to immerse us in materialism with its many attendant evils such as the unnecessary multiplication of our physical wants, the interminable conflict between capital and labour and the abject poverty of certain sections of the people. To quote the words of the learned Principal of the Bengal Technical Institute—"One of the most important effects of the innumerable inventions for gratifying our senses has been to multiply our wants and raise the standard of living and thus to intensify the struggle for existence. The animal necessities of life render a certain amount of struggle almost inevitable. But the object of true progress is to minimise, not to increase it. The more our energies are absorbed by it the less room there is for their employment in the higher struggle of the soul for the attainment of a better condition." And these are the words, not of a visionary or enthusiast, but of a sound practical man of science.

In regard to technical education, the Council does not entertain any ambitious project. It does not propose any comprehensive scheme for the sake of logical completeness. It will be content to promote the study of such branches of the arts and sciences as are best calculated to develop the material resources of the country and to satisfy its pressing wants. Its resources are extremely small compared with the requirements of any scheme of technical education however incomplete; and the Council appeals to the public for funds, and hopes that through the exertions of certain gentlemen who are

leading members of both the institutions, some satisfactory scheme of co-operation with the Bengal Technical Institute may be devised.

3. Religious Education.

About the third object of the Council, namely, religious education, there has been some difference of opinion. Being deeply convinced of the necessity of religious education, the Council have resolved upon providing for denominational religious education subject to certain conditions which I need not here consider in detail. An hour will be set apart for religious instruction when students professing different creeds will go to their respective teachers for instruction, which will not include any ritual observances. One chief purpose of such instruction is, if I may be permitted to add, to evoke and foster the religious sentiment and to make our young men realize the presence of God and the nearness of a future state, so that they may go right amidst all the difficulties of life, under the encouraging assurance that there is a beneficent Almighty Power always watching over them, and the land of promise where the wrongs of this world will be set right is not far off.

4. Proficiency and Discipline.

The object of the Council next specified above, is to exact a high standard of proficiency and to enforce strict discipline. The public in general and the student community in particular should take note of this express announcement of the Council, and remember that it will never tolerate any low standard of proficiency or laxity of discipline. Of the two main objects of education, namely, the storing of the mind with knowledge, and ~~the~~ the training of its faculties, intellectual and moral, we consider the latter to be of much greater importance. And the Council will always take special care to make its methods of teaching helpful towards the development of the powers of intelligent observation, independent thinking, and self-reliant exertion, and the formation of habits of reverence for superiors, obedience to authority, and readiness to respond to the call of duty, rather than to the mechanical acquisition of knowledge and the memorising of moral maxims.

5. Vernaculars to be the medium of Instruction.

Another express object of the Council is to impart education ordinarily through the medium of the vernaculars, English being studied as a second language, and to prepare, and encourage the preparation of, text-books in the vernaculars, in arts and science; and if this object is attained, it will have far-reaching consequences.

Except in the lowest forms, the different subjects of study have at present, all to be learnt in our schools and colleges in English, and this throws no small burden on our students. English is a very difficult language for a foreigner, especially a Bengali, to learn, because English and Bengali differ so widely, not only in their vocabularies but also in their grammatical structures

and idioms. And this difficulty is really so great that it not only overtakes the energy of our students, but also cramps their thought. Our scheme of imparting knowledge, so far as practicable, through the medium of the vernaculars, will lighten the labour of the student and make the acquisition of knowledge more speedy and more direct. There is no doubt a practical difficulty arising from there being so many different vernaculars. We shall have to select not more than two; and I think they should be Bengali and Urdu.

The impetus which our scheme will give to the preparation of text-books in the different subjects in Bengali and Urdu, will enrich those languages and their literature, and thereby indirectly help the diffusion of knowledge and culture among the people generally.

We keenly feel our dependence on foreign countries for the supply of manufactured articles some of which are among the necessities of life. How much more keenly should we feel our dependence on a foreign language for the supply of words for the interchange of thought not only in serious discourse on scientific subjects such as Mathematics, Psychology, Economics and Physics, but even in ordinary conversation on many matters of every day concern. And the Council in that branch of its work which seeks to supply our language with necessary words for the interchange of thought is entitled to encouragement and help from every true supporter of the *Swadeshi* movement. Mark the lesson which history teaches. The ignorance of the Middle Ages was not dispelled and the Revival of Learning was not complete until knowledge began to be disseminated through the modern languages. Nor can we expect any revival of learning here until it is imparted not merely in its primary stage, but in the higher stages as well, through the medium of the vernaculars.

6. Encouragement of Research and Training of Teachers.

The next aim of the Council as specified above is to encourage research by the grant of fellowships to advanced students, and to train teachers who should make teaching the great object of their life.

Great discoveries it is the rare privilege of genius to make, or the occasional good luck of lesser intellects to hit upon. And no genius can be called into existence by the offer of fellowships, nor can a lucky chance be created by effort. But leaving great discoveries apart, there is much useful original research which bright intelligence properly trained and equipped with necessary appliances can accomplish, and thereby add to our stock of knowledge or means of physical comfort; and the Council so far as funds permit will encourage workers in this direction.

One great drawback in the progress of education is the want of competent trained teachers. It is not every one who knows a subject that can teach it properly. Knowledge of the subject to be taught is no doubt a necessary qualification in a teacher; but it is not a sufficient qualification. A teacher must possess many other qualifications of a high order, intellectual as well as moral.

And the training of a body of competent teachers must be a necessary preliminary to the work of education. Teaching is an art and a difficult art ; and the art is based upon recondite principles of the science of mind. Every teacher must learn his art and know at least as much of mental science as concerns his art. And if the trained School-master is abroad the spread of education will receive a powerful impetus.

7. Organisation of Educational Meetings.

The last of the objects of the Council to which I wanted to call your attention, is the organisation of meetings and conferences for advancing the cause of education. Besides occasional meetings and conferences, it is proposed to have regular meetings at which persons interested in education may meet and interchange their views on various subjects and educate each other, youth profiting by the experience of age, and age being rejuvenated in knowledge by contact with youth.

II. Plan of Work.

The above are some of the many excellent objects which the National Council of Education has in view, and the next question is, how does the Council propose to attain them.

Scheme of Studies and Examinations.

The Council has prescribed courses of study under three heads, namely, (1) Primary, including a three years' course to be commenced by a boy in his 6th year, (2) Secondary, including a seven years' course to be commenced by a boy in his 9th year and finished when his age is 15 years, the courses for the 5th year and the 7th year being respectively nearly equivalent to the present Matriculation Course, and the course for the Intermediate or F.A. Examination of the Calcutta University ; and (3) Collegiate, including a four years' course in a single subject, literary or scientific with one allied subsidiary subject, equivalent to the B.A. Honour Course of the University.

The scheme of Technical Education has not yet been completed. It will be settled after consultation with experts.

There will be three Public Examinations, one at the end of each course; and for some years there will be another examination at the end of the 5th year of the Secondary course.

I will not take you through the details of these courses but merely point out to you some of the special features of the scheme of education adopted by the Council .

1. The scheme attaches just importance to the *awakening* of the powers of *observation* and *thought* by means of Object Lessons.

2. It seeks to make education *pleasant* to the learner by prescribing lessons so as alternately to satisfy and stimulate natural curiosity.

3. It seeks to make education *easy* by imparting it through the medium of the learner's vernacular.

4. It seeks to make education *real* by insisting on the learner's acquiring a knowledge of *things* and *thoughts* and not merely of *words* and *sentences* which are only their verbal expression.

5. It seeks to *save* the learner's *time* by arranging the course of study so as to enable him to master in 5 years, after finishing his Primary Education, what he now takes 7 years to learn, the standard for the 5th year being equal to the present Entrance standard of the Calcutta University; while that for the 6th and 7th years is equal to the standard for its Intermediate Examination in Arts, attainable under the existing system only after 9 years' study.

This saving of time will be the result of imparting knowledge through the medium of the student's vernacular and of excluding from the course of study the encumbrance of unnecessary difficulties and unimportant details.

6. The scheme facilitates Technical Education by providing for its being taken up at three different stages of the learner's progress, namely:—

- (1) At the end of the Primary Course (*i. e.*, at the age of 9 years.)
- (2) At the end of the 5th year of the Secondary Course (*i. e.*, at the age of 14 years.)
- (3) At the end of the 7th year or the completion of the Secondary Course (*i. e.*, at the age of 16 years.)

7. The scheme specializes the Collegiate Course to a much greater extent than what is the case under the existing system, and thus affords better facilities for higher education to students who are excluded from it now by reason of their being required to attain proficiency in a multiplicity of subjects.

8. The scheme reduces within the narrowest limits the number of public examinations, ~~which~~ are a severe strain on students, and are hindrances rather than helps to real study.

9. The scheme provides for moral education by requiring Teachers and Professors to avail themselves of every opportunity afforded by the ordinary lessons, in imparting it, and by requiring the enforcement of strict discipline in accordance with the best traditions of the country. The scheme also provides for Physical Education and Religious Education subject to certain conditions.

10. The scheme as a whole seeks, on its Liberal side, to train students intellectually and morally so as to mould their character according to the highest national ideals; and on its Technical side, to train them so as to qualify them for developing the natural resources of the country and increasing its material wealth.

A Model College and School.

The Council has established a Model College and a Model School for imparting instruction in the courses prescribed and appointed professors and teachers in the subjects likely to be taken up by students. Regarding the efficiency of the teaching staff I shall only say this for the present, that the gentlemen appointed are either experienced teachers or distinguished graduates of Indian or European Universities. I will not say more but leave their efficiency to be

proved by their work. There is, however, one merit in our staff which is entitled to immediate recognition. It is the spirit of self-sacrifice which almost every member of the staff has shown. Every one of them has made some personal sacrifice in joining our institution, and is actuated by a real desire to serve his country. The best thanks of the Council are due to them.

Our Students and their Future Career.

Two important questions here arise,—first, what classes of students are likely to join our School and College ?—and second, what future careers will their training under us qualify them for ?

These are questions which demand careful consideration. They have occupied the attention of several members of the Council, and I shall briefly indicate to you the answers that have occurred to us.

We do not know what value will be attached by the Universities or by the Government and other employers of skilled labour, to the training we give and the tests we have prescribed ; and we should therefore proceed upon the assumption that they will receive no recognition, except from Zemindars and private associations that may view this national movement with special favour. Students and their guardians must therefore clearly understand that those who join our School or College do so for the intrinsic benefits derivable from our training and not for any extrinsic advantages accruing out of it. Those who seek Government scholarships, University degrees or Government service will not have much inducement to join our institution. But they who seek knowledge and culture for their own sake, and they who seek to earn their living otherwise than by Government service or the practice of the legal profession, may not feel the same hesitation in taking admission into our College or School. We shall give our students every facility for gaining sound and useful knowledge, for cultivating their mental powers, and forming good habits. There will also be a few scholarships and fellowships available for deserving students. And these are all the advantages we can offer. In this state of things, we do not expect any great rush of students at least for the present. Nor need we feel regret if this is the case. For, if the number of our students is small, we shall be better able to look after them than if their number is large. There is one other class of students who will come to us, and they are those whom the University rejects or does not suit. They are an important class for whose education the National Council ought to provide. They may not be very brilliant students, but they are not all necessarily of inferior intelligence. The Calcutta University by insisting on proficiency in a multiplicity of subjects not unfrequently rejects candidates, who in their favourite subjects are fitted to do solid work and earn distinction. These students will naturally seek admission here, and if properly directed, they may do work which will reflect credit on them and their teachers.

Moreover, our Primary, Secondary and High Proficiency courses are so adjusted that no class of students, whatever their aims and aspirations may be,

need be excluded from them. In our scheme, a student would ordinarily finish his Secondary course by the time he completes his 15th year, that is, one year before he is eligible for the Matriculation Examination of the University, and that Examination will be no difficult matter for him. So the aspirants for University degrees may always avail themselves of the advantages of our system of education in the Secondary stage.

Then again, University graduates may join our institution for higher study and research work or for receiving training as teachers. But it should be understood that the Council does not intend to admit students who are preparing for University Examinations, and convert our College into a coaching institution for those Examinations. That would be contrary to one of our fundamental principles, which is to make Examinations serve as test of study and not to make study serve merely as a preparation for Examinations.

I come now to the second question, namely, what careers will the training we give qualify our students for ?

Government service and the legal profession must be left out of consideration for some time at least. This is a drawback, no doubt, but is it a serious one ? The legal profession is overstocked, and Government service in the higher grades is available only for a small number among the best graduates. And it will perhaps tend to the benefit of all concerned, if the energies and aspirations of the rising generation are to some extent diverted to other directions. If the two great old avenues are closed for our students, in the self-adjusting beneficent economy of nature, fresh ones will be opened, for which the times are propitious.

Agriculture, Manufacture, and Commerce are the fields to which our educated young men must turn their attention; and the scheme of study framed by the Council makes provision for qualifying students for work in those fields.

Lastly, there is the noble profession of teaching in which there is ample scope for work. And if the National Council of Education can send forth from time to time bands of well trained teachers it will be doing substantial work to help the spread of education.

I have now given you a rough outline of the aims and plan of work of the National Council of Education. It remains for me to offer our heartfelt thanks to Babu Brajendra Kishore Roy Chaudhuri, Babu Subodh Chandra Mallik and Maharaja Suryya Kanta Acharyya whose munificent endowments have enabled the Bengal National Council of Education to commence its work. They have earned the lasting gratitude of the country and we hope their bright example will be followed by many. Nor must I omit to acknowledge our obligations to Babu Satis Chandra Mukerjee who has consecrated his life to the work of education.

Though we have been proceeding with the utmost economy and have been fortunate in securing the services of a competent teaching staff on very small remuneration, we still want funds, and large funds, to enable us to give effect to our scheme. We must appeal to our countrymen for support and I hope we shall not appeal in vain.

Advice to Students.

Before I conclude I may be permitted to address a few words to our teachers and students. To the former I have very little to say. They have by accepting office under the Council at considerable sacrifice of personal interest, shown such genuine devotion to the cause of national education, that no words of exhortation are necessary from me. I will only remind them that our work will be keenly watched and severely scrutinised, and that we should always be prepared to be judged by the results of our labour.

Turning now to my young friends, the students, I would ask them to remember two things, first, that they are Indian students, and next, that they are students of institutions under the control of their National Council. As Indian students they should be true to the best traditions of student life in India which in the good old days was a life of *Brahmacharyya*. Theirs should be a life of ascetic simplicity, spotless purity, and rigid discipline; and they should cultivate habits of reverence for superiors, obedience to authority, and readiness to respond to the call of duty. In their youthful ardour they are full of enthusiastic love for their country. They cannot show that love better than by conducting themselves so as to make the work of their National Council of Education a complete success.

They should not allow the distressing phantom of an impending examination to haunt them in their hours of study; but they should read with the pleasing assurance that they are gaining knowledge; and they should remember that student life is a period of preparation, not merely for the temporary trial in the examination hall, but also for the continued trial in the world outside.

Khan Bahadur Moulvi Mahammad Yusuff then delivered a speech in Urdu in which he described how the interests of both Hindus and Mahomedans were identical and like the Ganges and the Jumna, they pointed towards one and the same goal. He insisted on ready co-operation and hearty collaboration for both the communities.

Srijut Rabindra Nath Tagore next delivered an address in Bengali.

Srijut Rabindra Nath Tagore's Speech.

Srijut Rabindra Nath Tagore said:—

জাতীয়বিদ্যালয় ত বাংলাদেশে প্রতিষ্ঠিত হইয়া গেল, এখন, এই বিদ্যালয়ের উপ-যোগিতা যে কি, সে কি যুক্তি দিয়া বুঝাইবার আর কোন প্রয়োজন আছে?

যুক্তির অভাবে পৃথিবীতে খুব অল্প জিনিষই ঠেকিয়াছে। প্রয়োজন আছে, এ কথা বুঝাইয়া দিলেই যে প্রয়োজন নিকি হয়, অন্তত আমাদের দেশে তাহার কোন প্রমাণ পাওয়া যায় না। *আমাদের অভাব ত অনেক আছে, অভাব আছে এ কথা বুঝাইবার লোকও অনেক আছে এবং এ কথা মানিবার লোকেরও অভাব নাই, তবু ইহাতে ইতর বিশেষ কিছুই ঝটে না।

আসল কথা, যুক্তি কোন বড় জিনিষের সৃষ্টি করিতে পারে না। ষ্টিয়াটিস্টিক্সের তালিকাযোগে লাভ, ক্ষতি, প্রয়োজনের কথা বুঝাপড়া করিতে করিতে কেবল গলা ভাঙে,

তাহাতে কিছু গড়ে না। শ্রোতারা গবেষণার প্রশংসা করে, আর-কিছু করা আবশ্যক বোধ করে না।

আমাদের দেশের একটা মুস্তিল এই হইয়াছে, শিক্ষা বল, স্বাস্থ্য বল, সম্পদ বল, আমাদের উপরে যে কিছু নির্ভর করিতেছে, একথা আমরা একরকম ভুলিয়াছিলাম। অতএব এ সকল বিষয়ে আমাদের বোঝা না বোঝা দুইই প্রায় সমান ছিল। আমরা জানি, দেশের সমস্ত মঙ্গল সাধনের দায়িত্ব গবর্নমেন্টের; অতএব আমাদের অভাব কি আছে না আছে, তাহা বোঝার দরুণ কোন কাজ অগ্রসর হইবার কোন সম্ভাবনা নাই। এমনতর দায়িত্ববিহীন আলোচনায় পৌরুষের ক্ষতি করে। ইহাতে পরের উপর নির্ভরতা আরও বাড়াইয়া তোলে।

স্বদেশ যে আমাদেরই কর্মক্ষেত্র এবং আমরাই যে তাহার সর্বপ্রধান কর্মী, এমন কি, অস্ত্রে অস্ত্রগ্রহপূর্বক যতই আমাদের কর্মভার লাঘব করিবে, আমাদের স্বচেষ্ঠার কঠোরতাকে যতই খর্ব করিবে, ততই আমাদের বক্ষিত করিয়া কাপুরুষ করিয়া তুলিবে—এ কথা যখন নিঃসংশয়ে বুঝিব, তখনই আর আর কথা বুঝিবার সময় হইবে।

ইংরেজিতে একটা প্রবাদ শুনিতে পাই, ইচ্ছা যেখানে, পথ সেখানেই আছে। এ কথা কেহ বলে না, যুক্তি যেখানে আছে, পথ সেখানেই। কিন্তু আমাদের ইচ্ছা যে আমাদের পথ রচনা করিতে পারে, পুরুষোচিত এই কথার প্রতি আমাদের বিশ্বাস ছিল না। আমরা জ্ঞানিতাম, ইচ্ছা আমরা করিব, কিন্তু পথ করা না করা, সে অন্যের হাত—তাহাতে আমাদের হাত কেবল দরখাস্তে সহ করিবার বেলায়।

এইজন্য উপযোজিতা বিচার করিয়া, অভাব বুঝিয়া, এতদিন আমরা কিছুই করি নাই। পরিণামবিহীন আন্দোলন-আলোচনার দ্বারা আমাদের প্রকৃতি যথার্থ বললাভ করে নাই। এইজন্যই ইচ্ছাশক্তির প্রভাব যে কিরূপ অব্যর্থ, আমাদের নিজের মধ্যে তাহার পরিচয় পাইবার বড়ই প্রয়োজন ছিল। রাজা যে আমাদের পক্ষে কত-বড় অনুকূল, তাহা নহে, কিন্তু ইচ্ছা যে আমাদের মধ্যে কত-বড় শক্তি, ইহাই নিশ্চয় বুঝিবার জন্য আমাদের একান্ত অপেক্ষা ছিল।

বিধাতার প্রসাদে আজ কেমন করিয়া সেই পরিচয় পাইয়াছি। আজ আমরা স্পষ্ট দেখিতে পাইলাম, ইচ্ছাই ঈশ্বরের ঐশ্বর্য্য, সমস্ত সৃষ্টির গোড়াকার কথাটা ইচ্ছা। যুক্তি নহে, তর্ক নহে, সুবিধা-অসুবিধার হিসাব নহে, আজ বাঙালীর মনে কোথা হইতে একটা ইচ্ছার বেগ উপস্থিত হইল এবং পরক্ষণেই সমস্ত বাধাবিপত্তি, সমস্ত দ্বিধাসংশয়-বিদীর্ণ করিয়া অখণ্ড পুণ্যফলের ত্রায় আমাদের জাতীয়বিদ্যাব্যবস্থা আকার গ্রহণ করিয়া দেখা দিল। বাঙালীর হৃদয়ের ইচ্ছার যজ্ঞহত্যাশন জলিয়া উঠিয়াছিল এবং সেই অগ্নিশিখা হইতে চরু হাতে করিয়া আজ দিব্যপুরুষ উঠিয়াছেন—আমাদের বহুদিনের শূন্য আলোচনার বক্ষ্যত্ব এইবার বুঝি বুচিবে। যাহা চেষ্টা করিয়া, কষ্ট করিয়া, তর্ক করিয়া, দীর্ঘকালেও হইবার নহে—পূর্বতন সমস্ত হিসাবের খাতা খতাইয়া দেখিলে বিজ্ঞ ব্যক্তিমাতেই বাহাকে

অসাময়িক, অসম্ভব, অসম্ভবত বলিয়া সবলে পকশীর্ষ চালনা করিতেন, তাহা কত সহজে, কত স্বল্পসময়ে, আজ সত্যরূপে আবিভূত হইল।

অনেকদিন পূরে আজ বাঙালী বথার্থভাবে একটা-কিছু পাইল। এই পাওয়ার মধ্যে কেবল যে একটা উপস্থিতলাভ আছে, তাহা নহে, ইহা আমাদের একটা শক্তি। আমাদের যে পাইবার ক্ষমতা আছে—সে ক্ষমতাটা যে কি এবং কোথায়, আমরা তাহাই বুঝিলাম। এই পাওয়ার আরম্ভ হইতে আমাদের পাইবার পথ প্রশস্ত হইল। আমরা বিদ্যালয়কে পাইলাম যে, তাহা নহে, আমরা নিজের সত্যকে পাইলাম, নিজের শক্তিকে পাইলাম।

আমি আপনাদের কাছে আজ সেই আনন্দের জয়ধ্বনি তুলিতে চাই। আজ বাংলাদেশে যাহার আবির্ভাব হইল, তাহাকে কিভাবে গ্রহণ করিতে হইবে, তাহা যেন আমরা না ভুলি। আমরা পাঁচজনে যুক্তি করিয়া কাঠখড় দিয়া কোনমতে কোন-একটা সুবিধার খেলনা গড়িয়া তুলি নাই—আমাদের বঙ্গমাতার স্মৃতিকাগূহে আজ সজীব মঙ্গল জন্মগ্রহণ করিয়াছে—দমস্ত দেশের প্রাঙ্গণে আজ যেন আনন্দশব্দ বাজিয়া উঠে—আজ যেন উপটোকন প্রস্তুত থাকে, আজ আমরা যেন কৃপণতা না করি।

স্বযোগ-সুবিধার কথা কালক্রমে চিন্তা করিবার অবসর আসিবে, আজ আমাদের গৌরব অনুভব করিয়া উৎসব আরম্ভ করিতে হইবে। আমি ছাত্রদিগকে বলিতেছি, আজ তোমরা গৌরবে সমুদয় হৃদয় পরিপূর্ণ করিয়া স্বদেশের বিদ্যামন্দিরে প্রবেশ কর—তোমরা অনুভব কর, বাঙালীজাতীর শক্তির একটি সফলমুর্তি তাঁহার সিংহাসনের সম্মুখে তোমাদিগকে আহ্বান করিয়াছেন—তাঁহাকে যে পরিমাণে বথার্থরূপে তোমরা মানিবে, তিনি সেই পরিমাণে তেজ লাভ করিবেন এবং সেই তেজে আমরা সকলে তেজস্বী হইব। এই যে জাতীয়শক্তির তেজ, ইহার কাছে ব্যক্তিগত সামান্য ক্ষতিবৃদ্ধি সমস্তই তুচ্ছ। তোমরা যদি এই বিত্তাভবনের জন্ত গৌরব অনুভব কর, তবেই ইহার গৌরব বৃদ্ধি হইবে। বড় বাড়ী, মস্ত জমি বা বৃহৎ আয়োজনে ইহার গৌরব নহে,—তোমাদের শ্রদ্ধা, তোমাদের নিষ্ঠা, বাঙালীর আত্মসমর্পণে ইহার গৌরব। বাঙালীর ইচ্ছায় ইহার সৃষ্টি, বাঙালীর নিষ্ঠায় ইহার রক্ষা—ইহাই ইহার গৌরব এবং এই গৌরবেই আমাদের গৌরব।

আমাদের অন্তঃকরণে যতক্ষণ পর্যন্ত গৌরববোধ না জন্মে, ততক্ষণ কেবলই অশ্রের সঙ্গে আমাদের অহুষ্ঠানের তুলনা করিয়া আমরা পদে পদে লজ্জিত ও হতাশ হইতে থাকি। ততক্ষণে আমাদের বিদ্যালয়ের সঙ্গে অশ্রুদেশের বিদ্যালয় মিলাইয়া দেখিবার প্রবৃত্তি হয়—যেটুকু মেলে, সেইটুকুতেই গর্ববোধ করি, যেটুকু না মেলে, সেইটুকুতেই খাটে হইয়া যায়।

কিন্তু এরূপ তুলনা কেবল নিজীবপদার্থ-সম্বন্ধেই খাটে। গজকাঠিতে বা ওজনের ঘাটখারায় জীবিতবস্তুর পরিমাপ হয় না। আজ আমাদের দেশে এই যে জাতীয়বিদ্যালয়ের প্রতিষ্ঠা হইয়াছে, আমি বলিতেছি, ইহা নিজীব ব্যাপার নহে—আমরা প্রাণ দিয়া প্রাণসৃষ্টি করিয়াছি। স্মরণ্য যেখানে ইহাকে দাঁড় করান হইল, সেইখানেই ইহার শেষ নহে—ইহা

বাড়িবে, ইহা চলিবে—ইহার মধ্যে বিপুল ভবিষ্যৎ রহিয়াছে, তাহার ওজন কে করিতে পারে! যে-কোন বাঙ্গালী নিজের প্রাণের মধ্যে এই বিদ্যালয়ের প্রাণ অনুভব করিবে, সে কোনমতেই ইটকাঠের দরে ইহার মূল্য নিরূপণ করিবে না—সে ইহার প্রথম আরম্ভের মধ্যে চরম পরিণামের মহতী সম্পূর্ণতা অনুভব করিবে, সে ইহার ব্যক্ত ও অব্যক্ত সমস্তটাকে এক করিয়া সজীব-সত্যের সেই সমগ্রমূর্ত্তির নিকট আনন্দের সহিত আত্মসমর্পণ করিবে।

তাই আজ আমি ছাত্রদিগকে অনুরোধ করিতেছি, এই বিদ্যালয়ের প্রাণকে অনুভব কর—সমস্ত বাঙালীজাতির প্রাণের সঙ্গে এই বিদ্যালয়ের যে প্রাণের যোগ হইয়াছে, তাহা নিজের অন্তঃকরণের মধ্যে উপলব্ধি কর—ইহাকে কোনদিন একটা স্কুলমাত্র বলিয়া ভ্রম করিও না। তোমাদের উপরে এই একটা মহৎ দায়িত্ব রহিল। স্বদেশের একটা পরম-ধনের রক্ষণভার আজ তোমাদের উপরে ষতটা-পরিমাণে হস্ত হইল, তোমাদিগকে একান্ত ভক্তির সহিত, নম্রতার সহিত তাহা বুঝিয়া লইতে হইবে। ইহাতে তপস্কার প্রয়োজন হইবে। ইতিপূর্বে অল্প কোন বিদ্যালয় তোমাদের কাছে এত কঠোরতা দাবী করিতে পারে নাই। এই বিদ্যালয় হইতে কোন সহজ সুবিধা আশা করিয়া ইহাকে ছোট হইতে দিও না। বিপুল চেষ্টার দ্বারা ইহাকে তোমাদের মস্তকের উল্কে তুলিয়া ধর—ইহার ক্রেশমাধ্য আদর্শকে মহত্তম করিয়া রাখ—ইহাকে কেহ যেন লজ্জা না দেয়, উপহাস করিতে না পারে, সর্বকালে যেন স্বীকার করে যে, আমরা শৈথিল্যকে প্রশ্রয় দিবার জন্ত, জড়ত্বকে সম্মানিত করিবার বড় নাম দিয়া একটা কৌশল অবলম্বন করি নাই। তোমাদিগকে পূর্বাপেক্ষা যে হুরুহতর প্রশ্রাস, যে কঠিনতর সংযম আশ্রয় করিতে হইবে, তাহা ব্রতস্বরূপ, ধর্ম স্বরূপ, গ্রহণ করিও। কারণ, এ বিদ্যালয় তোমাদিগকে বাহিরের কোন শাসনের দ্বারা, কোন প্রলোভনের দ্বারা আবদ্ধ করিতে পারিবে না—ইহার বিধানকে অগ্রাহ করিলে তোমরা কোন পদ বা পদবীর ভরসা হইতে ভ্রষ্ট হইবে না—কেবল তোমাদের সুদেশকে, তোমাদের ধর্মকে শিরোধার্য করিয়া, সৃজাতির গৌরব এবং নিজের চরিত্রের সম্মানকে নিয়ত অরণে রাখিয়া, তোমাদিগকে এই বিদ্যালয়ের সমস্ত কঠিন ব্যবস্থা স্বেচ্ছাপূর্বক অমুক্ত আত্মোৎসর্গের সহিত নতশিরে বহন করিতে হইবে।

আমাদের এই বিদ্যালয়সম্বন্ধে যখন চিন্তা করিবে, তখন এই কথা ভাবিয়া দৈখিও যে, যে দেশে জলাশয় নাই, সে দেশে আকাশের বৃষ্টিপাত ব্যর্থ হইয়া যায়। জল ধরিবার স্থান না থাকিলে বৃষ্টিধারার অধিকাংশ ব্যবহার নষ্ট হইতে থাকে। আমাদের দেশে যে জ্ঞানী, গুণী, ক্ষমতাসম্পন্ন লোক জন্মগ্রহণ করেন না, তাহা নহে—কিন্তু তাঁহাদের জ্ঞান, গুণ ও ক্ষমতা খরিয়া রাখিবার কোন ব্যবস্থা আমাদের দেশে নাই। তাঁহারা চাকরী করেন, ব্যবসা করেন, রাজপার করেন, পরের লক্ষ্যে মানিয়া চলেন, তাহার পরে পেনশন লইয়া ভাবিয়া পান না, কেমন করিয়া দিন কাটিবে। এমন প্রত্যহ কত রাশিরাশি সামর্থ্য দেশের উপর দিয়া গড়াইয়া, বহিয়া, উবিয়া চলিয়া যাইতেছে। ইহা আমরা নিশ্চয় জানি, বিধাতার অভিপায়ে আমাদের দেশে যে শক্তির চিরন্তন অনাবৃষ্টি ঘটয়াছে, তাহা নহে, দেশের

শক্তিকে দেশের কাজে-ব্যবহারে লাগাইবার, তাহাকে কোথাও একত্রে সংগ্রহ করিবার কোন বিধান আমরা করি নাই। এইজন্য যে শক্তি আছে, সে শক্তিকে প্রত্যক্ষ করিবার, অনুভব করিবার, কোন উপায় আমাদের হাতে নাই। যদি আমাদের প্রতি কেহ শক্তি-হীনতার অপবাদ দেয়, তবে রাজসরকারের চাকরীর ইতিবৃত্ত হইতে রায়বাহাদুরের তালিকা খুঁশিয়া বেড়াইতে হয়, নিতান্ত তুচ্ছ সাময়িক প্রতিপত্তির উদ্ভূত খুঁটিয়া নিজেদের সামর্থ্য সপ্রমাণ করিবার জন্য চেষ্টা করিতে হয়—কিন্তু তাহাতে আমরা দৃষ্টান্ত পাই না এবং নিজেদের প্রতি বিশ্বাস আন্তরিক হইয়া উঠে না।

এমন হৃদয়ঙ্গম দিনে এই জাতীয়বিদ্যালয় আমাদের বিধিদত্ত শক্তিসঙ্কয়ের একটি উপায়স্বরূপে আবির্ভূত হইয়াছে। দেশের মহত্ত্ব এইখানে সূভাবতই আকৃষ্ট হইয়া বাঙালী-জাতির চিরদিনের সম্বলের মত এই ভাণ্ডে, এই ভাণ্ডারে রক্ষিত ও বর্দ্ধিত হইতে থাকিবে। অতি অল্পকালের মধ্যেই কি তাহার প্রমাণ আমরা পাই নাই? এই বিদ্যালয়ে দেখিতে দেখিতে দেশের যে সকল প্রভাবসম্পন্ন পুণ্ড্র ব্যক্তিগণকে আমরা একত্রে লাভ করিয়াছি, তাঁহাদের প্রচুর সামর্থ্য কি কেবলমাত্র আহ্বানেরই অভাবে, কেবলমাত্র যজ্ঞক্ষেত্রেরই অবর্ত-মানে ক্ষীণভাবে বিক্ষিপ্ত হইয়া বাইত না? একি আমাদের কম সৌভাগ্য! দেশের গুরু-জনেরা যেখানে স্বেচ্ছাপূর্বক উৎসাহের সহিত সমবেত হইতেছেন, সেইখানেই দেশের ছাত্র-গণের শিক্ষালাভের ব্যবস্থা হইয়াছে, একি আমাদের সামান্য কল্যাণ। উপযুক্ত দাতাসকলে শ্রদ্ধার সহিত দান করিবার জন্য প্রস্তুত হইয়া আসিতেছেন, উপযুক্ত গৃহীতারও শ্রদ্ধার সহিত গ্রহণ করিবার জন্ত করজোড়ে দাঁড়াইয়াছেন, এমন শুভযোগ যেখানে, সেখানে, দাতাও ধন্ত, গৃহীতাও ধন্ত এবং সে যজ্ঞভূমিও পুণ্যস্থান।

আমরা আক্ষেপ করিয়া থাকি যে, আমাদের দেশের লোক দেশহিতকর কাজে ত্যাগ-স্বীকার করিতে পারে না। কেন পারে না? তাহার কারণ, হিতকর কার্য তাহাদের সম্মুখে সত্য হইয়া দেখা দেয় না। কতকগুলি কাজের মত কাজ আমাদের নিকটে বর্তমান থাকে, ইহা আমাদের পক্ষে নিতান্ত প্রয়োজনীয়। না থাকিলে প্রতিদিনের তুচ্ছ স্বার্থ আমাদের কাছে অত্যন্ত বেশি সত্য হইয়া বড় হইয়া উঠে। স্বীকার করি, আমরা এ পর্যন্ত দেশের মঙ্গলের জন্য তেমন করিয়া ত্যাগ স্বীকার করিতে পারি নাই। কিন্তু মঙ্গল যদি মূর্তি ধরিয়া আমাদের প্রাঙ্গণে দাঁড়াইত, তবে তাঁহাকে না চিনিয়া এবং না দিয়া কি থাকিতে পারিতাম? ত্যাগস্বীকার মানুষের পক্ষে স্বাভাবিক, কিন্তু সেই ত্যাগে প্রবৃত্ত করাইবার উপলক্ষ্য কেবল কথার কথা হইলে চলে না—চাঁদার খাতা এবং অনুষ্ঠানপত্র আমাদের মন এবং অর্থোঁটান দিতে পারে না।

যে জাতি আপনার স্বরের কাছে সত্যভাবে, প্রত্যক্ষভাবে আত্মত্যাগের উপলক্ষ্য রচনা করিতে পারে নাই, তাহার প্রাণ ক্ষুদ্র, তাহার লাভ সামান্য। সে কোম্পানির কাগজ ব্যাঙ্কের ডিপজিট ও চাকরীর সুযোগকেই সকলের চেয়ে বড় করিয়া দেখিতে বাধ্য। সে কোন মহৎভাবে মনের সহিত বিশ্বাস করে না—কারণ, ভাব যেখানে কেবলই ভাবমাত্র

কর্মের মধ্যে যাহার আকার নাই, সে সম্পূর্ণ বিশ্বাসযোগ্য নহে—সম্পূর্ণ সত্যের প্রবল দাবী সে করিতে পারে না। সুতরাং তাহার প্রতি আমরা অনুগ্রহের ভাব প্রকাশ করি—তাহাকে ভিক্ষুকের মত দেখি; কখনও বা কৃপা করিয়া তাহাকে কিঞ্চিৎ দিই, কখনও বা অবজ্ঞা ও অবিশ্বাস করিয়া তাহাকে প্রত্যাখ্যান করি। যে দেশে মহৎ ভাব ও বৃহৎ কর্তব্য-গুলি এমন কৃপাপাত্ররূপে দ্বারে দ্বারে হাত পাতিয়া বেড়ায়, সে দেশের কল্যাণ নাই।

আজ জাতীয়বিদ্যালয় মঙ্গলের মূর্তি পরিগ্রহ করিয়া আমাদের কাছে দেখা দিয়াছে। ইহার মধ্যে মন, বাক্য এবং কর্মের পূর্ণসম্বন্ধ প্রকাশ পাইয়াছে। ইহাকে আমরা কখনই অস্বীকার করিতে পারিব না। ইহার নিকটে আমাদের পূজা আহরণ করিতেই হইবে। এইরূপ পূজার বিষয় প্রতিষ্ঠার দ্বারাই জাতি বড় হইয়া উঠে। অতএব জাতীয়বিদ্যালয় যে কেবল আমাদের ছাত্রদিগকে শিক্ষা দিয়া কল্যাণসাধন করিবে, তাহা নহে—কিন্তু দেশের মাঝখানে একটি পূজার যোগ্য প্রকৃত মহৎব্যাপারের উপস্থিতিই লক্ষ্য-অলক্ষ্যে আমাদের মহত্ত্বের দিকে লইয়া যাইবে।

এই কথা মনে রাখিয়া আজ আমরা ইহাকে আবাহন ও অভিবাদন করিব। এই কথা মনে রাখিয়া আমরা ইহাকে রক্ষা করিব ও মান্য করিব। ইহাকে রক্ষা করা আত্ম-রক্ষা, ইহাকে মাশ্রু করাই আত্মসম্মান।

কিন্তু যদি এই কথাই সত্য হয় যে, আমরা আমাদের অস্থিমজ্জার মধ্যে দাসত্ব বহন করিয়া জন্মগ্রহণ করিয়া থাকি, যদি সত্য হয় যে, পরের দ্বারা তাড়িত না হইলে আমরা চলিতেই পারিব না—তবেই আমরা স্বৈচ্ছাপূর্বক স্বদেশের মাশ্রুব্যক্তিদের শাসনে অসহিষ্ণু হইব, তবেই আমরা তাঁহাদের নিয়মের মধ্যে আপনাকে আবদ্ধ করিতে গৌরববোধ করিব না, তবেই অন্যত্র সামান্য সুযোগের জন্য আমাদের মন প্রলুব্ধ হইতে থাকিবে এবং সংঘম ও শিক্ষার কঠোরতার জন্ত আমাদের চিত্ত বিদ্রোহী হইয়া উঠিবে।

কিন্তু এ সকল অন্তঃকল্পনাকে আজ মনে স্থান দিতে চাই না। সমুখে পথ সুদীর্ঘ এবং পথ দুর্গম—আশার পাথের দ্বারা হৃদয়কে পরিপূর্ণ করিয়া আজ যাত্রা আরম্ভ করিতে হইবে। উদয়াচলের অরুণচ্ছটার ত্রায় এই আশা এবং বিশ্বাসই পৃথিবীর সমস্ত সৌভাগ্য-বান্ জাতির মহদ্দিনের প্রথম সূচনা আরম্ভ করিয়াছে। এই আশাকে, এই বিশ্বাসকে আমরা আজ কোথাও লেশমাত্র ক্ষুণ্ণ হইতে দিব না। এই আশার মধ্যে কোথাও যেন দুর্বলতা, বিশ্বাসের মধ্যে কোথাও যেন সাহসের অভাব না থাকে। নিজের মধ্যে নিজেকে যেন আজ দীন বলিয়া অনুভব না করি। ইহা যেন পূর্ণভাবে বৃদ্ধিতে পারি, আমাদের দেশের মধ্যে, আমাদের দেশবাসী প্রত্যেকের মধ্যে বিধাতার একটি অপূর্ব অভিপ্রায় নিহিত আছে। সে অভিপ্রায় আর-কোন দেশের আর-কোন জাতির দ্বারা সিদ্ধ হইতেই পারে না। আমরা পৃথিবীকে যাহা দিব, তাহা আমাদের নিজের দান হইবে, তাহা অস্ত্রের উচ্ছিষ্ট হইবে না। আমাদের পিতামহগণ তপোবনের মধ্যে সেই দানের সামগ্রী প্রস্তুত করিতেছিলেন, আমরাও নানা দুঃখের দাহে, নানা দুঃসহ আঘাতের তাড়নায় সেই সামগ্রীর বিচিত্র উপকরণকে

একত্রে বিগলিত করিয়া তাহাকে গঠনের উপযোগী করিয়া তুলিতেছি, তাঁহাদের সেই তপস্শা, আমাদের এই দুর্লভ দুঃখ কখনই ব্যর্থ হইবে না।

জগতের মধ্যে ভারতবাসীর যে একটি বিশেষ অধিকার আছে, সেই অধিকারের জন্ত আমাদের জাতীয় বিদ্যালয় আমাদের প্রস্তুত করিবে—আজ এই মহতী আশা হৃদয়ে লইয়া আমরা এই নূতন বিদ্যাভবনের মঙ্গলাচরণে প্রবৃত্ত হইলাম। অশিক্ষার লক্ষণ এই যে, তাহা মানুষকে অভিভূত করে না, তাহা মানুষকে মুক্তিদান করে। এতদিন আমরা স্কুলকলেজে যে শিক্ষালাভ করিতেছিলাম, তাহাতে আমাদের প্রস্তুত করিয়াছে। আমরা তাহা মুখস্থ করিয়াছি, আবৃত্তি করিয়াছি, শিক্ষালব্ধ বোধিবচনগুলিকে নিঃসংশয়ে চূড়ান্তসত্য বলিয়া প্রচার করিতেছি। যে ইতিহাস ইংরেজিক্রমে পড়িয়াছি, তাহাই আমাদের একমাত্র ইতিহাসের বিদ্যা, যে পোলিটিকাল ইকনমি মুখস্থ করিয়াছি, তাহাই আমাদের একমাত্র পোলিটিকাল ইকনমি। বাহা-কিছু পড়িয়াছি, তাহা আমাদের ভূতের মত পাইয়া বসিয়াছে; সেই পড়া-বিদ্যা আমাদের মুখ দিয়া কথা বলাইতেছে, বাহির হইতে মনে হইতেছে যেন আমরাই কথা বলিতেছি। আমরা মনে করিতেছি, পোলিটিকাল সভ্যতা ছাড়া সভ্যতার আর-কোন আকার হইতেই পারে না। আমরা স্থির করিয়াছি, যুরোপীয় ইতিহাসের মধ্য দিয়া যে পরিণাম প্রকাশ পাইয়াছে, জাতিমাত্রেরই সেই একমাত্র সঙ্গতি। বাহা অল্পদেশের শাস্ত্রসম্মত, তাহাকেই আমরা হিত বলিয়া জানি এবং আগাগোড়া অল্পদেশের প্রণালী অনুসরণ করিয়া আমরা স্বদেশের হিতসাধন করিতে ব্যগ্র।

মানুষ যদি এমন করিয়া শিক্ষার নীচে চাপা পড়িয়া যায়, সেটাকে কোনমতেই মঙ্গল বলিতে পারি না! আমাদের যে শক্তি আছে, তাহারই চরম বিকাশ হইবে, আমরা বাহা হইতে পারি, তাহাই সম্পূর্ণভাবে হইব—ইহাই শিক্ষার ফল। আমরা চলন্ত পুঁথি হইব, অধ্যাপকের সজীব মোটরক হইয়া বুক ফুলাইয়া বেড়াইব, ইহা গর্বের বিষয় নহে। আমরা জগতের ইতিহাসকে নিজের সৃজনশ্রুতিতে দেখিতে সাহস করিলাম কই, আমরা পোলিটিকাল ইকনমিকে নিজের স্বাধীনগবেষণার দ্বারা যাচাই করিলাম কোথায়? আমরা কি, আমাদের সার্থকতা কিসে, ভারতবর্ষকে বিধাতা যে ক্ষেত্রে দাঁড় করাইয়াছেন, সে ক্ষেত্রে হইতে মহাসত্যের কোন মূর্তি কি ভাবে দেখা যায়, শিক্ষার দ্বারা বলপ্রাপ্ত হইয়া তাহা আমরা আবিষ্কার করিলাম কই? আমরা কেবল—

ভয়ে ভয়ে ঘাই, ভয়ে ভয়ে চাই,
ভয়ে ভয়ে শুধু পুঁথি আওড়াই।

হায়, শিক্ষা আমাদের প্রভূত করিয়া ফেলিয়াছে—

আজ আমি আশা করিতেছি, এবারে আমরা শিক্ষার নাগপাশ কাটিয়া ফেলিয়া শিক্ষার মুক্ত অবস্থায় উত্তীর্ণ হইব। আমরা এককাল যেখানে নিভৃত ছিলাম, আজ সেখানে সমস্ত জগৎ আসিয়া দাঁড়াইয়াছে, নানা জাতির ইতিহাস তাহার বিচিত্র অধ্যায় উন্মুক্ত করিয়া দিয়াছে, দেশদেশান্তর হইতে যুগযুগান্তরের আলোকভরঙ্গ আমাদের চিন্তাকে নানাদিকে আঘাত করিতেছে—জ্ঞানসামগ্রীর সীমা নাই, ভাবের পথ বোঝাই হইয়া উঠিল—এখন

সময় আসিয়াছে, আমাদের দ্বারের সম্মুখবর্তী এই মেলায় আমরা বালকের মত হতবুদ্ধি হইয়া কেবল পথ হারাইয়া ঘুরিয়া বেড়াইব না;—সময় আসিয়াছে, যখন ভারতবর্ষের মন লইয়া এই সকল নানা স্থানের বিক্ষিপ্ত বিচিত্র উপকরণের উপর সাহসের সহিত গিয়া পড়িব, তাহাদিগকে সম্পূর্ণ আপনাদ করিয়া লইব, আমাদের চিত্ত তাহাদিগকে একটি অপূর্ব ঐক্য দান করিবে, আমাদের চিন্তাক্ষেত্রে তাহারা যথাযথস্থানে বিভক্ত হইয়া একটি অপরূপ ব্যবস্থায় পরিণত হইবে; সেই ব্যবস্থার মধ্যে সত্য নূতন দীপ্তি, নূতন ব্যাপ্তি লাভ করিবে এবং মানবের জ্ঞানভাণ্ডারে তাহা নূতন সম্পত্তির মধ্যে গণ্য হইয়া উঠিবে। ব্রহ্মবাদিনী মৈত্রেয়ী জানিয়াছিলেন, উপকরণের মধ্যে অমৃত নাই; বিদ্যারই কি, আর বিষয়েরই কি, উপকরণ আমাদের আবদ্ধ করে—আচ্ছন্ন করে; চিত্ত যখন সমস্ত উপকরণকে জয় করিয়া অবশেষে আপনাকেই লাভ করে, তখন সে অমৃতলাভ করে। ভারতবর্ষকেও আজ সেই সাধনা করিতে হইবে—নানা তথ্য, নানা বিদ্যার ভিতর দিয়া পূর্ণতরুরূপে নিজেকে উপলব্ধি করিতে হইবে; পাণ্ডিত্যের বিদেশী বেড়া ভাঙিয়া ফেলিয়া পরিণতজ্ঞানে জ্ঞানী হইতে হইবে। আজ হইতে “ভদ্রং কর্ণেভিঃ শৃণুয়াম দেবঃ”—হে দেবগণ, আমরা কাণ দিয়া যেন ভাল করিয়া শুনি, বই দিয়া না শুনি; “ভদ্রং পশ্চোক্ষ্যাম্ভিঃষজ্জত্রাঃ”—হে পুণ্যগণ, আমরা চোখ দিয়া যেন ভাল করিয়া দেখি—পরের বচন দিয়া না দেখি! জাতীয়বিদ্যালয় আবৃত্তিগত ভীষ্মবিদ্যার গণ্ডী হইতে বাহির করিয়া আমাদের বন্ধনজর্জর বুদ্ধির মধ্যে যেন উদার সাহস ও স্বাভিন্যের সঞ্চার করিয়া দেয়। পাঠ্যপুস্তকটির সঙ্গে আমাদের যে কথাটি না মিলিবে, তাহার জন্ত আমরা যেন লজ্জিত না হই। এমন কি, আমরা ভুল করিতেও সঙ্কোচবোধ করিব না। কারণ, ভুল করিবার অধিকার সাহার নাই, সত্যকে আবিষ্কার করিবার অধিকারও সে পায় নাই। পরের শতশত ভুল জড়ভাবে মুখস্থ করিয়া রাখার চেয়ে সচেতনভাবে নিজে ভুল করা অনেক ভাল। কারণ, যে চেষ্টা ভুল করায়, সেই চেষ্টাই ভুলকে লঙ্ঘন করাইয়া লইয়া যায়। যাহাই হউক, যেমন করিয়াই হউক, শিক্ষার দ্বারা আমরা যে পূর্ণপরিণত হইব—আমরা যে ইংরাজি লেকচারের ফনোগ্রাফ, বিলিতি অধ্যাপকের শিকল-বাঁধা দাঁড়ের পাখী হইব না, এই একান্ত আশ্বাস হৃদয়ে লইয়া আমি আমাদের নূতন প্রতিষ্ঠিত জাতীয়বিদ্যালয়কে আজ প্রণাম করি। এখানে আমাদের ছাত্রগণ যেন শুদ্ধ-মাত্র বিদ্যা নহে, তাহারা যেন শ্রদ্ধা, যেন নিষ্ঠা, যেন শক্তি লাভ করে—তাহারা যেন অভয়প্রাপ্ত হয়—তাহারা যেন দ্বিধাবর্জিত হইয়া নিজেকে নিজে লাভ করিতে পারে—তাহারা যেন অস্থিমজ্জার মধ্যে উপলব্ধি করে—

“সর্বং পরবশং হুংখং সর্বমাত্মবশং সুখম্”।

তাহাদের অন্তরে যেন এই মহামন্ত্র সর্বদাই ধ্বনিত হইতে থাকে—

“ভূমৈব সুখম্, নাম্নে সুখম্ভি”।

যাহা ভূমা, যাহা মহান, তাহাই সুখ, অল্পে সুখ নাই!

ভারতবর্ষের প্রাচীন তপোবনে ব্রহ্মবিদ্যাপরায়ণ গুরু মুক্তিকাম ছাত্রগণকে যে মন্ত্রে

আহ্বান করিয়াছিলেন, সে মন্ত্র বহুদিন এদেশে ধ্বনিত হয় নাই ! আজ আমাদের বিদ্যালয় সেই গুরুর স্থানে দণ্ডায়মান হইয়া ব্রহ্মপুত্র এবং ভাগীরথীর তীরে তীরে এই বাণী প্রেরণ করিতেছেন—

যথাপঃ প্রবতা যন্তি, যথা মাসা অহর্জরম্, এবং মাং ব্রহ্মচারিণো ধাত আয়ত্ত সর্বতঃ স্বাহা ।

জলসকল যেমন নিম্নদেশে গমন করে, মাস সকল যেমন সংবৎসরের দিকে ধাবিত হয়, তেমনি সকল দিক্ হইতে ব্রহ্মচারিগণ আমার নিকটে আসুন—স্বাহা ।

সহ বীৰ্য্যং করবাবহৈ ।

আমরা উভয়ে মিলিত হইয়া যেন বীৰ্য্য-প্রকাশ করি ।

তেজস্বী না বদীতমন্ত্ৰ ।

তেজস্বীভাবে আমাদের অধ্যয়ন-অধ্যাপনা হউক্ ।

মা বিধিযাবহৈ ।

আমরা পরস্পরের প্রতি যেন বিদ্বেষ না করি ।

ভদ্রমো অপি বাতয় মনঃ ।

হে দেব, আমাদের মনকে মঙ্গলের প্রতি সবেগে প্রেরণ কর ।

Pandit Panchanan Tarkaratna followed and pronounced a benediction on the Council in the following words :—

মা !—

“যচ্চ কিঞ্চিৎ ক্ৰটিচ্ বস্তু সং, অসং বাধিলাঘ্নিকে । তস্মৈ সর্বম্ভ যা শক্তিঃ সাত্বৎ”
তোমাকে আমি ভক্তিভরে প্রণাম করি ।

মা !—

আজ এই সমবেত জনতায় তোমার আংশিক শক্তিরূপের প্রকট ভাব দেখিয়া আমি পুলকিত, আমি অবনীতলে অষ্টাঙ্গে নিপতিত হইয়া এই শক্তি মূর্ত্তিকে প্রণাম করি ।

মা !—

শ্রমীতে অগ্নি আছে, স্বর্ণণ হইলে সেই অগ্নি প্রকট হইয়া থাকে, বিনা স্বর্ণণে তাহার সত্তা অদৃশ্য হয় না, তেমনি তুমিও সর্বত্র শক্তিরূপে অবস্থান করিলেও মূঢ় আমরা তোমার সত্তা সর্বদা অদৃশ্য করিতে পারি না, আজ সেই সত্তা অদৃশ্য করিতেছি—টাউনহলে কত সভা হইয়াছে, কত জনতা হইয়াছে শুনিয়াছি, কখনও বা আমন্ত্রিতও হইয়াছি কিন্তু এপর্যন্ত আমি কখনও টাউনহল দেখি নাই । এতাদৃশ প্রাচীনকল্প জড় পদার্থ আজ তোমার প্রকট মূর্ত্তির আকর্ষণে আকৃষ্ট হইয়া আকুল প্রাণে উপস্থিত; আমি অশ্রুপূর্ণ নয়নে আজ তোমার সেই প্রকট মূর্ত্তি নিরীক্ষণ করিয়া কৃতার্থ হইবার জন্মই এবং তোমারই প্রসাদে এই শিক্ষা পরিষদ হইতে স্ব স্ব ধর্ম্মপোষক কল্যাণ ভারতবাসিগণের আয়ত্ত হউক তোমার এই পরিদৃশ্যমান মূর্ত্তির সমীক্ষ হইয়া প্রার্থনা করিবার জন্যই আমি এই রক্ততা ক্ষেত্রে অবস্থিত হইয়াছি, বক্তৃতা করিবার জন্য নহে । তাই বলি—

“কৃপয়া জগদম্বায়্য ধর্ম্মং ধর্ম্মৈকবন্ধনম্ ।

অত্ৰাঃ শিক্ষাপরিষদৌ ভূয়াভারতমঙ্গলম্ ॥”

This brought the proceedings to an end.

APPENDIX C.

PART I.—Annual Report 1906.

REPORT OF The National Council of Education, Bengal.

1906.

PRELIMINARY.

ON the 16th of November, 1905, several leading citizens of Bengal met in Conference in the rooms of the Bengal Landholders' Association in Park Street to consider the question of National Education. For some time past many people in Bengal had been thinking about this question and had felt the necessity for instituting a system of National Education. This was, however, only a vague desire and the Conference practically focussed the feeling with regard to the matter. Many schemes were in the air about National Education and the entire country seemed to be ripe for taking a decided step in that direction. The Conference met to consider the situation and after a prolonged deliberation it unanimously adopted the following Resolution :—

“ That in the opinion of this Conference it is desirable and necessary that a National Council of Education should be at once established to organise a system of Education—Literary, Scientific and Technical—on National lines and under National control, and that the following gentlemen (here follow names) should be appointed, as a Provisional Committee to take immediate steps to further this object and that the Committee be instructed to submit their report within three weeks.”

The next day there was a very large and enthusiastic meeting attended by over 15,000 people, mostly students, in the grounds of the Field and Academy Club, which received the decision of the Conference arrived at the previous evening with great satisfaction. This was followed by many other meetings in various parts of Bengal. In the meantime, the Provisional Committee appointed by the Conference went on with its deliberations and on the 2nd December, 1905, it formulated a provisional scheme which was considered by the Conference at its second meeting held on the 10th December, 1905, and the Conference on that day appointed a small Committee of Ways and Means which after having met almost daily for several weeks submitted a report amending the scheme of the Provisional Committee in certain

respects which was considered at the third and final meeting of the Conference (also held in the rooms of the Bengal Landholders' Association) on the 11th March, 1906, and on that day the Conference adopted the report of the Ways and Means Committee and constituted the *National Council of Education, Bengal*, composed of many leading noblemen and gentlemen on this side of India.

REGISTRATION OF THE COUNCIL.

The Council thus constituted started work at once and after framing a body of Rules and Regulations for its management and its Memorandum of Association, got itself registered on the 1st of June 1906, under Act XXI of 1860, with amongst others the following objects :—

(a) To impart and promote the imparting of Education—Literary and Scientific, as well as Technical and Professional—on National line and exclusively under National control—not in opposition to, but standing apart from, the existing systems of Primary, Secondary and Collegiate Education—attaching special importance to a knowledge of the country, its Literature, History and Philosophy and designed to incorporate with the best Oriental ideals of life and thought the best assimilable ideals of the West and to inspire students with a genuine love for and a real desire to serve the country.

(b) To promote and encourage the study chiefly of such branches of the Arts, Sciences and Industries as are best calculated to develop the material resources of the country and to satisfy its pressing wants including in scientific education generally a knowledge of the scientific truths embodied in Oriental Learning and in Medical Education specially of such scientific truths as are to be found in the Ayurvedic and Hakimi systems.

The Council has to record with sorrow the death of one of its prominent members, Mr. A. M. Bose. His ripe judgment, and varied erudition would have been invaluable in guiding the movement for national education inaugurated by the Council and the Committee begs to place on record its sense of the great loss the Council has sustained by his death.

WORK OF THE COUNCIL.

The Council has altogether held five meetings. At the first meeting the office-bearers and the Executive Committee for the year 1906 were appointed. At the second meeting of the Council the several Faculties in Arts, Science, Technology and Medicine were constituted and the members of the following Boards of Studies were appointed, namely, (a) Sanskrit, (b) Arabic and Persian, (c) Bengali, (d) English, (e) History and Economics, (f) Philosophy, (g) Mathematics, (h) Physics and Chemistry, (i) Physiology, Zoology, Botany, Geology and Mineralogy, (j) Agriculture, (k) Manufacture, (l) Commerce, (m) Pedagogics and (n) Medicine. The Council at this meeting appointed a

special Committee to frame rules for the establishment, affiliation and recognition of Schools and Colleges and Schemes of Studies and Examinations. The Special Committee met several times and in consultation with the respective Boards of Studies framed detailed Schemes of Studies and Examinations and also the Rules and Regulations for admission and recognition of Schools and Colleges—which were adopted with slight modifications by the Council at its third meeting which was held on the 4th day of August, 1906.

The Council held its fourth meeting on the 8th September, 1906, at which the budget for that year was passed, and Kaviraj Bejoyratna Sen having reported that a friend of his was prepared to make a large donation to the Council for the foundation of the Ayurvedic College, he was requested to frame a scheme for that purpose in consultation with other Kavirajes.

The fifth meeting of the Council was not held until the 3rd January, 1907. In the meantime a Sub-Committee had been appointed to frame a mixed course of studies for the 6th and 7th Standards of the Secondary course dividing it into two alternative courses (1) a literary and (2) a scientific and technical course and to engraft manual and technical training on the system of general education already adopted by the Council, throughout the Primary and Secondary stages. The report of this sub-committee after consideration by the Executive Committee was referred to a joint meeting of the Boards of Studies which adopted it with slight modifications. The scheme thus revised was thereafter placed before the meeting of the Council on the 3rd January and was accepted with some alterations.

Even before the Rules for the admission and recognition of schools and colleges were framed as stated above, three applications had been received from mofussil schools for affiliation but their consideration stood over pending the passing of the rules in question. Thereafter applications were received from several other schools in the mofussil and after careful consideration the Executive Committee recommended the affiliation of the following National schools, namely, those at Rangpur, Dacca, Dinajpur, Comilla, Mymensing, Kishoregunj and Chandpur and such recommendation was accepted by the Council at its meeting of the 3rd January. Since then applications for affiliation have been received from the Majpara National School in Dacca, the Magura National School in Jessore and the Ramajna Pathsalā of Bareilly.

At the suggestion of Pandit Panchanan Tarkaratna, a member of the Council, a sub-committee consisting of the following gentlemen have been appointed to frame a scheme for the affiliation of *Zols*, viz., Sir Gobroodass Banerjee, Pandit Panchanan Tarkaratna, Pandit Durga Charan Sankhya Védāntatirtha, Rai Yatindra Nath Chowdhury, Babu Manomohan Bhattacharjee and Babu Satis Chunder Mukherjee. The Executive Committee is awaiting their report before submitting this question to the Council for its consideration.

At the last mentioned meeting, the Council considered a proposal made by Babu Ambica Charan Ukil, M. A., for the appointment of extension professors

and lecturers and resolved that before adopting the scheme and with a view to see how the scheme, if adopted, would work in practice, qualified gentlemen should be invited to deliver courses of extension lectures in Calcutta. At the same meeting, the Council invited Babu Mohini Mohan Chatterjee M.A., B.L., one of their members, to deliver a course of lectures in English, on the *Study of History*, and they also invited the Directors of Studies hereinafter mentioned to deliver courses of lectures in their respective subjects. In response to this invitation, Babu Rabindra Nath Tagore, Director of Studies for Bengali, has undertaken to deliver a course of lectures in Bengali on *Comparative Literature*

GRANTS-IN-AID.

The following monthly sums have been sanctioned as grants-in-aid for the following institutions, and altogether a sum of Rs. 9,000 has been budgetted for 1907:—

Dacca	National School	Rs. 125
Rangpur	" "	" 100
Dinajpur	" "	" 75
Mymensing	" "	" 75
Comilla	" "	" 75
Kishoregunge	" "	" 75
Chandpur	" "	" 50
Magura	" "	" 40
Majpara	" "	" 30

A monthly grant of Rs. 30 has also been made to the Jubilee Art Academy in Bowbazar Street, Calcutta, on the understanding that the authorities of that institution will admit 10 students of the Bengal National College and School into the Academy free.

DONATIONS AND SUBSCRIPTIONS.

The Council was ushered into existence under promise of two handsome donations—one of 5 lacs of Rupees by Babu Brajendra Kishore Roy Chowdhury of Gauripur and the other of one lac of Rupees by Babu Subodh Chandra Mallik of No. 12, Wellington Square, Calcutta. It was these donations which brought the question of National Education into the region of practical undertakings and the Council cannot sufficiently thank them for their generosity. Both donors have executed and registered their Trust Deeds, Babu Brajendra Kishore Roy Chowdhury setting aside property yielding the annual income of Rs. 20,000, and Babu Subodh Chandra Mallik setting aside property yielding Rs. 3,600 per annum. Mahârāja Suryakanta Acharjya Bahadur of Mymensingh has arranged to make over to the Council landed property yielding an income of not less than Rs. 12,000 a year. The Maharaja's Deed of Endowment after settlement by Council and approval by the Donor is in course of completion. Babu Moti Lal Ghose of the "Amrita Bazar Patrika" offered on behalf of the Albert Temple of Science to place Rs. 45,000 at the disposal of the Council yielding a monthly income of

over Rs. 150 and the Executive Committee are now on certain terms considering the same.

The Council has also been able to secure some handsome monthly subscriptions. Sir Gooroo Dass Banerjee Kt., has agreed to pay Rs. 50 per-month for life. Mr. B. Chakravarti, Barrister-at-law, has agreed to pay the monthly sum of Rs. 250 so long as he practises his profession. Rai Yatindra Nath Chowdhury the well-known Zemindar of Taki, has agreed to pay a monthly sum of Rs. 100 for the period of five years, at the end of which, it will be increased and permanently secured by an Endowment. Babu Dhannu Lal Agarwalla, Attorney-at-law, has agreed to pay Rs. 25 per month for the minimum period of five years, and Babu Panna Lal Dey, Attorney-at-law, Rs. 10 per month for the minimum period of 2 years. The Secretaries also have each agreed to pay Rs. 250 per month, one of them for ten years and the other during his professional life. All these subscriptions have been realized up to the end of December, 1906.

Thus, the Council has already at its disposal a monthly income of about Rs. 4,000. The progress that the Council has so far made entitles it to appeal now to the public for further funds and aid, and it is hoped that the appeal will be generally responded to, so that ere long the Council may be in a position to have a suitable local habitation of its own with extensive grounds and buildings for its general and technical departments and a rich library and a fully-equipped laboratory and workshop. A good start has been given by Babu Anath Bandhu Guha of Mymensing with a donation of Rs. 3,000, a portion whereof has already been paid. Babu Kailash Chandra Roy Chowdhury has paid Rs. 500. The "Santan Sampradaya" of Bhowanipore has paid Rs. 1,200 for the purpose of instituting four scholarships tenable in the college and schools started by the Council. Some small donations aggregating to Rs. 6,000 have been promised.

The Council at its first meeting appointed Maharaja Suryyakanta Acharyya Bahadur and Babus Brajendra Kishore Roy Chowdhury and Subodh Chunder Mallik, Trustees on behalf of the Council and the invested funds of the Council will be in their charge.

PUBLIC EXAMINATIONS.

The Council held its first public examinations in the month of July, 1906, in the Fifth and Seventh Standards of the Council corresponding to the Matriculation and F. A. Examinations of the Indian Universities and also in the Primary and Secondary Technical Courses of the Council. The Council was fortunate in securing the services of some of the most distinguished scholars and educationists in different parts of the country, to set the papers for the examinations which were so framed as to discourage cram and to test general knowledge and intelligence.

There were altogether 729 candidates and the following places were fixed as centres for the examinations, *viz*:—Calcutta, Dacca, Rangpore, Comilla, Bankipore and Lahore.

571 candidates sat for the Fifth Standard examination of whom 361 passed, 112 being placed in the First, 187 in the Second and 62 in the Third division. 48 candidates sat for the Seventh Standard Examination of whom 35 passed, 10 being placed in the First, 20 in the Second and 5 in the Third division. 25 candidates appeared in the Primary Technical Examination of whom 10 passed, 5 being placed in the First, 3 in the Second and 2 in the Third division. 10 candidates appeared for the Secondary Technical Examination of whom 5 passed, 2 in the First, 1 in the Second and 2 in the Third division. The percentage of passes was about 60 per cent, and the reports from the examiners about the quality of the answers were encouraging. The results, it will be seen, are satisfactory and the thanks of the Council are due to the Superintendents, to the Paper-setters and to the gentlemen who acted as Paper-examiners and as tabulators and who worked very hard to enable the Council to publish the results in less than three weeks' time.

The next public examinations are to be held in June, 1907, and the scheme thereof after settlement by the Executive Committee has been published and is being circulated.

MEDALS AND SCHOLARSHIPS.

Sir Gooroo Dass Banerjee Kt. awarded two silver medals to the candidates who occupied the first place in the Fifth and Seventh Standard Examinations of 1906 and the medals were won by Jatindra Nath Seth in the Fifth and by Jatindrakrishna Bhaduri in the Seventh Standard Examination. Babus Manindra Nath Roy Chowdhury and Surendra Nath Roy Chowdhury, Zemindars of Kunda in Rangpur, awarded two silver medals to the candidates who secured the highest marks in Bengali in the two examinations and the medals last year were won by Jatindrakrishna Bhaduri and Sasadhar Chakravarti. The Council also received offers for some other medals, in particular one gold medal to be awarded to the candidate who should occupy the first place in Sanskrit in the Fifth Standard examination from the "Bhikshuka Sampradaya" of Bhola. This medal was won by Harshanath Mukhopadhyaya. Moulvi Serajul Islam Khan Bahadur has promised a gold medal to the best student at the final examination of 1907. Two scholarships of Rs. 10 and 15 per month tenable for two years were offered by Mr. A. Chaudhuri, one of the Secretaries, to the successful candidates in the two examinations in 1906; and they have been won by Jatindra Krishna Bhaduri and Jatindra Nath Seth. Babu S. K. Lahiri has paid Rs. 288 for scholarships tenable for two years to be named after his father the late Babu Ramtanu Lahiri.

FINANCES.

The total receipts up to the 31st December, 1906, amounted to Rs. 49,717 as. 5 ps. 5 and the total disbursements to Rs. 41,321 as. 13 ps. 2 leaving a balance at the end of the year of Rs. 8,395 as. 8 ps. 3. A summary of the accounts together with the auditors' report will be found in Appendix A.

A balance-sheet containing a summary of the property and liabilities of the Council on the 31st December, 1906, has been made out and is given in Appendix B.

THE BENGAL NATIONAL COLLEGE AND SCHOOL.

A College and a School under the above name, to teach the Primary, Secondary, and Collegiate courses according to the schemes of studies framed by the Council were opened at No. 191-1 Bowbazar Street, Calcutta, on the 15th August, 1906, under the auspices of the Council. The inaugural ceremony was performed at a Public Meeting in the Town Hall, Calcutta, on the 14th August, 1906, and proved a marked success. The meeting was presided over by the President, the Hon'ble Dr. Rashbehari Ghose and was very largely attended by all sections of the community. The President in an impressive speech called upon Sir Gooroodas Banerjee Kt. to explain the aims and objects of the Council and thereupon Sir Gooroo Dass Banerjee delivered an address explaining the aims and objects and methods of the Council. He was followed by Khan Bahadur Moulvi Muhammad Yusuf who delivered a speech in Urdu which was much appreciated; then followed an address from Babu Rabindra Nath Tagore which greatly moved the audience. With a benediction by Pundit Panchanan Tarkaratna the ceremony came to an end. A report of this meeting containing the full texts of the addresses of Sir Gooroo Das Banerjee and Babu Rabindra Nath Tagore has been published and is being circulated.

SCHEME OF STUDIES.

A few words explanatory of the general features of the scheme of National education framed by the Council and embodied in the curriculum adopted in the Bengal National School and College may not be out of place here. Even a cursory examination of the scheme shews that:—

1. In conformity with the objects of the Council hereinbefore mentioned it imparts, on the general side, education on national lines, attaching special importance to a knowledge of India, its literature, its history and its philosophy and incorporating with the best oriental ideals of life and thought the best assimilable ideals of the West. And on the technical side it promotes the study chiefly of such branches of the arts and sciences as are best calculated to develop the material resources of the country and satisfy its pressing wants.

2. It reduces within narrow limits the number of public examinations which are a severe strain on students and are hindrances rather than helps to real study.

3. It seeks to make education easy by imparting it through the medium of the learner's vernacular, as far as possible.

4. It facilitates technical education by providing for its being taken up at three different stages of the learner's progress, *viz.*

- (a) At the end of the Primary course (7.e., at the age of 9 years);

(b) At the end of the fifth year of the Secondary course (*i.e.*, at the age of 14 years) ;

(c) At the end of the 7th year or the completion of the Secondary course (*i.e.*, at the age of 16 years).

5. It combines general education with manual training and technical education up to the school final stage.

6. It provides by a bifurcation of studies an alternative Literary or a Scientific and Technical course in the Intermediate stage between the fifth year of the secondary course and the college course.

7. The scheme specialises the collegiate course to a much greater extent than under the existing system and thus affords better facilities for higher education to students who are excluded from it now by reason of their being required to attain proficiency in a multiplicity of subjects. Thus in the college a student may take up in the Literary course either Languages or History or Philosophy ; in the Scientific course, either Mathematics, or Physics or Chemistry or Biology, &c. He has also the option to attend lectures in any one or two branches of study belonging to any of the departments other than his own special department. It will also be seen that the school department teaches up to the Seventh standard which is equivalent to the Intermediate (or F. A.) standard prescribed by the Indian Universities, and the College Course ordinarily extends over a period of 4 years, the students being required during that period to specialise only in one particular subject or department of study.

8. The scheme provides for moral education and requires the enforcement of strict discipline in accordance with the best traditions of the country.

9. It also provides for physical education and for denominational religious education under certain conditions.

10. The mixed course of studies helps to provide students with easy means of earning their livelihood after leaving school or college.

WORK EXPECTED OF STUDENTS PASSED OUT OF OUR COLLEGE.

It is hoped that the students turned out by the Scientific and Technical Departments of the College will be able in their various capacities to advance the cause of scientific and technical education and of the manufacturing industries of India. They may be either trained foremen or managers in charge of manufacturing industries, or experts in the manufacture of scientific instruments and appliances, besides being teachers of their respective subjects. As to the kind of work which students passed out of the National College on its literary side may be expected to do, it is not too much to hope that the training given by the Council (which will include research-work) will qualify the students for work in the following departments for which the field is ample and will go on expanding : (1) Indian Archaeology, (2) Indian History, (3) Indian Economics, (4) Indian Vernacular Literature, (5) Indian Journalism,

(6) Teaching on national lines in national schools and colleges, (7) Preparation of text-books on national lines in the Vernaculars.

STAFF OF TEACHERS FOR IMPARTING LITERARY EDUCATION.

The Executive Committee are happy to report that they have been able to secure a very competent staff for the college and the school most of whom have joined at considerable personal sacrifice and many on mere subsistence allowance. Under the circumstances it will be invidious to select any one for special mention. The Committee have also been fortunate in securing the honorary services of the following gentlemen who have been acting as Honorary lecturers in their own special subjects ; namely,

Dr. Indu Madhab Mullick M. A., B. L., L. M. S., in Biology.

Babu Kshirode Prosad Vidyabinode M. A. in Chemistry and Bengalee.

Babu Amulya Charan Vidyabhusan in languages (French, German, Pali, &c.) and Pandit Durgacharan Sankhya-Vedantatirtha in Hindu Philosophy.

Mr. Arabinda Ghose B. A. (Cantab.) who secured a First class in the Classical Tripos and was lately Vice-Principal of the Baroda State college has been put in charge of the college and school in all matters relating to studies. Babu Satish Chandra Mookerjee M. A., B. L., Secretary, Dawn Society, who is a whole-time worker entirely devoted to the cause of the Council has been appointed Honorary Superintendent of the College and School and besides exercising a general supervision over their affairs he also acts as lecturer in History, English and Philosophy.

Mr. Arabinda Ghose also lectures in English, French and History. The senior professor of Philosophy is Dr. A. R. Sarath Roy who was educated in the University of Berlin and is a Ph. D. of that University. The other lecturer in European Philosophy is Babu Pramatha Nath Mookerjee M. A., (in Philosophy), who also lectures on Hindu Philosophy. The teaching of Hindu Philosophy is in the charge of Pandit Chandrakanta Nyayalankar, a learned English-knowing Sanskrit scholar of East Bengal who holds a pre-eminent position among Bengal pandits. He is assisted by Pundit Durgacharan Sankhya-Vedantatirtha, a distinguished scholar well versed in the Darsanas, and by Pundit Mokshadacharan Samadhyayi who is a specialist in Panini. Besides Mr. Arabinda Ghose the lecturers in History, Economics and Political Science are Babu Radhakumud Mookerjee M. A., (in English, History and Economics), Roychand Premchand Student, late senior professor of English and Economics in the Bishop's College ; Babu Prasanna Kumar Bose M. A., late Principal, Egerton College, Panjab, and Babu Rabindra Narayan Ghose M. A., (gold medallist). Pundit Chandrakanta Nyayalankar has charge of Sanskrit in the college classes and he receives valuable assistance from the two other pandits mentioned above. Moulvie Mainuddin is in charge of Persian, Arabic and Urdu ; and Pali is taught by Mr. Dharmanand a learned Buddhist scholar, and Babu Amulya Charan Vidyabhusan who is a linguist

versed in Sanskrit, Pali, Hindi, Urdu, and two modern European languages *viz.*, German and French. The teaching of English is in the charge of the following gentlemen :—

- Mr. Arabinda Ghose, B. A., (Cantab.)
- Babu Radha Kumud Mookerjee, M. A.,
- „ Prasanna Kumar Bose, M. A.,
- „ Rabindra Narayan Ghosh, M. A.,
- „ Pramatha Nath Mukerjee, M. A.,
- „ Arabinda Prokash Ghose, M. A.,
- „ Benoy Kumar Sarkar, M. A.,
- „ Satish Chandra Mukerjee, M. A., B. L.,

The teaching of Bengali is in the charge of Babu Kshirod Prosad Vidyabinod, M. A., the well-known author, Babu Amulya Charan Ghosh Vidyabhushan of the “Bangiya Sahitya Parishad,” Babu Rabindra Narayan Ghosh, M. A., and Babu Jayada Prasanna Dutt. The teaching of Marathi is in the charge of Mr. Dharmanand and Hindi is taught by Babu Amulya Charan Ghosh Vidyabhushan. Dr. A. R. Sarath Roy, Mr. Arabinda Ghose and Babu Amulya Charan Ghosh also act as lecturers in German and French. The teaching of Mathematics is in the charge of Babu Mahendra Nath De, M. A. (Mathematics) B. Sc., Babu Kishori Mohan Gupta, M. A., and Babu Arabinda Prokash Ghosh, M. A.; Kindergarten is taught in the lowest classes by Babu Nirod Bhushan Bose; and Drawing, Elementary Botany, Elementary Physiology, Elementary Physics and Elementary Chemistry are taught to the students by separate lecturers throughout the Primary and Secondary Courses except the students reading for the Seventh Standard Examination who have taken up the Literary Course.

STAFF OF TEACHERS FOR IMPARTING SCIENTIFIC EDUCATION.

In the department of Science, Babu Jagadindu Roy, formerly senior assistant to Dr. J. C. Bose in the Presidency College, is the lecturer in Experimental Physics. He is an expert in his subject and is possessed of great inventive powers and is well-known among scientists in Bengal for his exceptional abilities. He has already partially organised the Physical Laboratory in connection with the College. Scientific instruments and apparatus of the value of about Rs. 8,000 have been ordered from Europe and America and are expected to be available in the course of a month. Babu Jagadindu Roy is also organising a laboratory workshop in the College where students will be taught to turn out instruments and appliances for the teaching of science. It is expected that in the course of the current year the physical laboratory will be put in a fairly equipped condition. A biological laboratory is also being organised and a budget grant of Rs. 1,000 has been made for this purpose. This laboratory will be in the charge of the lecturer in Biology, Babu Bepin Behari Chakraburty L. M. S., who to an intimate

knowledge of European medical science adds the rare qualification of a thorough acquaintance with Hindu medical books. It is expected that under the wise direction of Dr. Indu Madhab Mullik who is a specialist in Biology the teaching of this branch of science will soon become efficient.

The Chemical Laboratory is in charge of the lecturer in Chemistry, Babu Manindra Nath Banerjee who is a specialist in Chemistry and has already shewn his aptitude for chemical research in the region of Applied Chemistry. The Council has already spent about Rs. 2,000 to equip the Chemical Laboratory and appliances worth about Rs. 2,000 will shortly be purchased. It is believed that before the end of the year 1907, the Chemical Laboratory will also be put in an efficient condition.

Besides the gentlemen mentioned in the foregoing paragraphs lectures in Science are also given by the following gentlemen :—

Dr. Indu Madhab Mallik, M. A., B. L., L. M. S., Babu Kshirod Prosad Vidyabinode, M. A., Babu Mahendra Nath De, M. A., B. Sc., and Babu Kishori Mohan Gupta, M. A.

STAFF OF TEACHERS FOR IMPARTING TECHNICAL EDUCATION.

The Technical Department is in charge of Mr. B. B. Ranade, L. M. E. (a Bombay expert of 8 years' standing, for 7 years Assistant Superintendent of the Victoria Jubilee Technical Institute, Bombay and lately Superintendent of a Technical Institute in Madras) who has been appointed Superintendent and who is now at work organising the workshop in connection with this department. The house No. 192 Bowbazar Street just on the north of the college premises has been placed at his disposal and a workshop of modest dimensions has already been opened and equipped with tools and appliances of the value of Rs. 2,000; the Committee has already sanctioned the purchase of an oil engine and in the budget for the current year Rs. 7,000 has been set apart for further equipment of the Technical Department. Besides the Superintendent, Mr. Ranade, the following staff have been appointed for this department, *viz.*, Babu Manindra Nath Banerjee, Lecturer in Applied Chemistry, Babu Kshitish Chandra Mukerjee, Teacher of Drawing, Babu Ashutosh Dhar, Foreman Mechanic and a smith, a fitter, a carpenter, a Chinaman for teaching wicker-work and a teacher in cardboard-cutting.

• TECHNICAL DEPARTMENT : THE MIXED COURSE.

The work of the Technical Department divides itself into two branches; and in both, the Physical and the Chemical Departments act in co-operation with the Technical.

First, from the lowest classes of the School upwards throughout the Primary and Secondary Courses (excepting only in the case of the Intermediate class students offering the alternative literary course) a graduated course of technical instruction is given our boys according to a Scheme framed by

Mr. Ranade which was adopted by the Council at its last meeting. This technical instruction is given along with elementary instruction in experimental Chemistry and Physics and also in Botany, Zoology and Physiology. What has already been referred to as the *mixed course* for the primary and secondary classes of the school is this combination of elementary technical and scientific training with literary instruction. The teaching of *Drawing* is also necessarily compulsory in the mixed course. Up to the Fifth or Matriculation standard of the school the mixed course is compulsory; and it is only in the Intermediate or the sixth and seventh standard course that students are given the option of taking up either the Literary, or the Scientific and Technical Course. It is necessary to note, however, that the Literary Course boys (Intermediate) are given also the option of studying any one or more of the Commercial subjects prescribed for the Commercial Department of our Institution.

The importance of such a Mixed Course of studies for our students cannot be over estimated. The training of the eye and of the hand, as has been well-pointed out by a well-known authority, * is useful to all, even to those who have not to support themselves by manual industry. Early lessons in drawing and modelling, simple instruction in carpentry and smith's work are good for all students in all ranks of life. Physicians and psychologists tell us that such exercises by introducing a variety in the course of studies really refresh and help the brain and make boys and girls more capable of acquiring both learning and arts. Moreover, attaching some industrial classes to our ordinary schools has the effect of giving a complete and not one-sided education to the children. The richer classes are brought more in touch with the humble industries; the poorer classes acquire that skill and facility in handling tools which can only be acquired at an early age. Moreover our endeavour to promote the industries of the land would be greatly helped when the nation receives an elementary technical training in schools. As remarked by the Gaekwar of Baroda in his address to the last Industrial Conference, no amount of specialised training in manual arts can fill the place of that liberal education which should serve as the necessary substratum for all kinds of learning. We can, therefore, confidently hope that the introduction of the mixed course of studies in our Institution is a move in the right direction, whose benefits will be made more and more apparent as the days go by and that it will not only provide our students with easy means of earning their livelihood, but it will also be a great factor in popularising the system of education inaugurated by the Council. The Committee here wish to place on record their obligations to Mr. Ranade for the valuable help he rendered to the Council in this connection.

THE TECHNICAL DEPARTMENT : THE PURE COURSE.

Besides the Mixed Course of studies for students of the primary and secondary classes, there are the students of the Technical Department proper.

* *Vide* the Gaekwar of Baroda's Inaugural Address at the last session of the Indian Industrial Conference.

Candidates for admission into that Department are required to produce a certificate of having passed the Fifth Standard Examination of the National Council or any equivalent Examination. The Technical Department students will receive in the general Department of the College a general scientific course of education in Physics, Chemistry, Mathematics and Drawing; and in the Technical Department a special course of instruction in the following subjects:—

Machine Drawing; Mechanics; Steam-engines and boilers; Hand and Machine tools; Pattern-making; Brass-moulding; Smithy; Turning; and Fitting.

MANUFACTURE OF ARTICLES AND APPARATUS BY OUR STUDENTS.

Besides receiving a scientific education in principles our students will be specially trained to apply the principles in practice, so as to be able to take up the smaller industries not requiring the investment of large capital. Thus in the workshops attached to the physical, chemical and technical departments, the students will be taught and required to manufacture as far as practicable their own instruments and apparatus. It is also in contemplation to supply institutions affiliated to the National Council with instruments and appliances manufactured in our workshops. Considering the present circumstances of the country and especially the unlikelihood of most people being able to secure the investment of large capital, the Council aims at training students of the Technical Department so as to qualify them for the manufacture of articles not requiring on the one hand large outlay for their preparation; and being on the other calculated to meet our pressing wants. It is proposed for the present to teach our students to manufacture articles under the following heads:—

I. Card-Board and Paper work:—

- (a) Medicine-cases.
- (b) Stationery boxes.
- (c) Other assorted boxes.
- (d) Envelope cases.
- (e) Portfolios.
- (f) Blotting pads.
- (g) Geometrical models.
- (h) Envelopes, letter-papers, postcards, &c., &c.

II. Wicker-work:—

- (a) Arm-chairs.
- (b) Waste-paper baskets.
- (c) Boxes.
- (d) Travelling bags.
- (e) Tea-pots. &c., &c.

III. Clay-Moulding:—

Clay-figures.

IV. Wood-work:—

- (a) Candle-sticks.
- (b) Picture-frames.
- (c) Toys.
- (d) Handles, pen-holders and stationery cases.

IV. Wood-works :—contd.

- (e) Artistic furniture (fret-work).
- (f) Wood-carving.
- (g) Insurment-boxes.
- (h) Stands, tables, supports, lifts and other fittings and appliances for chemical and physical laboratories.
- (i) Drawing boards.
- (j) Set-squares.
- (k) T. squares.
- (l) Parallel rulers.
- (m) Geometrical drawing models.
- (n) Measuring scales.
- (o) Models of verniers.
- (p) Kindergarten materials for children in elementary schools.
- (q) Machine and engineering models (wheels, pulleys, inclined planes, screws, toy-engines, culverts, bridges, &c., &c.)

V. Metal work :—

Scientific Instruments and Apparatus for Physical and Chemical Laboratories.

VI. Metal work :—

Garden tools and agricultural implements.

VII. Metal work :—

Cutlery.

VIII. Metal work :—

Small hand-presses, Pumps, Pulley-blocks, Screw-vices, &c.

IX. Metal work :—

Sheet-metal Goods :

- (a) Locks and keys.
- (b) Trunks.
- (c) Candle-sticks.
- (d) Water buckets.
- (e) Office-boxes.
- (f) Canisters.
- (g) Varnish and oil-cans.
- (h) Butter tins.
- &c., &c., &c.

X. Metal work :—

Grinding and polishing.

IX. Glass-blowing :—

Glass-apparatus used in Chemical Laboratories

The scheme of technical training above set forth is meant only for the primary and intermediate sections of the Technical Department and is not intended or expected to meet the needs of the scientific industries (with special reference to the manipulation of our raw products, and the needs and conditions of our agriculture), or for higher grade technical training. The arrangements of the National Council are not yet complete and a scheme of advanced technical courses of studies framed by Babu Brojendra Nath Seal M. A., is, after approval by the Technological Board, under consideration. This scheme, it is hoped, will supplement the present partial scheme and will be given effect to, as soon as practicable.

EXHIBITS OF THE TECHNICAL DEPARTMENT.

The Technical Department sent a number of exhibits, being articles manufactured in the Department by the students themselves, to the Indian Industrial Exhibition where they are now on view and the Committee are glad to report that the exhibits have received the commendations of competent judges. The exhibits which include drawing and other instruments, cutlery and garden implements have been turned out at a cost which compares very favourably with the market price, and when better appliances are at hand and the students are more advanced, the cost, it is confidently expected, will be considerably lower.

EXPANSION OF THE LABORATORIES AND THE WORKSHOPS.

The Committee feel that in order to equip the laboratories and the workshops in an efficient manner it is necessary to make an outlay of about a lakh of Rupees and with a view to raise this amount they have recently started a subscription list of donors of Rs. 1,000 and upwards. A start has been given by some members of the Executive Committee voluntarily subscribing Rs. 1,000 each and in this way Rs. 10,000 has already been raised. The Committee beg to appeal to all members of the Council who are in a position to help this movement to send in their names to the Secretaries for mention in the above subscription list so that before the end of the year the Committee may be put in possession of sufficient funds to enable them to do what is necessary for the proper equipment of the laboratories and the workshops.

TEACHING STAFF FOR THE COMMERCIAL DEPARTMENT.

A Commercial Department has also been started teaching, besides Commercial Arithmetic and Commercial Geography, the following subjects, *viz.*, Shorthand, Typewriting and Book-keeping. Babu Kailash Chandra Sircar, a well-known shorthand-writer is in charge of this department and teaches Shorthand, Precising and Type-writing. Babu Bhabani Charan Baral, Book-keeper, Schroder Schmidt & Co., is the teacher of book-keeping. It was at first thought to limit admission to this department to students of the School and College only. But it has recently been decided to throw the department open to outsiders also.

The number of students on the rolls was 179 on the 31st December, 1906, as per details given in *Appendix C*. Since then 26 new students have taken their admission.

The fees charged in the several departments are as follows —

I. General Department.

Primary	Course	...	...	...	Re.	1
Secondary	"	...	...	...	Rs.	2
College	"	...	...	...	Rs.	3

II. Technical Department.

Secondary Course	...	...	...	Rs.	2
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III. Commercial Department

... Rs. 3

No admission fee is charged.

The new session of the school up to the 5th year class opens in January and of the College and the 6th and 7th year classes of the school in July.

LIBRARY.

Since the opening of the College in August, 1906, steps were taken to provide it with an efficient library and with the aid of the donation of Rs. 5,000 given by the President, the Committee were able to make a good beginning. Books have already been purchased for Rs. 2,000 and other books worth Rs. 3,000 have been ordered and are soon expected to be on the library shelves. Mr. Arabinda Ghose by placing his rich collection of books numbering 673 in various departments of study helped to enrich the library, and by the generous action of Babu Raj Chunder Chunder, M. A., Attorney-at-law, and Mr. Rajat Nath Ray, Bar-at-Law, in placing 259 and 80 vols respectively of valuable books at the disposal of the Committee, the stock of Books in the library has been greatly increased and the Committee take this opportunity of conveying to them their hearty acknowledgments. Babu Ashutosh Mitter M. A., has also made over to the Council 667 volumes from his library; and Babu Mahendra Nath De, M. A., B. Sc., Lecturer in Mathematics, Dr. A. R. S. Roy, Ph. D., Lecturer in Philosophy, Babu Manindra Nath Banerjee, Lecturer in Chemistry, Babu Satish Chandra Mukerjee, M. A., B. L., the Hony. Superintendent, and one of the Secretaries have also placed a large collection of valuable books at the disposal of the Committee for which the Committee beg to convey them their sincere thanks. The result is that within the short space of five months the Committee have been able to place together in the college library so many as 2,500 volumes which with the addition of books already ordered will soon swell into 4,000 volumes. The estimated value of the books in the Library on the 31st December, 1906, is about Rs. 10,000. In view of this expansion of the library a whole-time librarian has been appointed.

FREESTUDENTSHIPS, STIPENDS, AND SCHOLARSHIPS.

During the year 1906, a number of freestudentships not exceeding 25 for the College classes and 50 for the school were sanctioned for deserving students and up to the 31st December, 1906, altogether ten free studentships have been awarded in the College and twenty-five in the School. Stipends of the aggregate value of Rs. 100 per month were sanctioned for grant to holders of scholarships and other deserving students joining the Bengal National College and School. A list of the stipend-holders on the 31st December, 1906, together with the sums granted to them respectively will be found in *Appendix D*.

These stipends and free studentships are to be continued for two years subject to favourable report on conduct and progress and may be renewed. The following scholarships were awarded to deserving students during the year, *viz.*—

(a) Two Ashutosh Chaudhuri Scholarships of Rs. 15 and Rs. 10 per month respectively to Jatindra Krishna Bhaduri of the 1st year College class (History) and to Jatindra Nath Seth of the 6th year class.

(b) Two Ramtanu Lahiri Scholarships each of Rs. 6 per month tenable for two years to Jnanada Chandra Das Gupta and Nalini Kanta Ray.

SOME SPECIAL FEATURES.

The College at present is not a residential one, but the atmosphere of a residential College is sought to be created by requiring the teachers, lecturers, and professors to work in the College library, laboratories, or workshops at their special subjects, with the view to equip themselves more fully for their work as specialists, and also to direct the studies of the more advanced pupils. Most of the professors and lecturers have therefore been appointed under an agreement to work as full-time officers of our College for a minimum period of three years.

Another and a very important feature of the Bengal National College is the institution of an Honorary Board of Directors of Studies, composed of some of our most eminent educationalists and public men. It will be the duty of the members of the Board to watch and guide the teaching staff of the College and School, and from time to time to deliver lectures in their own subjects. The Board will also receive the assistance of distinguished honorary lecturers, who will deliver courses of evening lectures in their special subjects, to which as well as to the lectures delivered by the Directors, the public will be admitted free. The following gentlemen have kindly agreed to serve as Directors of Studies in respect of subjects placed against their respective names.

DIRECTORS OF STUDIES.

<i>Names of Directors.</i>	<i>Subjects.</i>
1. Mahamahopadhyaya Chandrakanta Tarkalankar.—	Sanskrit Literature and Philosophy.
2. Moulvi Muhammad Yusuf Khan Bahadoor, M. A., B. L.—	Arabic, Persian and Urdu.
3. Dr. Rashbehary Ghose, M. A., D. L., C. I. E.—	English.
4. Sir Gooroodas Banerji Kt. M. A., D. L.,—	Mathematics.
5. Dr. P. K. Ray, D.S.C.—	Philosophy.
6. Raja Pearymohan Mukerji M.A., B.L., C. S. I.—	Economics.
7. Babu Surendra Nath Banerji—	History.
8. Babu Rabindra Nath Tagore—	Bengali.
9. Babu Ramendra Sundar Trivedi, M. A., P. R. S.—	Physical Science

CONCLUDING REMARKS

It will thus be seen that within the short space of its existence (the Council was inaugurated only in March, 1906) the Council has been able to make substantial progress in several directions. But a great deal yet remains to be done. The Council has but made a beginning—a humble but good beginning; but good must be followed by better, and the Executive Committee takes this opportunity to appeal to all members of the Council and the public generally to co-operate with them and to extend to them their hearty sympathy and support in their noble work of building up in the country a system of national education.

THE NATIONAL COUNCIL OF EDUCATION.

191-1 Bowbazar Street, Calcutta.

18th January, 1907.

A. CHAUDHURI,

HIRENDRA NATH DATTA,

Hony. Secretaries.

Statement of Receipts and Payments for

We have examined the Books and Accounts of the National Council of
found them correct.

BRAJENDRA KISHORE ROY CHOWDHURY,

Calcutta, 18th January 1907.

SUBODH CHANDRA MALLIK,

Auditors.

to Annual Report, 1906.

₹.

Education, Bengal.

the year ended 31st December, 1906.

PAYMENT.	Rs.	As.	P.	Rs.	As.	P.
Library acct.				1,922	0	3
Loan acct.				794	12	0
Suspense acct.				1,347	3	9
Examination acct.				4,109	0	6
Bank of Bengal acct. (for deposits)				12,124	3	11
Stationery acct.				153	2	6
Travelling charges acct.				148	14	0
Stamps acct.				136	13	6
Petty charges acct.				93	13	0
Furniture acct.				2,433	0	3
Salary acct.				7,487	3	6
Telegram acct.				27	9	0
Rent acct.				1,090	5	3
Paper and Printing charges acct.				822	1	6
Stipend acct.				284	0	0
Town Hall Meeting Expenses acct.				499	7	0
Advertisement. acct.				10	1	0
Commercial Requisites acct. (2 Type-writing Machines)				375	0	0
Technical Tools and Machinery acct.				1,509	1	9
Do. Stores acct.				232	6	0
Do. Charges acct.				41	4	6
Laboratory Furniture acct.				53	0	0
„ Apparatus acct.				88	0	0
„ Stores acct.				760	14	6
„ Charges acct.				221	11	6
Scholarship acct.				316	0	0
M. P. Pelin acct. for order of Scientific Instruments				270	0	0
Money Order acct.				6	0	0
Medals acct.				45	0	0
Permenent charges acct. (Registration and Stamp fees)				3,729	0	0
Electric Light Expenses				190	12	0
Cash in hand Balance				41,321	13	2
				8,395	8	3
Total Rs.				49,717	5	5

Education, Bengal, comparing them with the relative Returns and Vouchers and

A. CHAUDHURI,

HIRENDRA NATH DATTA,

Secretaries.

Bk.

APPENDIX B—

The National Council of

Balance Sheet as on the

LIABILITIES.	Rs.	As.	P.	Rs.	As.	P
To Srijukta Brajendra Kishore Ray Chowdhury	147	0	0			
„ Salary acct. due to Lalit Mohan Dutt ...	10	10	3			
„ Stipend acct. due to Monomohan Ghose	8	0	0			
„ Rent acct. Ram Kanai Adhikari Rs. 200						
„ Do. Colly Dass Mullick ... 50						
„ A. C. Sen for due bill for Paper and Printing charge	250	0	0			
„ Madan Gopal Dey bill for Furniture ...	228	7	0			
„ Rajani Kanta Dey bill for L. Furniture	426	13	0			
„ Nufur Chunder Kolay bill for wood (L. charge)	90	0	0			
„ Manick Ball Mutlick bill for Gas Fitting (L. charge)	72	13	3			
„ The Indian Scientific Apparatus Co. for due bills	60	0	0			
„ D. Waldie & Co. for due bills ...	271	14	9			
„ Balance	572	3	0			
				2,137	13	3
				25,956	14	6
Total Rs.	...	...	...	28,094	11	9

We have examined the Books and Accounts of the National Council of The above Balance Sheet has also been examined by us and in our opinion, Council's affairs as on the 31st December, 1906, and it is drawn as near as

BRAJENDRA KISHORE ROY CHOWDHURI,

Calcutta, 18th January, 1907.

SUBODH CHANDRA MALLIK,

Auditors.

to Annual Report, 1906.

Education, Bengal.

31st December, 1906.

ASSETS.					Rs.	As.	P.	Rs.	As.	P.
By Permanent Charges acct. ...	...	...	...	...	50	0	0			
" Mon P. Pelin advanced for Scientific instruments ordered ...	...	...	...	...	270	0	0			
" Outstandings receivable from:—								320	0	0
Maharaja Suryya Kanta Acharjya Bahadur ...	...	...	...	...	5,000	0	0			
Srijukta Subodh Chandra Mallik Subscription for 3 quarters	Rs. 2,700									
Less donation to Muffussil Schools ...	Rs. 1,350									
	Rs. 1,350									
Stamp and Registration fee of Trust Deeds	Rs. 626									
					1,976	0	0			
Santan Sampraday donation ...	Rs. 1,200-0-0									
Less received ...	Rs. 660-3-2									
					539	12	10			
Srijukta Anath Bandhu Guha Subscription ...	Rs. 2,000									
Less received ...	Rs. 200									
					1,800	0	0			
Mr. A. Chaudhuri for scholarship ...					125	0	0			
								9,440	12	10
By Cash in hand ...	...	...	...	...	8,395	8	3			
" " Bank of Bengal ...	...	...	...	...	963	8	2			
								9,359	0	5
" Library acct. ...	...	...	...	...	1,961	3	3			
" Furniture ...	...	...	...	...	2,831	4	0			
Technical Tools and Machinery ...	...	...	...	...	1,530	10	6			
" Stores ...	...	...	...	...	242	4	6			
Commercial Requisites ...	...	...	...	...	375	0	0			
Laboratory Furniture ...	...	...	...	...	343	0	0			
Laboratory Apparatus ...	...	...	...	...	359	14	9			
Laboratory Stores ...	...	...	...	...	1,331	9	6			
								8,974	14	6
Total Rs.	...	...	...	...	...	...	...	28,094	11	9

Education, Bengal, comparing them with the relative Returns and Vouchers. it is a full and fair Balance Sheet, exhibiting a true and correct view of the circumstances admit, in conformity with the law.

A. CHAUDHURI,

HIRENDRA NATH DATTA,

Secretaries.

APPENDIX C. to Annual Report, 1906.

The Number of students on the Rolls on the 31st December, 1906

I.—SCHOOL DEPARTMENT :—

A. Primary course:—

(1). First year class—	10 students.
(2). Second year class	9 „
(3). Third year class	9 „

B. Secondary course :—

(1). First year class—	12 „
(2). Second year class	11 „
(3). Third year class	4 „
(4). Fourth and Fifth year classes	12 „
(5). Sixth year class	81 „

II. COLLEGE DEPARTMENT :—

First year class—	17 students.
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III. TECHNICAL DEPARTMENT :—

Mechanical Engineering class	5 students.
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IV. COMMERCIAL CLASS

9 students.

 Total 179 Students.

APPENDIX D. to Annual Report, 1906.

List of Scholarship and Stipend-holders

COLLEGE DEPARTMENT.

I. Scholarship holders :—

1. Jatindra Krishna-Bhaduri (Chaudhuri scholar).	Rs. 15.
2. Adityanath Maitra	Rs. 15.

II. Stipend holders (also free students) :—

(1). Jagat Chandra Pal	Rs. 8
(2). Beni Madhab Kundu	Rs. 8
(3). Kunja Lal Sen Gupta	Rs. 8
(4). Bhupendranath Saha	Rs. 8
(5). Jatindramohan Chatterjee	Rs. 8

HIGHER SCHOOL DEPARTMENT.

I. Scholarship-holders :—

(1). Jatindra Nath Seth	
Transferred scholarship	Rs. 12
Chaudhuri Scholarship	Rs. 10
(2). Manoranjan Bhattacharyya (also free student). (Transferred scholarship)	Rs. 8
(3). Bejoy Kumar Sarkar (Do.) (also free student).	Rs. 8

II Stipend-holders (also free students) :—

(1). Nabin Chandra Lodh	Rs. 8
(2). Mohini Mohan Das Haldar	Rs. 8
(3). Mano Mohan Ghose	Rs. 8
(4). Bisweswar Roy	Rs. 8
(5). Mukunda Chandra Ray	Rs. 8

III. Ramtanu Lahiri Scholarship-holders :—

(1). Nalini Kanta Roy	Rs. 6
(2). Jnanada Chandra Das Gupta	Rs. 6.

APPENDIX C.

PART. II.—Annual Report 1907.

R E P O R T

OF THE

NATIONAL COUNCIL OF EDUCATION, BENGAL,

1907.

The Executive Committee of the National Council of Education, Bengal, beg to submit a report of the work of the Council during the year 1907.

Members.

In the year under review five new members were elected to the Council namely Mr. I. C. Bose and Dr. Indu Madhav Mallick on the nomination of the Faculty of Science, Mr. A. C. Sen on the nomination of the Faculty of Arts and Mr. J. N. Roy and Babu Govinda Chandra Dey Roy as representatives of one of the foundation-donors, Maharaja Suryya Kanta Acharyya Bahadoor.

The Committee have to record with sorrow the death of three of their members, Maharaja Bahadoor Sir Jatindra Mohan Tagore, Babu Kali Charan Banurjee, and Mr. Ibrahim, Bar-at law.

In Maharaja Sir Jatindra Mohan Tagore, the council has lost one of its most valued members. Himself a scholar, he kept alive his interest in educational movements until the last day of his life and the Council always looked forward to him for support and direction in the work of national education.

Babu Kali Charan Banurjee would have proved a tower of strength to the Council, had his life been prolonged. His deep erudition and his varied experience in educational matters would have been of the greatest service to the Council. The country and the Council are much the poorer by his loss.

Mr. Ibrahim was a worthy representative of the Mahomedan community in the Council and the Committee recommend that early steps be taken by the election of another Mahomedan representative to fill the place left vacant by his death.

The Committee beg to place on record their sense of the great loss the Council has sustained by the death of these three members.

Meetings of the Council.

During the year the Council held two meetings. At the first meeting, which was held on the 20th January, 1907, the Faculties and Boards of Studies for the year 1907 were constituted, the office-bearers and the Executive Committee were appointed and the Budget for the year was passed. This budget grant had to be supplemented at the second meeting which was held on the 14th September, 1907. At this meeting 4 new schools were affiliated and a

committee was appointed to draw up a scheme for religious education for Hindu boys, to be brought up before the Council for its approval.

This committee which consists of Sir Gooroo Das Banerjee, Pandit Panchanan Tarkaratna, Ray Yatindra Nath Chowdhuri, Babu Manomohan Bhattacharjee, Babu Mohini Mohan Chatterjee, Babu Satis Chandra Mukherjee, and Babu Hirendra Nath Datta has not yet made its report. It will be remembered that the Memorandum of Association of the Council provides for denominational religious education out of funds specifically contributed for that purpose, such education not to include the enforcement of religious rites and practices and that one of the foundation-donors Babu Brojendra Kishore Ray Chowdhury set apart by his deed of endowment the annual sum of Rs. 2000 for providing religious education for Hindu boys. It was with the object of properly utilising this sum that the above committee was appointed.

Office-Bearers.

The following is a list of the office-bearers during 1907.

PRESIDENT.

Hon'ble Dr. Rashbehari Ghose, M.A., D.L., C.I.E.

VICE-PRESIDENTS.

Dr. P. K. Ray, D. Sc. (up to September 14).

Moulvi Muhammad Yusuf Khan Bahadur, B.L. (from September 15).

Mahamahopadhyaya Raj Krishna Tarkapanchanan.

Maharaja Suryyakanta Acharyya Chowdhury Bahadur of Mymensingh.

S. N. Tagore Esq., I.C.S. (*retired*),

Babu Brajendra Nath Seal, M.A.

VICE-PRESIDENT, EXECUTIVE COMMITTEE.

Dr. P. K. Ray, D. Sc. (up to September 14).

Moulvi Muhammad Yusuf Khan Bahadur, B.L. (from September 15).

TREASURER.

Ray Yatindra Nath Chowdhury, M.A., B.L.

SECRETARIES.

A. Chaudhuri Esq., M.A. (*Cal.*) B.A. (*Calcutta*). Bar-at-law.

Babu Hirendra Nath Datta, M.A., B.L.

TRUSTEES.

Maharaja Suryyakanta Acharyya Bahadur of Mymensingh.

Babu Brajendrakishore Roy Chowdhury.

„ Subodh Chandra Mallik.

AUDITORS.

I. C. Bose Esq., M.A.

Babu Gaurisankar De, M.A., B.L.

ASSISTANT SECRETARY.

Srijukta Haran Chandra Chakladar, M.A.

Executive Committee.

The Executive Committee was composed of the following gentlemen :—

1. Hon'ble Dr. Rashbehari Ghose, M.A., D.L., C.I.E.
2. Dr. P. K. Ray, D. Sc. (up to September 14).
- Moulvi Muhammad Yusuf Khan Bahadur, B.L., (from September 15).
3. Ray Yatindra Nath Chowdhury, M.A., B.L.
4. A. Chaudhuri Esq., M.A. (*Cal.*), B.A., (*Cantab.*), Bar-at-law.
5. Babu Hirendra Nath Datta, M.A., B.L.
6. Sir Gooroo Das Banerjee Kt., M.A., D.L.
7. B. Chakravarti Esq., M.A., Bar-at-Law.
8. A. Rasul Esq., M.A., B.C.L. (*Oxon.*), Bar-at-law.
9. Hon'ble Babu Deva Prasad Sarvadhicary, M.A., B.L.
10. Dr. Hem Chandra Sen, M.D.
11. Dr. S. B. Mitter, M.B., B. Sc. (*Lond.*)
12. J. N. Roy, Esq., Bar-at-Law.
13. Babu Gobinda Chandra De Roy, M.A. B.L.
14. „ Ramendra Sundar Trivedi, M.A.
15. Aravinda Ghose Esq., B.A. (*Cantab.*)
16. Babu Manomohan Bhattacharyya, M.A.
17. „ Satis Chandra Mukerji, M.A., B.L.

The Committee met 21 times and transacted various items of business. Dr. P. K. Ray, D. Sc. having resigned his office as Vice-President owing to pressure of official work, Moulvi Muhammad Yusuf Khan Bahadoor B.L., was on the 14th September elected a Vice-President of the Council and the Vice-President of the Executive Committee and he filled that office during the rest of the year.

Extension Lectures.

During the year Babu Rabindra Nath Tagore, the Director of Bengali studies, delivered a series of lectures in Bengali on the subject of *Comparative Literature* alternately with Babu Mohini Mohan Chatterjee M.A., B.L. who delivered a series of lectures in English on the *Study of History*.

Both series of lectures were well attended and received warm appreciation. The courses are not yet complete and both lecturers will continue their series in the current year. Mr. R. C. Bonnerjee, Bar-at-law, has undertaken to deliver a course of lectures on English Literature and the Committee hope to arrange for this course being opened on an early date. Rai Sarat Chandra Das Bahadur, C.I.E., also delivered a lecture embodying a portion of his original researches into Indian and Chinese History. This lecture was well received and is expected to be followed by other lectures by Rai Sarat Chandra Das Bahadur.

Affiliated Institutions.

The following national schools were affiliated to the council during the year up to the Fifth Standard—*viz.* Khulna, Magura (Jessore), and Majpara (Dacca), and a school at Barabasalia (Mymensingh) was affiliated up to the Primary standard.

These added to the national schools at Rangpur and Dacca (which are affiliated up to the Seventh Standard) and those at Dinajpur, Comilla, Mymensing, Kishoregunge, and Chandpur (all of which are affiliated up to the Fifth Standard) make the total number of affiliated Institutions to be 11 on the 31st December, 1907. Since then the national schools at the following places *viz.* Noakhali, Jessore, Sylhet, Jalpaiguri, Kamargram (Faridpur), and Giridih, have been recommended for affiliation up to the Fifth Standard and this recommendation will be submitted to the Council at its meeting on the 8th February, 1908.

The Committee have also recommended the affiliation of the Dhap Free National Institution up to the Primary Standard. They have received applications for the affiliation of about a hundred other primary schools and at their meeting on the 20th December, the Committee appointed a subcommittee consisting of Babus Ramendra Sundar Trivedi, Manomohon Bhattacharyya and Satis Chandra Mukherjee to frame an alternative Primary course to suit the requirements of primary schools in rural areas. The subcommittee's report has not yet been received. Pending this, these applications could not be dealt with.

Inspection.

The Superintendent accompanied by Babu Radha Kumud Mukherjee, M.A., P.R.S., lecturer in History and Economics, was able to make time amid his multifarious official duties to inspect the affiliated schools at Rangpore, Dinajpur, Comilla, Chandpur, Dacca and Mymensingh only. They also inspected the National Schools at Jalpaiguri and Noakhali which have been affiliated since. Having regard to the number of schools already affiliated and about to be affiliated, the Committee felt that the time was ripe for the appointment of a whole-time Inspector who would visit the affiliated institutions and help to organise and supervise their work.

Grants-in-aid.

The following monthly sums were paid as Grants-in-aid during the year 1907 to the following institutions :—

Dacca National School	...	...	...	Rs. 125
Rangpur	...	...	...	„ 100
Dinajpur	...	...	...	„ 75
Comilla	...	...	...	„ 75
Mymensing	...	...	...	„ 75
Kishoregunge	...	...	...	„ 75
Chandpur	...	...	...	„ 50
Khulna	...	...	...	„ 40
Magura	...	...	...	„ 40
Majpara	...	...	...	„ 30

A mothly grant of Rs. 30 was also made to the Jubilee Art Acadamy in Bow Bazar Street, Calcutta, to which 10 students of the Bengal National College and School are entitled to be admitted free. The Committee also paid a donation of Rs. 150 to the Kamargram National School. Thus altogethër the sum of Rs. 8,395 was given as grants-in-aid during the year under review. For the current year the Committee have asked the Council to provide a total sum of Rs. 12,000 for this purpose besides the salary and travelling expenses of the Inspector of mofussil Institutions.

Donations and Subscriptions.

In the year under review the Deed of Endowment of Maharaja Suryya Kanta Acharjya Bahadoor was completed and registered. By this the Maharaja has set aside property yielding an annual income of Rs. 10,000 for the general purposes of the Council. The warmest thanks of the Council are due to the Maharaja for this generous donation. This, added to the endowments created by Babu Brojendra Kishore Rai Chowdhury and Babu Subodh Chandra Mallik respectively in the pevious year makes the total income of the Council from endowed property to be Rs. 33,600 per annum.

Maharaja Manindra Chandra Nandi Bahadur of Cossimbazar has agreed to pay the annual sum of Rs. 2,000 to the Council for its general purposes and the President, Hon'ble Dr. Rash Behari Ghose C. I. E. has been paying the monthly sum of Rs. 135 since July 1907, to meet the expense of additional house rent. These added to the other monthly subscriptions make up a total of Rs. 14,840 in the year as follows—

Hon'ble Dr. Rashbehari Ghosh	...	...	...	1,620.
Maharaja Manindra Chandra Nandi Bahadoor	...	...	...	2,000.
Sir Gooroo Dass Banerjee	...	...	...	600.
Ray Yatindra Nath Chowdhury	...	...	...	1,200.
Mr. A. Chaudhuri	...	...	...	3,000.
Mr. B. Chakravarti	...	...	...	3,000.
Babu Hirendra Nath Datta	...	...	...	3,000.

Babu Dhannulal Agarwalla	...	...	...	...	300.
„ Pannalal Dey	...	...	...	...	120.

All these subscriptions have been realised up to the end of December, 1907.

Early in 1907 a special subscription was started for the equipment of the laboratories and work-shops of the Bengal National College. The following is a list of the donations received and promised up to 31st December, 1907.

Donations.

• *Received up to 31st December, 1907.*

Hon'ble Dr. Rashbehari Ghose	...	...	...	Rs. 6,000
Sir Gooroodas Banerjee	...	...	...	„ 1,000
Babu Brajendrakishore Roy Chowdhury	...	...	...	„ 1,000
„ Dwarka Nath Chakraverty	...	...	...	„ 1,000
„ Mohini Mohan Chatterjee	...	...	...	„ 500
„ Kedar Nath Banerjee	...	...	...	„ 500
„ Gopal Das Chowdhury	...	...	...	„ 500
„ Kailash Chandra Chowdhury	...	...	...	„ 500
„ S. K. Lahiri	...	...	...	„ 288
„ Anath Bandhu Guha	...	...	...	„ 300
Kaviraj Bijoyratna Sen	...	...	...	„ 100

Small Donations received through—

Babu Satis Chandra Mukerjee	...	...	...	Rs. 959-7-6
B. Chatterjee Esq.	...	...	...	„ 646-6-0
Santan Sampraday of Bhowanipur, Calcutta	...	...	...	„ 1,200
Swadesh Hitaishini Sabha	...	...	...	„ 244-8-0

Donations.

Promised donations in 1907 not realised on the 31st December, 1907.

Babu Gaganendra Nath Tagore	...	...	...	Rs. 5,000
Maharaja Sir Jatindra Mohan Tagore	...	...	...	„ 1,500
Ray Yatindra Nath Chowdhury	...	...	...	„ 1,000
Babu Gopal Das Chowdhury	...	...	...	„ 500
Babu H. Bose	...	...	...	„ 1,000
„ Hirendra Nath Datta	...	...	...	„ 1,000
Satyendra Nath Tagore Esq.	...	...	...	„ 1,000
N. C. Mallik Esq.	...	...	...	„ 1,000
A. Chaudhuri Esq.	...	...	...	„ 1,000
Kaviraj Bijoy Ratna Sen	...	...	...	„ 900
Rani Kusum Rumari Debi	...	...	...	„ 1,000
Maharaja Suryyakanta Acharyya Bahadur	...	...	...	„ 1,000
Ray Jogendrakishore Chowdhury	...	...	...	„ 1,000
Kumar Sarat Kumar Roy	...	...	...	„ 1,000
Babu Sarada Charan Guha	...	...	...	„ 1,000

The Committee feel that in order to equip the laboratories and workshops

in an efficient manner the above donations must be largely supplemented and they take this opportunity of appealing to all members of the Council and to the public generally to put them in possession of sufficient funds for the purpose above mentioned.

Public Examinations.

The Council held its annual public examinations in the month of July, 1907, in the Fifth and Seventh Standards of the Council corresponding to the Matriculation and F. A. Examinations of the Indian Universities and also in the Primary and Secondary Technical Courses of the Council. The Council was fortunate in securing the services of some of the most distinguished scholars and educationists to set the papers for the examinations which were so framed as to discourage cram and to test general knowledge and intelligence.

There were altogether 163 candidates and the following places were fixed as centres for the examinations *viz.* Calcutta, Dacca, Rangpur, Comilla, Bankipur, Lahore, Benares, Agra and Amraoti.

122 candidates sat for the Fifth Standard Examination of whom 75 passed, 24 being placed in the First, 37 in the Second and 14 in the Third Division.

16 candidates sat for the Seventh Standard Examination of whom 8 passed, 2 being placed in the First, 5 in the Second and 1 in the Third Division.

18 candidates appeared in the Primary Technical Examination of whom 15 passed, 4 being placed in the First, 8 in the Second and 3 in the Third Division.

5 candidates appeared in the Secondary Technical Examination of whom 2 passed in the Second Division.

The percentage of passes was about 62 and the reports of the examiners about the quality of the answers were encouraging.

It will be seen that whereas in 1906 the total number of candidates was 729, it came down to 161 in the year 1907. There was a large falling off which in the opinion of the Committee was due to two causes. The scheme of Examination in 1907 was mainly on the lines of the courses of studies adopted by the Council, which in many respects are different from those of the Indian Universities and students not trained up in those courses found it impossible to appear at the Council's Examinations. The other cause was the absence of the temporary circumstances which excited public feeling in 1906 and which ceased to operate in 1907.

The next public Examinations are to be held in June, 1908 and the scheme thereof after settlement by the Executive Committee has been published and is being circulated. It may not be out of place to notice here some of the distinguishing features of this scheme.

(1) The scheme of the Fifth Standard Examination roughly corresponds to the Matriculation Examination scheme of the Indian Universities. But there are some important divergences :—

(a) Bengali or some other Indian vernacular is a compulsory subject for examination ; (b) a special knowledge of the Geography of India is to be tested

in addition to a general knowledge of the quarters of the globe ; and (c) provision is made in the system of marking so that a student who is remarkably proficient in any particular subject may pass even though he may get less than the minimum in any other subject or subjects. The last feature is common to this and the Seventh Standard Examination. There will be further important changes in the scheme of the Fifth Standard Examination next year so as to make it correspond to the scheme of studies adopted by the Council.

(2) In the Seventh Standard Examination there will be an oral examination in every subject in the Literary Course along with the written, and carrying the same number of full marks as the written examination. The object of doing this is to test real knowledge of the subject and defeat cramming.

(3) There will be a theoretical as well as a practical examination in all subjects in the Scientific Course.

(4) Detailed syllabuses of Indian Ethics and Indian Psychology have been framed for the Seventh Standard Examination. In the absence of any extant text-books on the subject, the syllabuses are a valuable guide to the teachers who will find therein a complete and systematic outline of these subjects to be found nowhere else. Syllabuses have also been framed for Western Ethics and Psychology, no text-books being fixed for these subjects.

(5) There is to be no examination in text-books in the subjects of both English and Vernacular, except an examination in original composition.

(6) Calcutta is the only centre for the next Seventh Standard Examination.

Medals, Scholarships and Stipends.

On the result of the Examinations, the following medals have been awarded viz., Sir Gooroo Das Banerje's Medals to Sreemans Kunja Behari Lall and Prafulla Chandra Chakravarty who occupied the first place on the Fifth and the Seventh Standard Examination respectively. Babu Jyotish Chandra Das Gupta of Dacca has also offered to give a silver medal to the student securing the highest marks in History in the Fifth Standard Examination. This medal has been won by Sriman Jogesh Chandra Chakravarty.

One Scholarship of Rs. 15 and two of Rs. 10 per month have been awarded to Sreemans Dharendra Kumar Sarkar, Narendra Nath Sen, and Harendra Chandra Pal and they are tenable for two years. Five stipends of Rs. 8 each were awarded to deserving students of the 6th year class. In addition to these the Scholarships and stipends awarded in 1906 were continued during the last year. A list of the students holding scholarships and stipends and also the free students will be found in Appendix D.

Finances.

The total receipts up to the 31st December, 1907 amounted to

Rs. 1,33,515-14-3 and the total disbursements to Rs. 1,22,084-4-9 leaving a balance at the end of the year of Rs. 11,431-9-6. A summary of the accounts together with the auditors' report will be found in Appendix A. A Balance-sheet containing a summary of the property and liabilities of the Council on the 31st December, 1907 has been made out and is given in Appendix B. The Executive Committee hereby place on record their special obligation to the auditors for their honorary services and their appreciation of the thorough and efficient manner in which they have done their work.

SCHEMES OF STUDIES.

The Council adopted early in the year a mixed course of studies for the Sixth and Seventh Standards of the Secondary Course dividing it into two alternative courses, (1) a Literary and (2) a Scientific and Technical course and grafted manual and technical training on the system of general education throughout the Primary and Secondary stages. This scheme has since been in operation. For the Technical Department, the Superintendents prepared a course of Studies and Workshop Practice which after consideration by the Technological Board was adopted by the Committee and the Council. The result is that from the first year of the Primary stage up to the Fifth Standard or Matriculation stage of the Secondary course, scientific and technical education goes hand in hand with literary education. In the Primary stage such education is imparted through the method of object lessons and kindergarten and drawing is insisted on throughout and the boys are taught the use of simple tools, clay-modelling, paper-cutting, wicker-work, and the preparation of simple models in card board. Thus the training of the intellect goes on simultaneously with the training of the hands and the senses.

Throughout this stage the teaching is as far as possible oral without reference to text-books.

In the Secondary stage, work-shop practice is first introduced and goes on along with scientific instruction up to the Matriculation standard. Elementary Science (Physics, Chemistry, and Biology) is introduced in the First Year of the Secondary stage and rises by graduation until in the Fifth Standard the student has acquired a fair and accurate knowledge of these branches of science. Up to this point all branches of science are taught with the aid of experiments and without text-books and no written examinations are held.

At the end of the Fifth Year of the Secondary stage, the student may take either (1) the Secondary Literary Course or (2) the Secondary Scientific Course or (3) the Secondary Technical Course. The detailed syllabus will be found in a separate publication of the Council entitled "A Statement of the Schemes of Study adopted by the National Council." The following is a skeleton of the scheme.

I. The Secondary Literary Course.

(Extending over two years.)

- A. For study only.—An oriental vernacular ; English ; Logic, and elementary Physics and Chemistry.
- B. For study and examination.—
- (1) An Oriental Classic, and
- (2) Any one of the following groups :—
- (a) History and Economics.
- (b) Psychology and Ethics.
- (c) Pali, Hindi and either Marathi, or C Telugu.
- (d) French and German.

Candidates for the Seventh Standard Examination (corresponding to the F.A., or Intermediate Examination of the Indian Universities) who take up the *Secondary Literary Course* are required to write an essay in English and also an essay in vernacular in one or more of the subjects prescribed for the examination.

- C. For study only.—*Optional.*

One or more of the commercial subjects, *viz.* Shorthand, Type-writing, Book-keeping, Banking, Insurance, Commercial Geography, Correspondence and Arithmetic.

II. The Secondary Scientific Course.

(Extending over two years.)

- A. For study only.—An oriental vernacular, English, Logic and elementary Economics.
- B. For study and examination.—
- (1) Physics and Chemistry (with laboratory work) and
 - (2) Any one of the following groups.—
 - (a) Mathematics, Drawing and Workshop Practice.
 - (b) Biology and Physiology (with laboratory work).
 - (c) Geology and Biology (with laboratory work).
 - (d) Agriculture and Biology (with practical work).

Candidates for the Seventh Standard Examination who take up the *Secondary Scientific Course* are required to write an essay in English and also an essay in vernacular in one or more of the subjects prescribed for examination.

III. The Secondary Technical Course.

(Extending over three years.)

- A general course of instruction in—
- (i) Physics,
 - (ii) Chemistry,
 - (iii) Mathematics,
 - (iv) Drawing, and

B. A special course of instruction in—

- (i) Machine Drawing,
- (ii) Mechanics,
- (iii) Steam-engines, Boilers and Prime Movers,
- (iv) Hand and Machine Tools,
- (v) Pattern-making,
- (vi) Brass-moulding,
- (vii) Smithy,
- (viii) Turning,
- (ix) Fitting.

After the Secondary Stage comes the College course extending over 4 years which is divided into :—

I. Literary, subdivided into (a) Linguistic, (b) Historical and (c) Philosophical.

II. Scientific, subdivided into (a) Mathematics (1) Pure (2) Mixed, (b) Physics, (c) Chemistry, (d) Physiology, (e) Zoology, (f) Botany and (g) Geology with allied branches of science in each case.

III. Technical, subdivided into (a) Agriculture including forestry, (b) Manufacture including mining and (c) Commerce including Zemindary management.

In a general way the ideal of education embodied in the above schemes in the main the ideal of education adopted by modern Universities in the West as distinguished from those founded on the old classical model. The aim is to incorporate and assimilate and adapt as much of the modern side as possible while maintaining and extending the classical side as represented especially by the languages, literatures, histories, and philosophies of the country. [*Vide Appendix—Memorandum of Association.*] With this view the scheme provides for a good preliminary grounding of the boys in literary, scientific and technical or manufacturing subjects in an eight years' course up to the Matriculation (the Councils' Fifth Standard) stage. Between the Matriculation stage and the Collegiate stage of the Council there is the Intermediate course. The Collegiate Course, which, as already stated, extends over four years, is expressly intended for specialisation in one subject or a group of allied subjects, *viz.* either Languages, History (including Economics) Mathematics, Philosophy, Physics, Chemistry, Mechanical Engineering etc. The Collegiate Course is known as the Proficiency Course; but a higher degree of specialisation is sought to be attained in the High Proficiency Course (extending over two years) which comes after the 4 years' Proficiency Course. With a view to prepare students for the work of specialisation that is demanded of them in the College or Proficiency Course, the Intermediate Course (known as the Sixth and Seventh Standard Course) provides for a trifurcation of studies and students are allowed to choose either a Literary Course, or a Technical Course, or a Scientific Mixed Course. In the Inter-

mediate Literary Course, there is a further division of work, boys having the option of choosing between a number of different groups like (a) History and Economics ; (b) Ethics and Psychology ; (c) Pali, Hindi, and either Marathi or Gujarati, or Tamil or Telugu ; an oriental classical language (Sanskrit or Arabic or Persian) being a compulsory subject for every student taking up the Literary Course. It is hoped that the road to specialisation in one subject or a group of allied subjects of the College or Proficiency Course will by this means have been made smooth for the students after they have passed through this Intermediate Course. At the same time the interests of general culture are safe-guarded by the provision that all Intermediate students will have to undergo training in some other general subjects which shall be subjects for study but not for examination. This provision, it will be noted, is a departure from the existing system of education ; and it is intended to serve the salutary purpose of making students and teachers work with a view to learn and to teach these subjects without the artificial stimulus of an examination. In a similar manner, in the Intermediate (mixed) Scientific Course there is scope for choice among a number of sub-groups *e. g.* (a) Mathematics, Drawing and Workshop ; (b) Biology (Botany and Zoology) and Physiology ; (c) Agriculture and Biology ; (d) Geology and Biology ; with Physics and Chemistry as compulsory subjects for all students offering the Mixed Scientific Course.

The Intermediate Technical Course (Mechanical Engineering) extending over three years provides for a general course of instruction in subjects like Physics, Chemistry, Mathematics, and Drawing and also a special course of instruction in a number of special subjects like pattern-making, brass-moulding, smithy, turning, fitting, hand and machine tools, steam engines, boilers and prime movers, mechanics and machine-drawing.

The foregoing general analysis of the scheme of studies adopted by the Council will shew that by combining scientific and technical training with literary education up to the Matriculation standard, and providing for progressive specialisation in either literary or scientific or technical or scientific and technical subjects in the higher Intermediate, Proficiency and High Proficiency Courses, the National Council aims at performing at different stages the functions of a modern University and also of a Research University on a small scale. The boys trained in this system will receive an education which would enable them to be trained citizens who shall be able to think for themselves, and help themselves and their country by developing its material resources and satisfying its pressing wants. In fact, the Council aims at training its scholars in such a way that they may have the power, capacity and courage to work their way in life on independent lines in the various departments of literature, arts and industry. With that view, side by side with literary subjects, Drawing, Science (Physics, Chemistry, Biology) and Workshop Practice have been prescribed as compulsory subjects from the lowest classes upwards

and are to be taught by means of experiments, and without the aid of text books. It goes without saying that no system of industrial or technical training intended for adult students whose minds have been exclusively nurtured on literary subjects in their school career can be conducive to the growth of technical talent and capacities.

BENGAL NATIONAL COLLEGE AND SCHOOL.

The National College and School which was started on the 15th August, 1906 made good progress during the year under review. It teaches the Primary, Secondary and College courses according to the schemes of studies adopted by the Council.

This Institution was located at No. 191-1 Bowbazar Street until June, 1907. The Committee finding the accommodation there wholly inadequate for the institution removed to the premises it now occupies viz., Nos. 166 and 164 Bowbazar Street which they secured at the monthly rent of about Rs. 450 on a 5 years' lease. The Institution has been located here since July, 1907. The following is the list of Directors of Studies and of the Instructive and Executive staff of the College during the year.

DIRECTORS OF STUDIES.

<i>Names of Directors.</i>	<i>Subjects.</i>	<i>Names of Directors.</i>	<i>Subjects.</i>
1. Mahamahopadhyaya Chandrakanta Tar- kalankar	... Sanskrit Literature and Philosophy.	4. Sir Gooroo Das Banerji Kt., M.A., D.L.	... Mathematics.
2. Moulavi Muhammad Yusuf Khan Bahadur, M.A., B.L.	... Arabic, Persian and Urdu.	5. Dr. P. K. Ray, D. Sc.	... Philosophy.
3. Hon'ble Dr. Rash-behari Ghose, M.A., D.L., C.I.E.—	... English.	6. Raja Pearymohan Mukerji, M.A., B.L., C.S.I.	Economics.
		7. Babu Surendra Nath Banerji	... History.
		8. Babu Rabindra Nath Tagore	... Bengali.
		9. Babu Ramendra Sundar Trivedi, M.A., P.R.S.	... Physical Science.

Instructive Staff, 1907.

Sanskrit and Indian Philosophy :—	Pandit Mokshada Charan Samadhyayi
Pandit Chandrakanta Nyayalankar	„ Kedar Nath Kavya-Purantirtha
„ Durgacharan Samkhya-Vedantatirtha	Srijukta Satischandra Mukherjee, M.A., B.L. (<i>Hony.</i>)
(<i>Hony.</i>)	

Indian History and Geography :—Srijukta Aravinda Ghose, B.A. (*Cantab.*)

Pandit Sakharam Ganesh Deooskar*

(*Rajput and Maratha History*)

Bhikshu Purnanda*

(*Buddhist Period.*)

Pandit Durga Charan Vedanta-Tirtha,

(*Ramayana and Mahabharat Period.*)

Srijukta Rabindra Narayan Ghose, M.A.

„ Benoy Kumar Sirkar, M.A.

European History :—Srijukta Aravinda Ghose, B.A. (*Cantab.*)

„ Radha Kumud Mukherjee,

M.A., P.R.S.

„ Rabindra Narayan Ghose, M.A.

„ Prasanna Kumar Bose, M.A.

„ Satis Chandra Mukerjee,

M.A., B.L., (*Hony.*)**Political Economy :—**

Srijukta Radha Kumud Mukherjee,

M.A., P.R.S.

„ Prasanna Kumar Bose, M.A.

„ Satis Chandra Mukerjee,

M.A., B.L., (*Hony.*)**Political Science :—**Srijukta Aravinda Ghose, B.A., (*Cantab.*)(*European Systems.*)

Pandit Chandra Kanta Nyayalankar,

(*Ancient Hindu System*)

Srijukta Satis Chandra Mukerjee,

M.A. B.L. (*Hony.*)**Arabic, Persian and Urdu :—**

Moulvi Mainuddin

Bengali :—

Srijukta Kshirodprasad Vidyabinode,

M.A.

(*Hony.*)Amulyacharan Ghose Vidyabhu-
shān (*Hony.*)

Pandit Sakharam Ganesh Deooskar*

Srijukta Jayada Prasanna Datta

Pali :—

Srijukta Dharmānanda Kōsambi

Bhikshu Purnananda*

Marathi and Hindi :—

Pandit Sakharam Ganesh Deooskar*

Srijukta Baburao Paradkar

French and German :—Srijukta Aravinda Ghose, B.A., (*Cantab.*)„ Amulya Charan Ghose, (*Hony.*)**English :—**Srijukta Aravinda Ghose, B.A. (*Cantab.*)

„ Satis Chandra Mukerjee, M.A.,

B.L. (*Hony.*)

„ Prasannakumar Bose, M.A.

„ Radhakumud Mukerji, M.A.,

P.R.S.

„ Rabindra Narayan Ghose, M.A.

„ Benoykumar Sirkar, M.A.

Western Philosophy :—

Srijukta Pramatha Nath Mukherjee,

M.A.

„ Satis Chandra Mukherjee, M.A.,

B.L. (*Hony.*)**Biology :—**

Dr. Indumadhab Mallik, M.A., B.L.,

(*Hony.*)

„ Bepin Behari Chakravarti, L.M.S.

Srijukta Girindra Kumar Chowdhury,

(*Laboratory Asstt.*)**Physics and Chemistry :—**

Srijukta Kshirod Prasad Vidyabenode,

M.A.

(*Hony.*)

„ Jagadindu Roy.

„ Manindra Nath Banerjee.

„ V. K. Paranjpye, L.E.E.

„ Haran Chandra Chakladar

M.A.

„ Naranarayan Biswas, B.A.

„ Ramesh Chandra Bhatta-
charyya, (*Laboratory Asstt.*)

„ Hemranjan Ghatak, Do.

* Joined service in January, 1908.

Mathematics :—

Srijukta Mahendra Nath De, M.A.,
 B. Sc.
 „ Kishori Mohun Gupta, M.A.
 „ Arabindaprakash Ghose, M.A.

Drawing :—

Srijukta B. B. Ranade, L.M.E.
(Lecturer in Machine Drawing.)
 Srijukta Kshitish Chandra Mukerjee
*(Art Teacher and Mechanical
 Engineering Draughtsman.)*

Kindergarten :—

Srijukta Nerod Bhushan Bose.

Technical Department :—

Srijukta B. B. Ranade, L.M.E. — *Superintendent, and Lecturer in Mechanical Engineering.*
 „ V. K. Paranjpye, L.E.E., *Lecturer in Electrical and Mechanical Engineering.*
 „ Nagendra Nath Rakshit—
Foreman Instructor.

Commercial Department :—

Srijukta Kailash Chandra Sircar.
 „ Bhabani Charan Baral.
 „ Prosad Das Guin.
 „ Jnanada Kanta Chakravarty.

Executive Staff.**Principal—**

Srijukta Aravinda Ghose, B.A.,
(Cantab.)
(From January to July.)
 Srijukta Satischandra Mukherjee,
 M.A., B.L., *(Hony.)*.
(From July to December.)

Superintendent—

Srijukta Satischandra Mukherjee
 M.A.B.L., *(Hony.)*

Assistant Superintendent—

Srijukta Haran Chandra Chakladar, M.A.

Assistants to Superintendent—

Srijukta Jatindra Narayan Ghose,
 B.L.
 Srijukta Naganarain Biswas, B.A.

Head Clerk—

Srijukta Nirod Bhúsan Basu.

Librarian—

Srijukta Janandakanta Chakravarti.

Mr. Aravinda Ghose who had joined the College at great personal sacrifice and who acted as Principal up to July, 1907, temporarily severed his connexion with the College and Babu Satis Chandra Mukherjee M.A., B.L., Hony. Superintendent was appointed in his place and has since discharged the functions of Principal in addition to his duties as Superintendent. Mr. Ghose rejoined in December in the capacity of Lecturer in History and Political Science, filling the Hem Chandra Mallik chair created under the endowment of Srijukta Subodh Chandra Mallik. There were also some other minor changes in the staff.

During the year under review the staff in the General Department was strengthened by the appointment of a lecturer in Biology, an additional lec-

turer in Science and one in Indian History, two laboratory assistants, a Drawing Teacher and two teachers of wicker-work and cardboard cutting. The Technical Department (which is in charge of Mr. B. B. Ranade, L.M. E. who has had a long experience in the Victoria Jubilee Technical Institute, Bombay, as an Assistant Lecturer in Mechanical Engineering and Machine Drawing, and also Assistant Superintendent in charge of the workshops,) was strengthened by the appointment as Lecturer in Electrical and Mechanical Engineering of Mr. V. K. Paranjpye who is a passed Mechanical Engineer and a Licentiate in Electrical Engineering from the Victoria J. Technical Institute, and has had experience as an Assistant Lecturer in Electrical Engineering in that Institute and as Assistant Superintendent in charge of its Electrical workshops. The Department was further strengthened by the appointment as Foreman Instructor of Babu Nagendra Nath Rakshit who was trained in the Jamalpur Workshops of the East Indian Railway Company, the biggest workshop in the whole of India and who has proved an enthusiastic worker and an able assistant to Mr. Ranade. The Executive Committee are again able to congratulate themselves on the efficiency and whole-hearted devotion of their staff. Most of them worked at considerable personal sacrifice and many on mere subsistence allowance. The rank of honorary workers was swelled this year by the addition of Pandit Durga Charan Sankhya Vedanta Tirtha. Babu Satis Chandra Mukerjee, M. A., B. L., Dr. Indumadhab Mullick M.A., B.L., M.D., Babu Kshirodprasad Vidyabinode M.A., and Babu Amulya Charan Ghose Vidyabhusan continued to give their honorary services to the College and the Committee beg to place on record their most sincere acknowledgments to these gentlemen.

The College at present not being a residential one, the Committee seeks to create the atmosphere of a residential College by requiring the teachers and lecturers, to work in the College Library, Laboratories and Workshops at their special subjects with a view to equip themselves more fully for this work as specialists as also to direct the studies of the more advanced pupils. The Committee are happy to report that some progress has been made in this direction during the year under report by Pandit Kedar Nath Bhattacharjya, Lecturer in Sanskrit Philosophy, Babu Bepin Behary Chakravarty, Lecturer in Biology and Babu Nagendra Nath Rakshit, Foreman Instructor consenting to live in the College premises as resident teachers at considerable personal inconvenience. Their readiness to undergo hardships in order that they may devote themselves wholly to the interests of the College is worthy of special mention as they have been the means of creating a moral atmosphere for the Institution which could hardly have been possible by other means. The spirit of devotion to the interests of the College is also marked in the office staff, two of whom Babu Nirod Bhusan Bose, the Head clerk, and Babu Jnanada Kanta Chakravarty, the Librarian, are also resident officers of the Institution and work from 7 in the morning to 9 in the evening.

In this connection the services of Babu Haran Chandra Chakladar, M.A., who combines in himself the triple functions of Assistant Secretary, Assistant Superintendent, and Lecturer in Science deserve special mention. In the matter of organisation, he has been the right hand man of the Principal and Superintendent and the rapid advance which the College has been able to make in the matter of organisation in the course of a year and a half may be said to have been due mainly to the untiring energy and the skilled assistance of Babu Haran Chandra Chakladar. The organisation of the College has been further materially helped by the services freely and ungrudgingly rendered by Babu Kisor Mohan Gupta, M.A., Lecturer in Mathematics, Babu Manindra Nath Banerjee, Lecturer in Chemistry and Babu Kshitish Chandra Mukherjee, teacher of Drawing. The Committee need hardly say that if the entire staff of the College, in all its several departments should act as a unit, and co-operate with each other in the discharge of their respective and common functions, a force would be created which would at once lift the cause of National Education on a high level and draw to it the admiring eyes of the whole educated public. The organisation of an independent University College like the Bengal National College is a stupendous task and the Committee require and rely on the whole-hearted devotion of the entire staff for the achievement thereof.

To give an idea of the work done in the National College in the year 1907, it is necessary to furnish an account of each of its four departments *viz.*, (i) Literary, (ii) Scientific, (iii) Technical and (iv) Commercial under separate heads. Such an account is given below from which it will be seen that the progress made has been on the whole satisfactory.

(A) LITERARY DEPARTMENT.

In this department the subjects to which special attention is given are (i) History, (ii) Philosophy and (iii) Literature. In teaching their special subjects the lecturers made special efforts to inspire the students with a love for the subjects taught and to create an atmosphere of research and original thought. As an incentive to the students and to prepare the ground-work for the text books which it will be necessary to publish in view of the syllabuses and courses of studies adopted by the Council, several of the Lecturers engaged themselves in research work. One of the Lecturers in History, Babu Rabindra Narayan Ghose, M. A., was put in special charge of Indian History and Indian Geography in the school classes up to the Fifth Standard. He has devoted considerable attention to the subject of Indian History and Indian Geography and in view of the progress made by him it is expected that the Committee will be able in due course to publish text-books on these subjects according to the syllabus prescribed for the Fifth standard course. There are at present no such text-books available and the subject have to be taught without their aid.

One of the Lecturers in Economics, Babu Radha Kumud Mukherjee, M. A., P. R., S. who distinguished himself in Economics in the University Examinations, has been working at the subject of Indian Economics, a subject which presents many novel features and has not hitherto been attempted to be taught in a systematic manner. The materials necessary for a book on this subject are not easily available and the lecturer has consequently to work at his subject at a great disadvantage. The progress made by him has been slow. It will be remembered that the President who takes a special interest in the subjects of Indian History and Indian Economics has offered to bear all the expenses necessary for the preparation of suitable text-books embodying the results of original researches into these fields and the Committee are glad to announce that the first steps have been taken by Babu Radha Kumud Mukherjee in this direction.

In the higher branches of Indian History, several of the Lecturers worked at particular periods or sub-periods as given in the college syllabus. Pandit Chandra Kanta Nyayalankar who teaches the subject of ancient Hindu Political Science has been making a special study of Kamandakiya Nitisara, Sukraniti etc. and his lecture-notes when expanded will, it is expected, form a good Introduction to the subject. The Committee expect considerable progress to be made in this direction by the end of the current year.

Pandit Sakharam Ganesh Deoskar, a Marathi scholar who recently joined the College as a wholetime Lecturer in History is in charge of the Marhatta period of Indian History, of which he has special knowledge and is making a special study. He will be able to lay under contribution not only the old materials of Marhatta History already utilised by scholars but also those which have recently come to light and are only available in the Marhatta original, such as the Diaries of the Peshwas &c. Pandit Sakharam proposes to translate these as well as some unpublished Marhatta chronicles into English or Bengali and the Committee have reason to believe that he will be able to show before the end of the year a good record of original work in this his special field of study.

It is required by the Council's schemes of studies that any one seeking to specialise either in History or Philosophy should be well grounded in one or other of the classical languages, *viz* Sanskrit or Pali for Hindu students and Arabic or Persian for Mahomedan students. The utility of this provision is already demonstrated. For instance, the College History students have to study the Buddhist period of Indian History. This is being taught from original Pali texts by Vikshu Purnananda who is a distinguished Pali scholar. He was educated in a Buddhist monastery at Moulmein and later on, in the great Buddhist College, the Vidyodaya Oriental College, Ceylon, where he had a distinguished career. He knows English and Bengali. He is making original researches into the Buddhist period of Indian History. The Committee hope before long to place the necessary books at his disposal when they expect

he will be able to make valuable contributions to the particular period of Indian History of which he is in charge.

Other portions of Indian History are being investigated by Pandit Durga Charan Vedanta-Sankhyatirtha and Babu Panchanan Banerjee B.A.; the former is making a special study of the Ramayana and the Mahabharata and has been lecturing to the History students on the Ramayana period of Indian History. His lecture-notes when expanded and arranged will make a useful volume. The Pandit is at present engaged in preparing a topical index of the Ramayana.

Babu Panchanan Bannerjee B.A. has been reading *Rajtarangini* (the History of Kashmir) in the original with the College History students and has been shewing much interest in his honorary work. It is expected that he will be able to complete before the end of the year his lecture notes which when published will form a good introduction to the study of this well-known but difficult work. After *Rajtarangini* is finished, Babu Panchanan Bannerjee will, it is hoped, be able to take up other Sanskrit works—biographies discourses and poems having a distinct historical value and interest and study them with the students.

It will be remembered that one of the groups of subjects prescribed for the Intermediate course is Pali, Marathi and Hindi. Already about a dozen Bengali students have taken up this group. Pali and Marathi are also taught to History students in the College Course. It is expected that the students who are learning these languages will be able to assist and co-operate with their lecturers in research work in Indian History so that in course of time it may be possible for the Council to build up a school of Indian History with the help of the College Lecturers and of advanced students receiving special training under their guidance.

In the department of Indian Philosophy, two of the Lecturers, Pandits Kedarnath Sankhyatirtha and Chandra Kanta Nyayalankar have been doing useful work. The former has been working at the detailed syllabuses of Indian Psychology and Indian Ethics prescribed for the Intermediate course which he teaches to the 7th year students. He is well versed in Hindu Philosophy and it is expected that before the end of the year, he will be able to prepare two handy text-books for the use of these boys. Pandit Chandra Kanta Nyayalankar teaches the subject of Nabya-Nyaya to the Philosophy students in the College. The Pandit is a specialist in this subject which, as is well known, is highly abstruse and technical in its nature. For the benefit of the students, Pandit Chandra Kanta is engaged in preparing a careful body of notes which when completed will form a handy and very useful text-book on Hindu Logic.

Mr. Dharmananda Kosambi who has recently been appointed Reader in Pali to the Calcutta University and who is now an honorary lecturer in the National College is in charge of Buddhist Philosophy in the College Course. The Committee greatly appreciate his services to the College and hope that he will be able

before long to present them with a hand-book of Buddhist Philosophy compiled from the original sources to which he has access.

Babu Mahendra Nath De, M.A., B.Sc. is a devoted student of Mathematics. He is in charge of that subject in the College. He is engaged in making researches into the History of Hindu Mathematics. The Committee hope that he will during the current year be able to pursue his study with vigour so that he may be in a position to produce a work of value on the subject of Hindu Mathematics.

Babu Benoy Kumar Sarkar, M. A. has been specially devoting himself to a study of Pedagogics. He takes special pleasure in teaching boys of the lower forms and his suggestions for improvement in the methods of teaching are always helpful. He is preparing himself to write a teacher's hand-book for use in National Schools. *Pedagogics* is one of the subjects included by the Council in its scheme of studies and although no classes have yet been formed, the Committee note with pleasure that the teachers are already alive to its importance. The Committee look forward to the production of the teacher's hand-book by Babu Benoy Kumar Sarkar with interest.

In this connection the Committee deem it desirable to mention that the Lecturers in Science, Babu Jagadindu Roy (Lecturer in Physics), Babu Manindra Nath Bannerjee (Lecturer in Chemistry) and Babu Bepin Behari Chakravarty (Lecturer in Biology and Physiology) have undertaken to prepare Science text-books in their own special subjects in conformity with the syllabuses and schemes of studies adopted by the Council. It is expected that appreciable progress will be made by them before the end of the current year. It is needless to say that having regard to the fact that Science-teaching is compulsory throughout the course up to the Matriculation standard, and that a large number of schools have been and are being started in various parts of the country where Science is taught according to the scheme of the Council, the preparation of these text-books will remove a crying want.

Working on the lines indicated above, it is not unreasonable to expect that after the students will have completed their College Course on the Literary side, they will be qualified to undertake useful work in one or more of the following departments for which the field is already ample and will go on expanding: (1) Indian Archaeology, (2) Indian History and Geography, (3) Indian Economics, (4) Indian Vernacular Literature, (5) Indian Journalism, (6) Teaching in National Schools and Colleges and (7) Preparation of text-books in the vernacular. The Committee accordingly feel satisfied that with the training given to the students in the Literary Department, they will be able to pursue useful and independent careers when they go out into the world.

(B.) SCIENTIFIC DEPARTMENTS.

As already stated, the College and School were, until June, 1907, located in a house which did not afford sufficient accommodation for the 'proper

construction of the workshops and laboratories. In July and August they were removed to premises Nos. 166 and 164 Bowbazar Street and the construction of the workshops and laboratories was at once taken in hand and has since made fair progress.

(a.) Physical Department.

In this department there are two laboratories and a scientific workshop.

For the workshop the Council made a grant of Rs. 1500 and sanctioned Rs. 50/- per month for working expenses.

Already tools and appliances worth about Rs. 800 have been purchased and orders to the extent of Rs. 700 sent out. Two workmen, a mechanic and a carpenter, were engaged for this workshop and with the help of the students and under the supervision of Babu Jagadindu Ray in charge of this department, a large number of articles were manufactured during the few months the workshop had been in existence.

For the current year, the sum of Rs. 1500 has been budgetted for additions to the workshop and Rs. 750 for working expenses.

Of the two Physical Laboratories, that attached to the lower school department is located at No. 164, Bowbazar Street and is intended for the use of the boys of the Primary Department and those of the lower forms of the Secondary Department. A separate grant has been made for this laboratory which is being organised by Babu Jagadindu Ray, Lecturer in Physics, assisted by Babu Haran Chandra Chakladar, M.A., Assistant Superintendent, and Babu Nara Narayan Biswas B.A., teacher of science.

The other Physical Laboratory (which is attached to the upper school and College department) is in charge of Babu Jagadindu Ray. This was started with a grant of Rs. 11,000 for instruments and appliances and Rs. 1200 for fittings. Instruments were ordered (after sanction by the Director of Scientific Studies, Babu Ramendra Sundar Trivedi M. A.) from Europe and America. About Rs. 9000 worth of apparatus have already arrived and the rest are expected to arrive soon. Some apparatus worth about Rs. 150 were purchased locally, some others were prepared in the Technical Workshop and some in the Scientific Workshop of the College. The Laboratory is being further equipped for enabling lecturers to undertake advanced work in any of the departments of Physics.

The Laboratory is being fitted up with gas and electric connections.

For the current year the following amounts have been budgetted

Apparatus	...	...	...	Rs. 4,000
Working expenses	...	...	...	Rs. 120
Furniture and fittings	...	...	...	Rs. 200

In his report to the Secretaries, the Lecturer in Physics gives a good account of the progress made by the students and of the assistance rendered to him by the students in the laboratory and workshop.

(b) Chemical Department.

In July, 1907, the Chemical Laboratory was removed to the new site and the Lecturer in charge, Babu Manindranath Banerjee at once got to work to fit it up in a thorough and up-to-date fashion.

The total value of the apparatus and appliances in the Chemical Laboratory including those ordered during the last year but received after the 31st December, 1907 come to about Rs. 6000.

Besides the above sum, about five hundred Rupees worth of metal appliances were supplied during the year by the Technical workshop of the College. The lecturer in charge reports that the appliances supplied were in no way inferior to the indented articles.

During the year nearly Rs. 500 worth of chemicals were purchased for this Laboratory.

For the current year Rs. 3000 have been budgetted for apparatus and stores and Rs. 1000 for additional furniture and fittings.

The construction of the Chemical Laboratory is almost completed and provides sufficient accommodation for 40 students working at the same time. It is provided with fittings and appliances of the latest pattern. Most of the furniture and fittings were prepared in the Technical workshop of the college. A large table for lecture-work, several large almirahs for chemicals and a gallery for the lecture-class and other fittings were all constructed and fitted up by the Technical Department. The students' working-tables each costing about Rs. 235 were prepared on a new design given by the lecturer in charge and approved by Babu Ramendra Sundar Trivedi M.A., the Director of Studies in Physical Science. The available space is divided into two portions—one half being allotted for the students of the Secondary Department and the other half for those of the college classes—the latter being provided with a balance-room and a room for glass-blowing. Arrangements are also being made to fit up two rooms, one for photographic and the other for spectroscopic work.

For Primary boys and junior students, a small laboratory intended to train them in practical work is being fitted up according to the scheme laid down by the Director of Studies in Physical Science.

The teaching was in charge of Babu Manindranath Banerjee, Babu Kshirode Prosad Vidyabinode M.A., Babu Haran chandra Chakladar M.A., and ~~Babu~~ Babu Naranarain Biswas B.A.. Some difficulty was experienced for the want of a whole-time laboratory assistant. So in the current year, the Executive Committee have arranged to provide two laboratory assistants for this department.

In this department also, the lecturer in charge speaks of the progress made by students and of the valuable assistance received by him from some of them specially from Sreeman Rajanikanta Ayan and Sreeman Digendranath Sen Gupta who are honorary workers.

(C) Biological Department.

During the year under review this department was organised by the Lecturer in charge, Babu Bepin Behari Chakravarti, L. M. S., under the guidance of Dr. S. B. Mitter M.B., B.Sc. (London) and Dr. Indu Madhab Mallick M.A., M.D. The laboratory (still in its infancy) is furnished with six microscopes, a human skeleton, and some anatomical models and specimens, and will, it is hoped, be fairly equipped before the end of the current year. Arrangements have been made for teaching the subject of Urine Analysis which is being taught to the students of the Seventh Year Class, who have taken up Biology and Physiology as subjects for study. The rudiments of these subjects are being taught from the lowest classes up to the Fifth Standard to all boys, those who take them up for the 6th and 7th Standards receiving higher instruction. The lecturer in Biology reports that a fairly large number of students have taken up these subjects and are pursuing their study with great interest and success, and with a view to further progress. To meet the requirements of students of this class, further extension of the Biological department will be necessary and is in contemplation. The urgency of providing a Dissection Room has specially been brought to the notice of the Committee by the lecturer. The Biological Library has been enriched by the addition of many new books and the Laboratory by the presentation of slides (about 300 in number) prepared by Dr. S. B. Mitter himself while in England. Dr. Hem Chandra Sen, M.D. has also been pleased to offer as a gift to the Laboratory a valuable collection of preserved Botanical specimens prepared by himself for his private laboratory.

Advantage was taken of the fact that the lecturer in Biology is a medical man, and antiseptic medicines and dressing-requisites were provided as also all the necessary instruments for the treatment of cases of accidental injuries in the workshop and for minor operations. Some cases of slight injuries which occurred were treated in this way. Two minor operations on resident students were performed. Many cases of illness among the students and the staff were also treated by the Lecturer in Biology and some serious cases of illness among students, were attended to at their homes *gratis*. A small stock of medicines has, for this purpose been bought—mostly from voluntary contributions made by the students themselves.

The sum of Rs. 1500 has been budgetted for the Biological Department, for the current year.

Technical Department.

During the year under review a Technical workshop of tolerably large dimensions (120 ft. × 30 ft.) was constructed in the grounds attached to the College premises at a cost of about Rs. 2500. It is now provided with tools and machines of the aggregate value of Rs. 11,000 and include among others the following machines :—

- (1) One Steam Engine.
- (2) Two Drilling machines.
- (3) One Punching and Shearing machine.
- (4) „ Shaping machine.
- (5) „ Planing machine.
- (6) „ Slotting machine.
- (7) „ Circular Saw Bench.
- (8) Three Lathes.

At present there are in the workshop a Smithy, a Moulding shop, a Carpenter's shop and a Brass Foundry. An Iron Foundry is proposed to be added during the year and further additions made to the workshop. A steam engine has been purchased and is about to be set up. For the current year the budget grant is Rs. 14,500 distributed as follows :—

Tools and machinery	...	...	Rs. 5000	0	0
Stores	...	...	„ 6000	0	0
Workshop construction	...	...	„ 3500	0	0

During the year under report the students from the primary 1st year to the 7th year Secondary received instruction in the following subjects :—

- (1) Object Lessons and Kindergarten.
- (2) Freehand, Model, and Geometrical Drawing.
- (3) Paper-cutting and preparation of simple models in card board.
- (4) Clay-moulding.
- (5) Cabinet-making.
- (6) Iron and brass moulding.
- (7) Iron smithing.
- (8) Turning work in wood and metals.
- (9) Machine workshop.
- (10) Fitting.
- (11) Erecting.

It is proposed for the present to teach the students to manufacture articles under the following heads :—

I. Cardboard and Paper-work :—

- (a) Medicine cases.
- (b) Stationery boxes.
- (c) Other assorted boxes.

of instruction in human anatomy, now under contemplation, will be a great help to and will effect much saving of time for students desirous of entering the medical profession.

Bengal National College Exhibition.

In January, 1908, a small exhibition was held in the college premises, of the articles, implements and apparatus turned out in the workshops and laboratories of the Scientific and Technical Departments during the year 1907. A list of the articles together with their cost and market prices respectively is printed in the appendix from which it will be seen that not only were a large variety of articles manufactured but that the turn out was done at a very moderate cost which compares favourably with imported articles. The exhibits were mainly of the following descriptions :—(1) Engineering wooden patterns, (cranks, brackets, etc.) ; (2) Engineering appliances ; (3) Cutlery ; (4) Drawing appliances and requisites ; (5) Instruments and apparatus for the Physical Laboratory ; (6) Instruments and apparatus for the Chemical Laboratory ; (7) Free-hand drawings and paintings ; (8) Card-board work (such as Drawing models, Medicine cases, etc.) ; (9) Furniture ; (10) Miscellaneous : candlestands, inkstands, picture frames, penholders, office stationery cases, garden tools, syphon lamps, pulley blocks, keys, dumb bells, brass fastenings, door-grips, toy steam engine, apparatus for demonstrating the changes of value and sign of trigonometrical ratios &c. &c.

The exhibition was kept open for about three weeks and the number of visitors numbered about ten thousand, belonging to all sections of the community and included distinguished members of the landed aristocracy, the legal profession, the medical profession, distinguished merchants, engineers, high Government officials, both Indian and European, and Principals and Professors of both Government and private colleges. The visitors also included a very large number of students from the different schools and colleges of Calcutta. Visitors to the Exhibition had also opportunities of inspecting the Physical, Chemical and Biological Laboratories and also the workshops. The Exhibits received commendation from competent judges, among others from Sir Charles Allen, Kt., Chairman of the Municipal Corporation of Calcutta, and Mr. Paul Bruhl, M.E.E., F.G.S., F.C.S., Professor, Civil Engineering College, Sibpur, Bengal, and the Secretaries and attaches to the Imperial Chinese Commission. Their letters will be found in Appendix F.

Commercial department.

During the year under review this department imparted Commercial education in Shorthand, Typewriting, and Book-keeping ; the number of students

in this department is 13. Babu Koilash Chandra Sirkar was in charge of this department. Typing machines of the aggregate value of Rs. 475 were added during the year.

Physical Education.

The Council sanctioned Rs 600 to provide requisites for Physical education and the Superintendent in consultation with Babu Brojendra Kishore Roy Choudhury who takes special interest in this department, made the necessary arrangements for this purpose. In the budget for the current year Rs 600 is sanctioned for providing for Physical Education.

The number of students on the rolls, on the 31st December, 1907, was 270 against 179 on the same day in the previous year. Since then 79 new students have taken admission. The fees charged in the several departments were as follows.

I. GENERAL DEPARTMENT.

Primary	...	...	...	...	Re. 1
Secondary	...	...	...	...	Rs. 2
College	...	...	...	...	" 3

II. TECHNICAL DEPARTMENT.

Secondary	...	...	...	...	Rs. 2
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III. COMMERCIAL DEPARTMENT. ... Rs. 3

During the year several free-studentships were sanctioned for deserving students and on the 31st December, 1907 altogether 40 free-studentships were held in the college and the school.

Stipends of the aggregate value of Rs. 2159 were granted to holders of scholarships and other deserving students reading in the Bengal National College and School. A list of the scholarship and stipend-holders on the 31st December, 1907 together with the sum granted to them respectively will be found in Appendix D.

Library.

During the year under review the Committee made use of the generous donation of Rs. 5000 given by the President in the previous year to make valuable additions to the College Library. The Committee also received during the year donations of books from the following gentlemen, *viz.*, Babu Haricharan Guha, Mr. B. L. Mitra, Bar-at-law, Mr. P. M. Desai, Babu Satis Chandra Datta, Babu Nerode Chandra Mallik and Pandit Mokshada Charan Samadhyayi to whom they tender their best thanks. The result of these additions was that the number of volumes in the College Library which was 2500 on the 31st December, 1906, rose to about 4000 volumes on the 31st

The National Council of
Statement of Receipts and Payments from

RECEIPTS.	Rs.	A	P.	Rs.	A.	P.
<i>To Balance on the 31st December, 1906</i> ...				8,395	8	3
I. Endowments :—						
Srijukta Brajendra Kishore Roy Chowdhury ...	20,000	0	0			
Maharaja Suryya Kanta Acharyya Bahadur						
for 1906 ... 5,000						
for 1907 ... 10,000 ...	15,000	0	0			
Srijukta Subodh Chandra Mallik						
Balance due for 1906 ... 1,976						
for 1907 ... 3,600 ...	5,576	0	0			
				40,576	0	0
II. Monthly Subscriptions :—						
Hon'ble Dr. Rashbehari Ghose ...	810	0	0			
Sir Gooroo Das Banerji, Kt. ...	600	0	0			
Ray Yatintra Nath Chowdhury ...	1,200	0	0			
A. Chaudhuri, Esq. ...	3,000	0	0			
B. Chakravarty, Esq. ...	2,000	0	0			
Srijukta Hirendra Nath Datta ...	3,000	0	0			
" Dhannulal Agarwala ...	800	0	0			
" Pannalal De ...	120	0	0			
Kaviraj Bejoyratna Sen ...	100	0	0			
				12,130	0	0
III. Donations :—						
Hon'ble Dr. Rashbehari Ghose ...	1,000	0	0			
Sir Gooroo Das Banerjee, Kt. ...	1,000	0	0			
Srijukta Brajendra Kishore Roy Chowdhury ...	1,000	0	0			
" Dwarkanath Chakravarty ...	1,000	0	0			
" Gopal Das Roy Chowdhury ...	500	0	0			
" Mohini Mohan Chatterjee ...	500	0	0			
" Kedar Nath Banerjee ...	500	0	0			
" Anath Bandhu Guha ...	100	0	0			
" Satis Chandra Mitra ...	50	0	0			
" Ramnarain Mukerjee ...	10	0	0			
Mr. Jetha Jechand ...	20	0	0			
Mrs. B. R. Cama ...	10	0	0			
Mr. Chandulal ...	3	0	0			
Mr. Jaysing ...	1	0	0			
Srimati Nagendra Bala Guha ...	1	0	0			
Mr. A. P. Gupta ...	4	0	0			
Mr. M. Sing ...	1	0	0			
Small Donations received through						
B. Chatterjee, Esq. ...	627	13	0			
" " Swadesh Hitaishini Sabha ...	244	8	0			
" " Santan Sampraday, Bhowanipur						
(Balance of Rs. 1200 promised in 1906) ...	539	12	9			
				7,112	1	9
TOTAL CARRIED OVER ...				68,213	10	0

TO ANNUAL REPORT, 1907.

*Education, Bengal.**1st January to 31st December, 1907.*

PAYMENTS.			Rs.	A.	P.	Rs.	A.	P.
I. House Rent	...					3,612	11	0
II. Grant-in-aid	...					6,876	10	0
III. Establishment	...					19,210	4	0
IV. Physical Laboratory—								
Apparatus	...	8,725	2	3				
Furniture	...	469	12	0				
Charges	...	101	5	9				
Stores	...	64	14	3				
Fittings	...	19	12	3				
Scientific Workshop Tools and Machinery	...	792	2	9				
" " Stores	...	119	9	3				
" " Charges	...	22	3	0				
						10,314	13	6
V. Chemical Laboratory—								
Apparatus	...	558	9	9				
Furniture	...	282	15	6				
Fittings	...	948	9	3				
Stores	...	320	5	9				
Charges	...	285	5	3				
						2,395	13	6
VI. Biological Laboratory—								
Apparatus	...	578	9	3				
Stores	...	97	10	0				
Furniture	...	58	5	0				
Charges	...	27	9	3				
						757	1	6
VII. Technical Department—								
Tools and Machinery	...	3,020	2	6				
Stores	...	1,585	2	0				
Charges	...	122	0	0				
Furniture	...	29	12	6				
Workshop Construction	...	1,811	15	3				
						6,519	0	3
VIII. Library—								
Books and Maps &c.	...	3,875	8	0				
Charges	...	60	8	0				
						3,936	0	0
IX. General Furniture and Fittings—								
Furniture	...	1,066	11	0				
Fittings	...	538	12	0				
						1,605	7	0
X. Examination Expenses	...					1,380	11	9
XI. Scholarships and Stipends—								
Scholarships	...	888	0	0				
Stipends	...	1,054	0	0				
						1,942	0	0
TOTAL CARRIED OVER	...		...	...		58,550	8	6

APPENDIX A

The National Council of
Statement of Receipts and Payments from

RECEIPTS.	Rs.	A.	P.	Rs.	A.	P.
BROUGHT FORWARD ...				68,213	10	0
IV. Sir Gooroo Das Banerjee for 2 medals ...				20	0	0
V. School Fees ...				3,977	10	6
VI. Examination Fees ...				1,120	13	3
VII. Miscellaneous Receipts—						
Sale of Articles Manufactured ...	14	10	0			
Sale of a Text-Book Published ...	86	11	0			
Sale of Waste-paper &c. ...	11	15	3			
Stamps received with letters ...	15	9	6			
Refund for books returned ...	10	0	0			
Refund for apparatus returned ...	1	10	9			
				140	8	6
VIII. Bank of Bengal, amount withdrawn ...	54,338	8	6			
Suspense ...	2,794	11	6			
Loan ...	2,910	0	0			
				60,043	4	0
TOTAL ...	...	...	...	1,33,515	14	3

We have examined the books and accounts of the National Council of and found them correct.

CALCUTTA, }
 15th February, 1908. }

I. C. BOSE,
 GAURI SANKAR DE,
Auditors.

TO ANNUAL REPORT, 1907.

*Education, Bengal.**1st January to 31st December, 1807.*

PAYMENTS.		Rs.	A.	P.	Rs.	A.	P.
BROUGHT FORWARD ...			.	.	58,550	8	6
XII.	Paper and Printing ...				423	13	0
XIII.	Physical Training Appliances ...				302	15	6
XIV.	Publication of a Text Book ...				142	0	0
XV.	Bank of Bengal ...	53,639	7	9			
	Suspense ...	4,584	7	9			
	Loan ...	2,910	0	0.			
					61,133	15	6
XVI.	Refund to Srijukta Brajendra Kishore Roy Chowdhury ...	147	0	0			
	Refund of School Fees ...	8	0	0			
	Refund of Examination Fees ...	6	2	0			
					161	2	0
XVII.	Contingency ...				598	12	6
	Miscellaneous ...				771	1	9
					1,22,084	4	9
	By Balance (Cash in hand in Office) ...				11,431	9	6
	TOTAL ...	...	...	...	1,33,515	14	3

Eduoation, Bengal, comparing them with the relative returns and vouchers

A. CHAUDHURI,

HIRENDRA NATH DATTA,

Secretaries.

APPENDIX B

The National Council of
Statement of Assets and Liabilities
Balance Sheet as

LIABILITIES.				Rs.	A.	P.	Rs.	A.	P.
Library account—									
N. C. Datta	...	Rs.	37 5 0						
R. Cambray	...	Rs.	21 8 0	58	13	0			
Technical Tools and Machinery Account—									
Messrs Marshall & Sons	...	Rs.	3,950 0 0						
Do.	...		1,030 0 0						
„ Martin & Co.	...		475 0 0	5,455	0	0			
Technical Stores Account—									
Naffar Chandra Kolay	...		...	21	5	0			
Paper and Printing Account—									
Wellington Printing Press	...	Rs.	45 0 0						
Sakha Press	...	Rs.	162 0 0	207	0	0			
Rent Account—									
A. E. Gareh Esq.	...	Rs.	145 0 0						
J. T. Meade Esq.	...		265 0 0						
Municipal Tax	...		21 15 0	431	15	0			
Chemical Furniture Account—									
Messrs Burn & Co.	...	Rs.	20 12 0						
Adhar Chandra Kundu	...		200 0 0						
Naffar Chandra Kolay	...		158 1 9	378	13	9			
Physical Laboratory Apparatus Account—									
Messrs Ghosh Mitter & Co.	...	Rs.	117 5 9						
Alfred Young & Co.	...		214 1 0						
Mon. Ph. Pellin	...		532 3 3	863	10	0			
Biological Laboratory Apparatus Account—									
Messrs Carl Zeiss	...	Rs.	219 13 9						
„ Grindlay & Co.	...		45 5 11						
Bengal Chemical & Pharmaceutical Works Limited	...	Rs.	140 0 0	405	3	8			
Physical Laboratory Fittings Account—									
General stores & Lubricating Oil Supply Co.	...		...	33	8	0			
Chemical Laboratory Stores Account—									
Bengal Chemical & Pharmaceutical Works Limited	...		...	289	10	0			
Scholarship Account—									
Scholarships due for December, 1907	...		...	103	0	0			
Stipend Account—									
Stipends due for December, 1907	...		...	-114	0	0			
Salary Account—									
Salary of the Staff for December, 1907	...		...	1,864	12	0			
TOTAL CARRIED OVER					...	...	10,225	10	5

TO ANNUAL REPORT, 1907.

*Education, Bengal.**as on the 31st December, 1907.**on the 31st December, 1907.*

ASSETS.				Rs.	A.	P.	Rs.	A.	P.
Technical Department :—									
Tools and Machinery	...			9,814	14	3			
Workshop	...			2,646	10	9			
Furniture	...			29	12	6			
							12,491	5	6
Physical Laboratory :—									
Apparatus	...			9,941	1	6			
Tools & Machinery (Scientific Workshop)	...			792	2	9			
Furniture	...	Rs.	469 12 0						
Depreciation @ 5%	...	Rs.	23 8 0						
				446	4	0			
							11,179	8	3
Chemical Laboratory :—									
Apparatus	...			1,638	8	7			
Stores	...			716	15	9			
Furniture	...	Rs.	1,004 13 3						
Depreciation @ 5%	...	Rs.	50 4 0						
				954	9	3			
							3,309	12	7
Biological Laboratory :—									
Apparatus	...			978	12	11			
Stores	...			97	10	0			
Furniture	...	Rs.	58 5 0						
Depreciation @ 5%	...	Rs.	2 14 6						
				55	6	6			
							1,131	13	5
Library									
Depreciation @ 5%	...	Rs.	5,723 6 3						
	...	Rs.	286 2 6						
							5,437	3	9
Furniture									
Depreciation @ 5%	...	Rs.	3,897 15 0						
	...	Rs.	194 14 6						
							3,703	0	6
Miscellaneous Account :—									
Commercial Requisites	...	Rs.	850 0 0						
Depreciation @ 5%	...	Rs.	42 8 0						
				807	8	0			
Drawing Requisites	...	Rs.	138 4 0						
Depreciation @ 5%	...	Rs.	6 14 6						
				131	5	6			
							938	13	6
Physical Training Appliances	...			283	11	3			
Text Books published 777 Copies.	...			55	5	0			
							339	0	3
Articles Manufactured :—									
Technical Department	...			1,529	14	0			
Scientific Workshop	...			550	0	0			
							2,079	14	0
TOTAL CARRIED OVER							40,610	7	9

APPENDIX B

The National Council of
Statement of Assets and Liabilities
Balance Sheet as on

LIABILITIES.				Rs.	A.	P.	Rs.	A.	P.
• BROUGHT FORWARD ...							10,226	10	5
Grant-in-aid Account—									
Grant-in-aid due to Secretary, National School, Kishorgunge for October, 1907 ...	Rs.	75	0 0						
Grant-in-aid due to all schools for November and December ...	Rs.	1,430	0 0						
Money Order Commission ...		18	12 0	1,518	12	0			
Technical Workshop Account—									
Rakhal Das Tewari ...	Rs.	292	4 0						
Basir Mistry ...		336	3 6						
Abinash Chandra Chatterjee ...		206	4 0	884	11	6			
General Fittings Account—									
Messrs Kilburn & Co. ...	Rs.	370	0 0						
Oriental Gas Co. ...		950	8 0						
Manick Lal Mullick... ..		300	0 0	1,620	8	0			
Examination Account—									
Wellington Printing Press				28	2	6			
D. Waldie & Co. for one Balance				80	0	0	4,082	2	0
To Balance							57,322	12	3
TOTAL					...	...	71,631	8	8

We have Examined the Books and Accounts of the National Council of The above Statement of Assets and Liabilities (Balance Sheet) has also been exhibiting a true and correct view of the Council's affairs as on the 31st formity with the law.

CALCUTTA, }
 15th February, 1908. }

I. C. BOSE,
 GAURI SANKAR DE,
Auditors.

TO ANNUAL REPORT, 1907:

*Education, Bengal.**as on the 31st December, 1907.**the 31st December, 1907.*

ASSETS.	Rs.	A.	P.	Rs.	A.	P.
BROUGHT FORWARD ...				40,610	7	9
EXPECTED REALISATIONS ON ACCOUNT OF 1907.						
Mr. A. Chaudhuri for two Scholarships ...				425	0	0
Promised Donations in 1907 not realised :—						
1. Sreejukta Gaganendra Nath Tagore ...	5,000	0	0			
2. Maharaja Sir Jatindra Mohan Tagore ...	1,500	0	0			
3. Maharaja Suryya Kanta Acharyya Bahadur ...	1,000	0	0			
4. Ray Jogendra Kishore Chowdhury ...	1,000	0	0			
5. Ray Yatindra Nath Chowdhury ...	1,000	0	0			
6. Rani Kusum Kamini Devi ...	1,000	0	0			
7. Kumar Sarat Kumar Ray ...	1,000	0	0			
8. S. N. Tagore, Esq. ...	1,000	0	0			
9. Sreejukta H. Bose ...	1,000	0	0			
10. Sreejukta Nirode Chandra Mallik ...	1,000	0	0			
11. A. Chaudhuri, Esq. ...	1,000	0	0			
12. Sreejukta Hirendra Nath Datta ...	1,000	0	0			
13. Kaviraj Bejoy Ratna Sen ...	900	0	0			
14. Sreejukta Gopal Das Chowdhury ...	500	0	0			
15. „ Sarada Charan Guha ...	1,000	0	0			
				18,900	0	0
By Cash :—						
Deposited in the Bank of Bengal ...	264	7	5			
In hand (in office) ...	11,431	9	6			
				11,696	0	11
TOTAL ...		...	...	71,631	8	8

Education, Bengal, Comparing them with the relative Returns and Vouchers, examined by us and in our opinion, it is a full and fair Balance Sheet, December, 1907, and it is drawn as near as circumstances admit, in con-

A. CHAUDHURI,

HIRENDRA NATH DATTA,

Secretaries.

APPENDIX C TO ANNUAL REPORT, 1907.

BUDGET FOR 1908.

Expected Receipts.

I. Income from Endowments :—			
1. Sreejukta Brajendra Kishore Ray Chowdhury	Rs.	20,000	0 0
2. Maharaja Suryya Kanta Acharyya Bahadur...	Rs.	10,000	0 0
3. Sreejukta Subodh Chandra Mallik. ...	Rs.	3,600	0 0
			Rs. 33,600- 0 0
II. Monthly Subscriptions (in 12 months) :—			
1. Dr. Rashebbhari Ghose ..	Rs.	1,620	0 0
2. Maharaja Manindra Chandra Nundi Bahadoor	Rs.	2,000	0 0
3. Sir Gooroodas Banerjee Kt. ...	Rs.	600	0- 0
4. Ray Yatindra Nath Chowdhury	Rs.	1,200	0 0
5. B. Chackerbutty Esq., Bar-at-Law	Rs.	3,000	0 +0
6. A. Chaudhuri Esq., Bar-at-Law ...	Rs.	3,000	0 0
7. Sreejukta Hirendra Nath Datta ...	Ss.	3,000	0 0
8. Sreejukta Dhannu Lall Agarwalla	Rs.	300	0 0
9. Sreejukta Fanna Lall Dey ...	Rs.	120	0 0
			Rs. 14,840 0 0
III. Tuition Fees :— ...	Rs.	6,000	0 0
IV. Examination Fees :— ...	Rs.	2,000	0 0
V. Mr. A. Chaudhuri Esq., for a scholarship :—			
Rs. 425-0-0 (for 1907) + Rs. 175-0-0 (for 1908) =			
	Rs.	600	0 0
VI. Sale proceeds of articles manufactured in the Laboratories and the Technical Department :— ...			
	Rs.	12,000	0 0
VII. Deposit in the Bank of Bengal on the 31st December, 1907 :— ...			
	Rs.	264	7 5
VIII. Cash in hand on the same date :— ...			
	Rs.	11,431	9 6
			Rs. 32,296 0 11
XI. Promised Donations in 1907 not realised on the 31st December, 1907 :—			
1. Sreejukta Gaganendra Nath Tagore ...	Rs.	5,000	0 0
2. Maharaja Sir Jatindra Mohan Tagore ...	Rs.	1,500	0 0
3. Maharaja Suryya Kanta Acharyya Bahadur...	Rs.	1,000	0 0
4. Ray Jogendra Kishore Chowdhury	Rs.	1,000	0 0
5. Ray Yatindra Nath Chowdhury	Rs.	1,000	0 0
6. Rani Kusum Kamini Devi ...	Rs.	1,000	0 0
7. Kumar Sarat Kumar Ray ...	Rs.	1,000	0 0
8. S. N. Tagore, Esq. ...	Rs.	1,000	0 0
9. Sreejukta H. Bose ...	Rs.	1,000	0 0
10. Sreejukta Nirode Chandra Mallik	Rs.	1,000	0 0
11. A. Chaudhuri, Esq. ...	Rs.	1,000	0 0
12. Sreejukta Hirendra Nath Datta ...	Rs.	1,000	0 0
13. Kaviraj Bejoy Ratna Sen ...	Rs.	900	0 0
14. Sreejukta Gopal Das Chowdhury	Rs.	500	0 0
15. Sreejukta Sarada Charan Guha ...	Rs.	1,000	0 0
			Rs. 18,900 0 0
XII. Expected Donations :— ...			Rs. 26,000 0 0
TOTAL ...			Rs. 1,25,636 0 11

EXPECTED DISBURSEMENTS.—(Contd.)

							Rs.
					BROUGHT OVER	...	43,108
III.—Apparatus, tools, machinery and other appliances :—							
A. PHYSICAL SCIENCE—							
(a) Laboratory—							Rs. *
Apparatus	...	...	...	...	...	...	4,000
Working Expenses	...	...	...	...	...	...	150
(b) Workshop—							
Tools and Fittings	...	...	...	...	...	...	1,500
Stores	...	...	...	...	...	...	750
B. CHEMICAL LABORATORY—							
Apparatus...	...	...	...	...	...	...	1,500
Stores and working expenses	...	...	...	...	...	...	1,500
C. BIOLOGICAL LABORATORY							
	...	...	...	...	...	...	1,500
D. TECHNICAL DEPARTMENT—							
Tools and Machinery	...	...	...	...	...	...	5,000
Stores	...	...	...	...	...	...	6,000
E. SCHOOL APPLIANCES							
	...	...	...	...	...	...	1,000
F. LIBRARY							
	...	...	...	...	...	...	2,000
							24,900
IV. Religious Education							
	...	...	...	...	...	...	2,000
V. Physical Education							
	...	...	...	...	...	...	600
VI. Scholarships and Stipends							
	...	...	...	...	...	...	3,600
VII. Examination Expenses							
	...	...	...	...	...	...	2,000
VIII. Furniture and Fittings—							
(a) General (Library, Office, Classes &c.)	...	...	...	...	...	...	1,000
(b) Gas, Electric and other Fittings	...	...	...	...	...	...	1,000
(c) Physical Laboratory	...	...	...	...	...	...	200
(d) Chemicals	...	...	...	...	...	...	1,000
							3,200
IX. Workshop and other Constructions							
	...	...	...	...	...	...	3,500
X. Grant-in-aid							
	...	...	...	...	...	...	12,000
XI. Contingencies—							
(a) Printing and paper	...	...	...	...	...	...	1,000
(b) Postage and Telegrams	...	...	...	...	...	...	300
(c) Light (Gas and Electricity)	...	...	...	...	...	...	400
(d) Travelling	...	...	...	...	...	...	500
							2,200
XII. Miscellaneous (including Petty Charges)							
	...	...	...	...	...	...	1,000
					CARRIED OVER	...	Rs. 98,108

EXPECTED DISBURSEMENTS.

I. House rent		Rs. 5,500
II. Establishment (in 12 months)—		Rs. 37,608
(Details per month given below)		Rs.
A. Literary—	Rs.	BROUGHT OVER ... 1,715
1. Principal ... Honorary.		C. Technical Department—
2. Lecturer in History and Political Science ... 150		(a) PERMANENT STAFF—
3. Do. do. and Economics ... 100		1. Superintendent ... 120
4. Do. do. and English ... 100		2. Electrical and Mechanical Engineer ... 80
5. Do. do. and Geography ... 100		3. Mechanical Engineer ... 50
6. Do. History ... 70		4. Fitter ... 30
7. Do. Western Philosophy ... 70		5. Smith ... 25
8. Do. Eastern Philosophy and Sanskrit } Honorary		6. Carpenter ... 30
9. Do. Do. and Do. ... 50		7. Cardboard Instructor ... 20
10. Do. Do. and Do. ... 40		8. Wickerwork ... 20
11. Do. Do. and Do. ... 40		9. Engine Driver ... 30
12. Do. English ... (allowance) 30		10. Cooly for the machine-shop 8
13. Do. Bengali ... Honorary.		11. Hammer-man ... 10
14. Do. Bengali ... 25		12. One moulder (Brass Foundry) 25
15. Do. Pali ... 35		13. Moulder (Iron Foundry) 30
16. Do. Persian ... 30		14. Cupola-man ... 15
17. Do. Hindi ... 30		15. Turner ... 25
18. Do. Marathi ... 30		16. Machineman ... 30
19. Teacher in Primary classes ... 25		17. Durwan ... 12
	925	18. Cooly for the machine shop 8
B. Scientific—		568
1. Lecturer in Mathematics ... 80		(b) MANUFACTURING DEPARTMENT—
2. Do. Mathematics ... 60		Temporary Staff—
3. Do. Mathematics ... 60		4 Fitters ... 80
4. Do. Physics ... 100		2 Carpenters ... 50
5. Do. Chemistry ... 80		4 Smiths ... 40
6. Do. Chemistry (Honorary)		2 Moulders (Iron Foundry) 40
7. Do. Physics and Chemistry. 80		1 Fireman ... 25
8. Asst. Lecturer in Do. ... 40		2 Turners ... 40
9. Lecturer in Biology ... 50		4 Machine men ... 100
10. Teacher in Drawing ... 35		375
11. Laboratory Assistants—		D. Commercial Department—
(a) Physics ... 20		Shorthand ... Honorary.
(b) Chemistry ... 40		Book-keeping ... 30
(c) Biology ... 20		Type-writing ... 25
12. Workshop—		55
(a) Mechanic (Permanent) ... 30		E. General—(Office, Library &c.)—
(b) Carpenter " ... 20		1. Assistant Secretary ... 60
(c) Mechanic (Temporary) ... 35		2. Assistant Superintendent 60
13. Bearers—		3. Inspector of Mofussil schools 60
(a) Physical Laboratory ... 10		4. Assistant to Principal ... 60
(b) Chemical " ... 20		5. Librarian ... 25
(c) Biological " ... 10		6. Head Clerk ... 35
	790	7. Storekeeper ... 25
		8. Menial Staff—
		Durwan ... 12
		Duffy ... 12
		Night Watchman ... 12
		Bearer ... 8
		Sweeper ... 14
		Visti ... 3
		386
		F. Travelling allowance to Honorary Lecturers ... 35
		TOTAL per month ... 3,134
CARRIED OVER ... Rs. 1,715		CARRIED OVER ... 4

EXPECTED DISBURSEMENTS.—(Contd.)

				Rs. A. P.		
BROUGHT OVER				98,108	0	0
XIII. Outstanding—						
A. Bills unpaid—				Rs.	A.	P.
1.	House rent	...	...	431	15	0
2.	Establishment—Salaries for December	...	...	1,864	12	0
3.	Physical Laboratory	...	...	863	10	0
4.	Chemical Laboratory	...	...	369	10	0
5.	Biological Laboratory	...	...	405	3	8
6.	Technical Department	...	...	5,476	5	0
7.	Library	...	...	58	13	0
8.	Scholarships and stipends	...	...	217	0	0
9.	Furniture and Fittings—					
(a)	Physical Laboratory	...	...	33	8	0
(b)	Electricity, Gas and other fittings	...	...	1,620	8	0
(c)	Chemical Laboratory	...	...	378	13	9
11.	Workshop construction	...	...	834	11	6
12.	Grants-in-aid	...	...	1,518	12	0
13.	Printing and Paper	...	...	207	0	0
14.	Examination Expenses	...	...	28	2	6
				14,308	12	5
B. Apparatus, Machinery &c., ordered but bills not received :—						
1.	Physical Science—					
(a)	Laboratory apparatus	...	...	1992	0	0
(b)	Scientific Workshop—					
-	Tools and Machinery	...	...	700	0	0
2.	Chemical Laboratory apparatus	...	...	2045	0	0
3.	Biological Laboratory	...	...	816	0	0
4.	Technical Department—					
-	Tools and Machinery	...	...	3840	0	0
5.	School Appliances...	...	...	1000	0	0
6.	Furniture—					
(a)	General	...	...	430	0	0
(b)	Physical Laboratory	...	...	500	0	0
(c)	Chemical	...	...	824	0	0
7.	Printing and Paper for Calendar &c.	...	...	1,000	0	0
				13,147	0	0
TOTAL				Rs. 1,21,253		

APPENDIX D TO ANNUAL REPORT, 1907.

The Number of Students on the Rolls on the
31st December, 1907.

I. Lower School Department :—

(Up to the Matriculation Standard.)

A. PRIMARY COURSE :—

(1) First year class	...	...	...	22 students
(2) Second year class	...	...	...	23 "
(3) Third year class	...	...	...	19 "

B. SECONDARY COURSE :—

(1) First year class	...	...	...	25 students
(2) Second year class	...	...	...	19 "
(3) Third year class	...	...	...	6 "
(4) Fourth year class	...	...	...	5 "
(5) Fifth year class	...	...	...	6 - "

II. Higher School Department :—

(Corresponding to the F. A. or Intermediate Course Classes of the Indian Universities.)

(1) Sixth year class	...	...	...	26 students
(2) Seventh year class	...	...	...	72 "

III. College Department

(Corresponding to B. A. and M. A. Classes.)

IV. Technical Department	...	...	...	23 "
--------------------------	-----	-----	-----	------

V. Commercial Class	...	...	...	13 "
---------------------	-----	-----	-----	------

TOTAL ... 270 Students

Scholarship and Stipend-holders and Free Students.

I. Scholarship-holders.

1.	Sreeman Jatindra Krishna Bhaduri	...	College Class	...	Rs. 15
	<i>(Chaudhuri Scholarship.)</i>				
2.	Adityanath Maitra	...	Do.	...	Rs. 15
	<i>(Transferred Scholarship)</i>				
3.	Jatindra Nath Seth	...	7th Year Class		
	<i>Transferred Scholarship</i>	...	...	...	Rs. 12
	<i>Chaudhuri</i>	...	...	...	Rs. 10
4.	Bejoy Kumar Sirkar	...	7th Year Class	...	Rs. 8
	<i>(also free-student) (Transferred Scholarship)</i>				
5.	Manoranjan Bhattacharyya	...	Do.	...	Rs. 8
	<i>(Do.) (Do.)</i>				
6.	Narendra Nath Sen Gupta	...	6th Year Class	...	Rs. 10
	<i>(also free-student) (Council Scholarship)</i>				
7.	Dhirendra Kumar Sarkar	...	Do.	...	Rs. 15
	<i>(Transferred Scholarship)</i>				
8.	Harendra Chandra Pal	...	Do.	...	Rs. 10
	<i>(also free student) (Transferred Scholarship)</i>				

II. Stipend-holders (also free students.)

1.	Sreeman Jagat Chandra Pal	...	...	College Class	...	Rs. 8
2.	" Beni Madhub Kundu	...	...	Do.	...	Rs. 8
3.	" Kunjalal Sen Gupta	...	...	Do.	...	Rs. 8
4.	" Jatindra Mohan Chattopadhyaya	...	...	Do.	...	Rs. 8
5.	" Mano Mohan Ghose	...	...	7th Year Class	...	Rs. 8
6.	" Bishweswar Ray	...	...	Do.	...	Rs. 8
7.	" Mukunda Chandra Ray	...	...	Do.	...	Rs. 8
	" Nabin Chandra Lodh	...	...	Do.	...	Rs. 8
	" Mohini Mohan Das Haldar	...	...	Do.	...	Rs. 6
	" Nalini Kanta Roy	...	...	Do.	...	Rs. 6
	(Ramtanu Lahiri Scholarship-holder)					
	" Juanada Chandra Das Gupta	...	...	Do.	...	Rs. 6
	(Do. Do.)					
	" Kula Chandra Singha Ray	...	...	6th Year Class	...	Rs. 8
	" Sasi Kumar Das Gupta	...	...	Do.	...	Rs. 8
14.	" Durga Sankar Bhattacharyya	...	...	Do.	...	Rs. 8
15.	" Govind Ramchandra Phadke	...	...	Do.	...	Rs. 8

II. Free Students.**(Who are not Scholarship or Stipend-holders)**

1.	Sreeman Birendra Nath Gupta	...	...	7th year Class.
2.	" Debendra Kumar Chowdhury	...	...	"
3.	" Pravas Chandra Datta	...	...	"
4.	" Jamini Kanta Guha	...	...	"
5.	" Promode Behari Bose	...	...	"
6.	" Abinash Chandra Sen Gupta	...	...	"
7.	" Saradananda Bhattacharyya	...	...	"
8.	" Jogesh Chandra Chakravarty	...	...	6th year Class.
9.	" Jabar Lal Seth	...	...	"
10.	" Dwijendra Lal Chakravarty	...	...	"
11.	" Hari Prasad Guha Ray	...	...	"
12.	" Nishi Kanta Chakravarty	...	...	Technical Department,
13.	" Jogesh Chandra Chakravarty	...	...	"
14.	" Narendra Nath Das	...	...	"
16.	" Jyoti Nath Baudyopadhyaya	...	...	2nd Year Secondary.

APPENDIX E TO ANNUAL REPORT, 1907.

*List of Articles, Implements, Apparatus &c., turned
during 1907 in the Workshops and Laboratories
of the Bengal National College.*

Serial No.	Name and description of Apparatus.	Use.	Market Price.	Post age.
			Rs.	A.
1.	6 Model Verniers	... Physical Deptt.	18	0 0
2.	6 Beam Compasses	...	6	0 0
3.	Inclined plane with a pair of wheels and axle to show stable equilibrium	...	3	0 0
4.	Apparatus to shew stable equilibrium	...	0	8 0
5.	Do. of brass and of different pattern	...	unfin	
6.	One set of six wooden laminae	...	2	0 0
7.	Suspension and knife-edge of long pendulum	...	5	0 0
8.	Bracket for suspending above	...	1	4 0
9.	Hare's apparatus	...	2	8 0
10.	6 Drawing boards	...	9	0 0
11.	1 Physical Balance	...	30	0 0
12.	7 „ Balances	...	unfin	15
13.	3 Balance cases 18" / 12" / 15"	...	40	0 0
14.	1 „ „ 27" / 12" / 33"	...	25	0 0
15.	4 Brackets for balances	...	10	0 0
16.	Thompson's wave apparatus	...	75	0 0
17.	Harmonograph	...	75	0 0
18.	Blackburn's pendulum	...	8	0 0
19.	Sonometer 1 meter long	...	20	0 0
20.	„ 50 c. m long	...	15	0 0
21.	Apparatus for demonstrating ex- pansion by heat	...	8	0 0
22.	„ for demonstrating the expansion by heat of rods of different materials	...	unfin	5

Serial No.	Name and description of Apparatus.	Use.	Market Price.	Cost Price.
			Rs. A. P.	Rs. A. P.
23.	Steam jacket for heating rods of different materials to find their co-efficient of linear expansion ...	<i>Physical Deptt.</i>	15 0 0	15 0 0
24.	Pin-hole camera with two slides to demonstrate rectilinear propagation of light ...	"	12 0 0	8 0 0
25.	1 Wooden model of a uniaxial crystal of the rhombohedron system	"	1 0 0	0 8 0
26.	2 Wooden models of quartz one left-handed and the other right-handed ...	"	3 0 0	1 0 0
27.	3 brass models of wave surfaces in crystals ...	"	12 0 0	8 0 0
28.	3 sectional models shewing the ordinary and extraordinary wave fronts ...	"	12 0 0	8 0 0
29.	3 scales on glass divided in millimeters ...	"	4 8 0	0 2 0
30.	2 Micrometer scales ...	"	2 0 0	0 2 0
31.	3 Diffraction gratings ...	"	12 0 0	0 3 0
32.	3 Insulating stands for pith balls ...	"	3 0 0	1 0 0
33.	2 Spherical conductors on insulating stands ...	"	4 0 0	1 0 0
34.	1 Cylindrical conductor on an insulating stand ...	"	2 0 0	0 8 0
35.	1 Torpedo-shaped conductor on an insulating stand ...	"	2 0 0	0 8 0
36.	2 Brass scales graduated in m. m. and in $\frac{1}{16}$ inch ...	"	1 8 0	0 1 0
37.	2 " in millimeters ...	"	1 0 0	0 1 0
38.	1 " in $\frac{1}{16}$ inch only ...	"	0 8 0	0 1 6
39.	1 Apparatus for demonstrating the changes of values and signs of trigonometrical ratios as the angle increases from 0 to 360° ...	<i>Mathematical</i>	8 0 0	1 0 0
40.	Brass attachment to bellows for Siren ...	<i>Physical</i>	3 0 0	1 8 0
41.	Brass attachment to a reading microscope ...	"	4 0 0	1 8 0

Serial No.	Name and description of Apparatus.	Use.	Market Price.	Cost Price.
			Rs. A. P.	Rs. A. P.
42.	Gravesend's ball and ring apparatus	<i>Physical</i>		<i>unfinished</i>
43.	Electrical attachment to metronome	"	2 0 0	1 0 0
34.	Tube for the preparation of oxygen from red oxide of mercury	<i>Chemical</i>	0 2 0	0 1 6
45.	Boiling test tubes	"	2 8 0 doz.	2 0 0
46.	Bulb tubes and V tubes	"	0 2 0 "	0 1 6
47.	Chemical balance for weighing chemicals	"	20 0 0	5 8 0
48.	Paper-wheel with stand for demon- strating weight of hydrogen and carbon dioxide	"	1 8 0	0 8 0
49.	Lamp with a syphon arrangement...	"	1 4 0	0 8 0
50.	Test tube stands with 11 holes	"	1 4 0	0 8 0
51.	Ditto ditto 12 holes	"	1 4 0	0 10 0
52.	Ditto ditto 6 holes	"	0 12 0	0 6 0
53.	Potash carbonate (crude) prepared from plantain leaves	"	0 5 0 lb.	0 1 6
54.	Crystals of alum	"	0 4 0 "	0 2 0
55.	Zinc sulphate crystal	"	0 4 0 "	0 3 0
56.	Spirit of Salammoniac	"	0 8 0 "	0 3 0
57.	Caustic Soda Sol.	"	0 2 0 "	0 1 0
58.	Potash Solution	"	0 2 0 "	0 1 0
59.	Caustic potash in solution	"	0 3 0 "	0 2 0
60.	Nitric Acid	"	0 9 0 "	0 6 0
61.	Hydrochloric acid	"	0 3 6 "	0 2 0
62.	Silicic acid	"	1 8 0 "	1 0 0
63.	Brass candle stands with sticks and spring complete	<i>For sale</i>	2 10 0 each	2 4 0
64.	Brass large ornamental candle stand	"	4 0 0	3 0 0
65.	Do. small ditto ditto	"	3 0 0	2 8 0
66.	Brass ink-stand with horn supporter	<i>Office use</i>	5 0 0	3 8 0
67.	Chapras circular pattern	"	2 0 0	1 0 0
68.	" heart shaped	"	2 0 0	1 0 0
69.	Brass circular workshop tickets	<i>For workshop</i>	1 0 0 doz.	0 8 0
70.	" ornamental pedestal	"	0 3 0	0 2 0
71.	" screw for retort rings	<i>Chemical Deptt.</i>	0 4 0	0 3 0
72.	" Beaker holder	"	1 12 0	0 10 0
73.	1 Brass model of pulley blocks	<i>For workshop</i>	4 0 0	3 0 0
74.	1 " " " small	"	3 8 0	2 8 0

Serial No.	Name and description of Apparatus.	Use.	Market Price.		Cost Price.	
			Rs.	A. P.	Rs.	A. P.
75.	1 Brass marking block	... Workshop	3	0 0	2	0 0
76.	2 Brass Beam compasses	... For drawing	1	4 0	1	0 0
77.	1 doz. test tube holders	... Chemical Labo.	12	0 0	8	0 0
78.	" " "	... "	9	0 0	6	0 0
79.	Brass retort rings with screw clamps complete three sizes	... "	12	0 0	8	0 0
80.	Brass retort rings without screws three sizes	... "	1	8 0	0	12 0
81.	Brass Altaraf two sizes	... "	1	12 0 doz.	1	0 0
82.	" small stands	... "	1	0 0 each	0	12 0
83.	" plain rings	... "	0	4 0 "	0	2 0
84.	A brass tumbler fresh from the mould unfinished	... "	1	0 0	0	12 0
85.	A brass retort ring fresh from the mould unfinished	... "	1	0 0	0	12 0
86.	Brass letters—"National College Bengal"	... For College work	5	0 0	4	0 0
87.	Brass vibrating plates circular and square	... Physical Labo.	4	0 0	3	0 0
88.	Model of a Steam Engine	... "	5	0 0	4	0 0
89.	Iron retort stands	... Chemical	1	8 0	1	0 0
90.	2 sets of moulding instruments	... Workshop	30	0 0	25	0 0
91.	Tripod stands	... Chemi. Labo.	0	12 0 each	0	8 0
92.	Iron supporter for benches	...	0	12 0	0	8 0
93.	" legs of benches	...	2	0 0	1	8 0
94.	" a set of 3 garden tools	...	3	0 0	2	8 0
95.	" supporter for jhilmils	...	0	12 0 doz.	0	6 0
96.	" rings with eye hook	...	0	4 0 each	0	2 0
97.	" eye hook	...	0	2 0 "	0	1 6
98.	5 Iron borers	...	0	5 0 "	0	3 0
99.	5 " chisels	...	0	6 0 "	0	4 0
100.	Iron turning tools of lathes	...	0	4 0 "	0	2 0
101.	" anvils	...	1	8 0 "	1	0 0
102.	" hammers	...	0	6 0 "	0	4 0
103.	" tongs	...	0	12 0 "	0	8 0
104.	" hooks	...	0	3 0 "	0	2 0
105.	" bars	...	0	4 0 "	0	3 0
106.	2 Iron tuning forks	... Physical Labo.	2	0 0	0	14 0
107.	" half finished long knives	... For sale	2	0 0	1	0 0

Serial No.	Name and description of Apparatus.	Use.	Market Price.	Cost Price.
			Rs. A. P.	Rs. A. P.
108.	Table knives	... <i>For sale</i>	0 14 0 each	0 11 0
109.	Iron knives	... "	0 12 0	" 0 8 0
110.	" outside callipers	... "	0 6 0	" 0 4 0
111.	" inside callipers	... "	0 6 0	" 0 4 0
112.	Steel square	... "	1 4 0	1 0 0
113.	Table	... "	4 0 0	2 0 0
114.	1 Ornamental Office Almirah	... <i>For office</i>	15 0 0	10 0 0
115.	1 Wooden model of a bungalow	... "	2 0 0	1 0 0
116.	Picture frames	... <i>For sale</i>	0 2 0	0 1 6
117.	Drawing board	... "	3 8 0	2 2 0
118.	Ink stand	... "	2 0 0	1 0 0
119.	T. Squares	... "	1 0 0	0 12 0
120.	Set Squares	... "	0 14 0	0 8 0
121.	Brackets	... "	0 8 0	0 4 0
122.	Compass half finished	... <i>Drawing</i>	0 12 0	0 8 0
123.	Pattern for moulding	... <i>Workshop</i>	0 10 0	0 6 0
124.	Box	...	0 6 0	0 4 0
125.	Ornamental wood work	...		
126.	Telegraphic Instrument	...	0 8 0	0 6 0
127.	Card board models	... <i>For drawing</i>	0 12 0	0 4 0
128.	" boxes	... <i>For Medicine cases</i>	0 4 0	0 2 0
129.	Cryophorus	... <i>Chemi. Labo.</i>		0 4 0
130.	Apparatus for research work in higher Optics: Constructed in France after the design of the Lecturer in Physics of this College	... <i>For Research work</i>		

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APPENDIX F TO ANNUAL REPORT, 1907.

(True copy of a letter from Sir Charles Allen, Kt., Chairman of the Municipal Corporation of Calcutta, to Sir Gooroo Das Banerjee, Kt., M.A., D.L., Ph. D., Member, Executive Committee).

25, CAMAC STREET, CALCUTTA.

Jan. 29, 08.

MY DEAR SIR GURUDAS.

I am very sorry to have missed you yesterday at the National College, and had no idea you were to be there, moreover, had I anticipated that there was so much of interest to see there, I should have gone there earlier, in any case.

I am very glad to have had an opportunity of seeing the institution, for I had no idea it was on such an important scale, or that it had made so excellent a start. What I saw was sufficient to show me that your countrymen have a special gift for applied science and I sincerely hope that the young men trained at the College may succeed in carving out useful careers for themselves. I should think a beginning might be made for them in the great railway workshops, such as Jamalpur, and I hope they will get a fair start there. If I get any opportunity of assisting them to get employment there, or elsewhere, I shall always be glad to do what I can.

Yours sincerely,
(Sd.) C. ALLEN.

(True Copy of a letter from Mr. Paul Bruhl, M.I.E.E., F.G.S., F.C.S., Professor, Civil Engineering College, Sibpur, Bengal to the Hony. Principal, Bengal National College and School.)

Sibpur, the 22nd of January, 1908.

TO THE HON. PRINCIPAL,

BENGAL NATIONAL COLLEGE,

CALCUTTA.

DEAR SIR,

Having been present at the inauguration ceremony of the National Council of Education of Bengal, I was very pleased, when I received your invitation to visit the exhibition of articles manufactured in your College during the session

of 1906 to 1907. I hope to see more of your institution in the near future and confine myself for the present to a statement of the impression which my visit has produced in me.

I was particularly struck by the care which had been bestowed on the work. In the articles which come from a native source one very often observes a want of finish and want of symmetry in design and execution: but the articles exhibited by you were not only of solid construction, but they showed, in general, that finish which is proper to all first-class work. Some of the models indicated the exercise of great care and patience.

As your college develops, I trust it will be found possible to increase your technical staff by the addition of a skilled glass-blower and a mechanician who is acquainted with the detailed methods and processes of modern fine mechanics. You will also be able then to introduce into your workshops the various special machine tools and measuring appliances the use of which gives German and American instrument-makers the degree of excellence which is such a distinguishing character of their products.

If you persevere in the work which you have commenced with such marked success, you cannot help becoming an important factor in the industrial development and regeneration of your great country.

Believe me to be,

Dear Sir,

Yours very truly,

(Sd.) PAUL BRUHL.

(Remarks made by the Secretaries and Attaches to the Imperial Chinese Commissioner).

We have been very much delighted in having the opportunity of visiting the National (Industrial) College of Bengal.

We are surprised to see the extraordinary progress in the course of one year, and we admire and congratulate upon the excellent function in which you have endeavoured your efforts with success.

The future hope of our Asiatics is solely based upon the progress of the immense number of Indians, with whose strong bodies and minds we are looking forward for the welfare of our continent.

We all have the reason in thanking you for your much kindness, courtesy and liberality in showing us all around the college today.

Yours very sincerely,

HO TSAO-hSIANG,

*1st Secretary to H. E. Chang Nin-tang,
Imp. Chinese High Commissioner
to Tibet and India.*

YEN TING-tSO,

2nd Secretary.

HO SHIH CHIN,

Attaché.

CHANG CHUN HUA,

Attaché.

DR. J. S. CHI'IAN,

Medical in charge of Imp. Chinese Mission.

K. CHOO,

Private Secretary.

25. 1. 08.

APPENDIX G TO ANNUAL REPORT, 1907.

**In the matter of Act XXI of 1860 of the Acts of the
Viceroy and Governor-General of India in Council
being an Act for the registration of Literary,
Scientific and Charitable Societies**

**AND IN THE MATTER OF
THE NATIONAL COUNCIL OF EDUCATION, BENGAL.
MEMORANDUM OF ASSOCIATION.**

1. The name of the Association is the National Council of Education, Bengal, or Banga-deshastha Jatiya Siksha Parishat.

2. The objects of the Association are :—

(a) To impart and promote the imparting of Education—Literary and Scientific, as well as Technical and Professional—on National lines and exclusively under National control—not in opposition to, but standing apart from, the existing systems of Primary, Secondary and Collegiate Education—attaching special importance to a knowledge of the Country, its Literature, History and Philosophy, and designed to incorporate with the best Oriental ideals of life and thought, the best assimilable ideals of the West and to inspire students with a genuine love for, and a real desire to serve, the country.

(b) To promote and encourage the study chiefly of such branches of the Arts, Sciences, Industries and Commerce as are best calculated to develop the material resources of the country and to satisfy its pressing wants, including in Scientific Education generally a knowledge of the scientific truths embodied in Oriental Learning and in Medical Education specially, a knowledge of such scientific truths as are to be found in the Ayurvedic and Hakimi systems.

(c) To promote moral and physical education.

(d) To provide for denominational religious education out of funds specifically contributed for that purpose : Such education, however, is not to include the enforcement of religious rites and practices. It is to be presumed that Hindus, Mahomedans, Christians, Brahmos and members of other religious bodies desire that their wards should receive religious education in their respective creeds unless the guardians of such wards express a contrary intention.

(e) To create and maintain a high standard of proficiency and to enforce strict discipline (including the paying of proper regard to the religious sentiments and customs of the different sections of the community),—in accordance with the best traditions of the country.

(f) To impart and to facilitate the imparting of education ordinarily through the medium of the vernacular languages such as Bengàlee, Hindi, Urdu, &c., English being a compulsory second language.

(g) To establish in Calcutta and elsewhere schools, primary and secondary, as well as colleges and other educational institutions for the imparting of such education.

(h) To affiliate, admit, recognise or otherwise utilise schools, colleges, tols, madrassas and other educational and research institutions for the imparting of such education.

(i) To prepare and encourage the preparation of suitable text-books especially in the vernaculars, in Arts, Sciences, and Technical and Professional subjects.

(j) To found and maintain professorships, lectureships, scholarships and fellowships for the encouragement of learning and research.

(k) To create and maintain a high standard of qualification, intellectual as well as moral, in teachers, by providing, where necessary, advanced instruction in all subjects included in a liberal education, by supplying a training in the principles and practice of educational methods, and by instituting examinations for testing such qualification and granting certificates to successful candidates.

(l) To establish and maintain and affiliate, admit, or recognise hospitals, workshops, laboratories, libraries, museums, art-galleries and other institutions conducive to the objects of the Association.

(m) To establish, maintain and control suitable boarding-houses and residences for students prosecuting their studies in institutions connected with the Association.

(n) To provide for examination of students prosecuting their studies in institutions connected with the Association, to award certificates to successful students, to award prizes, stipends and scholarships for enabling them to prosecute further studies either in institutions connected with the Association or other educational institutions in India, or elsewhere.

(o) To confer titles, diplomas and other marks of honor on any person who by reason of eminent position and attainments may be deemed a fit and proper person to receive the same, and to grant certificates and diplomas to, and confer degrees, titles, distinctions and other marks of honor on students who pass the requisite tests.

(p) To print and publish any journals, periodicals, books or leaflets that the Association may think desirable for the promotion of its objects.

(q) To carry on any other work which may seem to the Association capable of being conveniently carried on in connection with the above or calculated directly or indirectly to enhance the value of or render profitable any of the Association's property or rights.

(r) To purchase, take on lease or in exchange, hire or otherwise acquire property movable or immovable and any rights or privileges which may be deemed necessary or convenient for the purposes of the Association and in particular any lands, buildings, and easements, and to improve, develop; manage, sell, lease, mortgage, dispose of, turn to account or otherwise deal with all or any part of the property of the Association.

(s) To construct, maintain and alter any houses, buildings, or works necessary or convenient for the purposes of the Association.

(t) To take any gift of property, whether subject to any special trust or not, for any one or more of the objects of the Association.

(u) To take such steps by personal or written appeals, public meetings or otherwise, as may from time to time be deemed expedient for the purpose of procuring contributions to the funds of the Association in the shape of donations, annual subscriptions or otherwise.

(v) For the purposes of the Association to borrow and raise money in such manner as the Association may think fit.

(w) To invest the moneys of the Association not immediately required upon such securities and in such manner as may from time to time be determined.

(x) To undertake and execute any trusts other than religious or any agency business which may seem directly or indirectly conducive to any of the objects of the Association either gratuitously or otherwise.

(y) For the purposes of the Association to make, accept, endorse and execute promissory notes, bills of exchange and other negotiable instruments.

(z) To incorporate any institutions, societies or associations having objects wholly or in part similar to those of this Association.

(aa) To provide a superannuation fund for the professors, lecturers, officers and servants of the Association or otherwise assist them, their widows and children.

(bb) To help students who receive education under the Association in finding suitable useful occupations.

(cc) To do all or any of the above things either as principals, agents, trustees or otherwise and by or through trustees, agents or otherwise and either alone or in conjunction with others.

(dd) To do all such other things as are incidental or conducive to the attainment of the above objects or any of them.

3. The names, addresses and occupations of the persons who are members of and form the governing body of the Association are :—

1. Dr. Rashbehary Ghose, M.A., D.L. C.I.E.,

Vakil, High Court, Calcutta,

46, Theatre Road, Calcutta.....President.

2. Dr. P. K. Ray, D. Sc.,
Late Principal, Presidency College, Calcutta,
7, Ballygunge Circular Road, Calcutta.....*Vice-President.*
3. Ray Yatindra Nath Chaudhuri, M.A., B.L.,
Zemindar, Kutighata, Barnagore, 24-Pergunahs.....*Treasurer.*
4. A. Chaudhuri Esq., M.A., (Cal.), B.A., (Cantab), Bar-at-law
Advocate, High Court, Calcutta,
39, Old Ballygunge Road, Calcutta. } ..*Secretaries.*
5. Babu Hirendra Nath Datta, M.A., B.L.,
Solicitor, High Court, Calcutta,
139, Cornwallis Street, Calcutta. }
6. Sir Gooroodas Banerjee, Kt., M.A., D.L.,
Late Judge, High Court, Calcutta,
19, Sastitala Road, Narkaldanga, Calcutta.
7. A. Rasul Esq., M.A., B.C.L. (Oxon.), Bar-at-Law,
Advocate, High Court, Calcutta,
14, Royd Street, Calcutta.
8. Babu Devaprasad Sarvadhicary, M.A., B.L.,
Solicitor, High Court, Calcutta,
13, Jeliapara Lane, Bow Bazar, Calcutta.
9. Dr. Nilratan Sircar, M.A., M.D.,
Medical Practitioner,
61, Harrison Road, Calcutta.
10. Aravinda Ghose, Esq., B.A. (Cantab).
12, Wellington Square, Calcutta.
11. Babu Ramendra Sundar Trivedi, M.A.,
Principal, Ripon College, Calcutta.
12. Babu Manomohan Bhattacharyya, M.A.,
Manager, Gouripur Estate, (Twelve annas) Mymensingh,
Gouripur, Mymensingh.
13. Babu Satis Chandra Mukerji, M.A., B.L.,
Secretary, Dawn Society.

4. The income and property of the Association whencesoever derived shall be applied solely towards the promotion of the objects of the Association as set forth in this Memorandum of Association and no portion thereof shall be paid or transferred directly or indirectly by way of dividend, bonus, remuneration or otherwise howsoever by way of profit to any of the members of the Association in respect of any services performed by them as members of the Association, provided that nothing herein contained shall prevent the payment in good faith of remuneration to any officers or servants of the Association who may also be

members thereof in return for any work done or services actually rendered to the Association, nor prevent the payment of interest at a rate not exceeding six per cent. on monies borrowed from any member of the Association.

5. No trustee or trustees in whom for the time being the properties of the Association might be vested shall be answerable for any loss arising in the administration or application of the said trust funds or sums of money or for any damage to or deterioration in the said trust premises unless such loss, damage or deterioration shall happen by or through his or their wilful default or neglect.

6. If upon the dissolution of the Association there shall remain after the satisfaction of all its debts and liabilities any property whatsoever, the same shall not be paid to or distributed among the members of the Association or any of them but shall be given or transferred to some other association or associations, institution or institutions having objects similar to the objects of this Association to be determined by the votes of not less than three-fifths of the members present personally or by proxy at the time of the dissolution, or in default thereof by the original side of the High Court in Calcutta.

A copy of the rules and regulations of the said National Council of Education, Bengal, is filed with this memorandum of Association and the undersigned being members of the governing body of the Association do hereby certify that such copy of such rules and regulations of the said Association is correct.

As witness our several and respective hands and signatures this 23rd day of May, 1906.

RASHBEHARY GHOSE

A. RASUL

ASHUTOSH CHAUDHURI

DEVANARASAD SARVADHICARY

AUROBINDO GHOSE

SATISH CHANDRA MUKHERJEE

HIRENDRA NATH DATTA

NILNATAN SIRCAR.

APPENDIX D.

TRUST DEEDS.

Trust-Deed

Of the Endowment of Sreejukta Brajendra Kishore Roy Chowdhury.

This Indenture made this 26th day of the month of June in the christian year one thousand nine hundred and six. **Between** Brajendra Kishore Roy Chowdhury son of Rajendra Kishore Roy Chowdhury deceased by caste Brahman by occupation Zemindar of Gouripur in the district of Mymensing (hereinafter called the said Donor) of the one part and the said Brojendra Kishore Roy Chowdhury and Manmohun Bhattacharjee, son of Kali Charan Bhattacharjee deceased by caste Brahman by occupation manager of the Gouripore estate and Subodh Chunder Mallik, son of Probodh Chunder Mallik deceased by caste Kayastha by occupation Zemindar of No. 12 Wellington Square in the town of Calcutta (hereinafter called the said Trustees) of the other part **Whereas** the said Donor is seized and possessed and otherwise entitled as the absolute owner thereof respectively of and to the Zemindaries called and known as No. 1 Taluk Radhagobind Pergunah Bangshikunda and No. 7 Taluk Khada Neyoyaz Atgao both in the district of Sylhet subject to the life estate of his mother Shreematy Bisseswari Devi Chowdhurani in an undivided four annas or one-fourth share of the said two Zemindaries **and whereas** the said Donor is possessed of considerable wealth and property besides the said two Zemindaries **and whereas** the said donor from the great interest that he takes in the cause of the education of Indian youths and from a desire to promote and further the objects of the National Council of Education (being a literary and scientific Association founded at Calcutta in the year 1906 with the objects fully set forth in the printed copy of its memorandum of Association which together with a copy of its printed rules and regulations is hereto annexed and duly registered under Act XXI of 1860 of the Acts of the Viceroy and Governor General of India in Council being an Act for the registration of literary scientific and charitable societies) has resolved to dedicate the said Zemindaries in the schedule hereunder fully described and intended to be hereby granted in perpetuity to such purposes as hereinafter specified and to grant the said Zemindaries to the said Trustees upon the trusts and with and subject to the powers conditions and provisions here-

inafter declared and expressed and intended to be declared and expressed and hereinafter contained concerning the same **and whereas** the said trustees have consented to accept the Trusteeship of these presents under and subject to such powers conditions and provisions as aforesaid **and whereas** the present market value of the said two Zemindaries is estimated to be Rupees 5 lacs **Now this Indenture witnesseth** that for effectuating the said resolution and in consideration of the premises and of the interest and affection of the said Donor in and for the said National Council of Education he the said Donor doth hereby freely and voluntarily and without any valuable consideration except such interest and affection give and grant unto the said Trustees their executors administrators and assigns all and singular the Zemindaries Taluks lands hereditaments and premises fully set forth and described in the schedule here-under written and marked with the letter A together with all and singular the mouzas mehals villages hats bazars ganjas lands commons waters watercourses houses bungalows cutcheries out-offices erections buildings huts gardens orchards yards compounds fences hedges ditches walls ways paths passages wells mines minerals jalkar bonkar falkar woods trees underwoods sewers drains lights easements privileges and appurtenances to the said Zemindaries and premises respectively belonging or in any wise appurtenant or with the same respectively usually held or occupied or reputed to belong or be appurtenant thereto respectively and all the estate right title interest claim and demand whatsoever of the said donor in to and upon the said premises respectively and each and every of them and every part thereof respectively To Have and to Hold the said Zemindaries and all and singular the premises hereinbefore expressed to be hereby assured, with their appurtenances (all which are hereinafter referred to as the said trust premises) unto the said trustees their heirs representatives and assigns as joint tenants but to the use upon the trusts and to and for the ends intents and purposes hereinafter declared and expressed of and concerning the same that is to say upon trust that the said trustees and the survivors and survivor of them and other the trustees or trustee for the time being and from time to time of these presents do and shall hold and stand possessed of the said trust premises and of the rents issues and profits thereof respectively upon and for the trusts hereinafter particularly mentioned and declared that is to say upon trust to collect and receive the rents issues and profits of all and singular the said trust premises and thereout in the first place to pay and discharge the Government revenue of the said Zemindaries and the cesses taxes rates and other outgoings payable in respect of the said trust premises respectively and the charges and expenses of the collection of the said rents issues and profits

and of the management of the said trust premises and of the said trust estate and upon trust to apply and pay out of the surplus of the said rents issues, and profits the sum of Rs 20000 annually by four equal quarterly instalments of Rs 5000 each within the first month of each and every quarter of the Bengalee year to the said National Council of Education for the general purposes for the time being of the said National Council of Education to be spent applied and disposed of by the said Council in manner following that is to say, the annual sum of Rs 9000 for the advancement and promotion of literary and scientific education, the annual sum of Rs 9000 for the advancement and promotion of technical education and the balance viz. Rs. 2000 for the imparting of Hindu religious education to Hindu youths by establishing and maintaining one or more schools or colleges or both in the first instance *Provided* and it is hereby agreed that the Governing body of the said National Council of Education shall subject to the general powers of revision of the said Council as defined by its rules, be at liberty from time to time to alter the above allocation of funds for (1) literary and scientific and (2) technical education but so as not to promote either to the neglect of the other *Provided* further that when and as soon as the said National Council of Education should have and possess at one and the same time from other sources funded capital or endowment or other property (including therein laboratories and workshops) at its disposal of the aggregate value of Rs. 5 lakhs applicable for the purposes of technical education no portion of the said two sums of Rs. 9000 each shall except with the unanimous consent in writing of the Trustees for the time being of these presents be applied for the promotion of technical education but a portion thereof not less than Rs. 2000 shall be applied by the said National Council of Education for the promotion of Hindu religious education of Hindu youths in addition to the said annual sum of Rs. 2000 provided that the sum so set free from the said sum of Rs. 9000 shall be applied for literary and scientific education *Provided* further that no portion of the said sum of Rs 20000 shall at any time or under any circumstances be spent or applied for starting endowing or supporting any institution or institutions not wholly the property or not under the sole control of the said National Council of Education *Provided* that if in any one year the said surplus rents issues and profits shall be less than the said sum of Rs 20000, then and from time to time so often as the same shall happen the actual surplus of such rents issues and profits (being less than the said sum of Rs 20000) shall be all that shall be payable to the said National Council of Education in respect of the year in which the deficiency should exist save and except that such deficiency must be made up by subsequent surplus i. e.

to say, that the surplus or part of the surplus of a subsequent year shall be applicable to make up the said deficiency and in case the said surplus annual rents issues and profits shall exceed the said sum of Rs 20,000 then, and, from time to time, so often as the same shall happen the said Trustee or Trustees for the time being of these presents shall pay (subject however to the making up of the deficiency hereinbefore provided for) such excess to the said Donor or his heirs executors administrators or assigns for the use and benefit of himself and themselves as he or they shall think proper *Provided* always and it is hereby agreed and declared that it shall be lawful for the said Trustees and they shall be bound without taking anything in the nature of Selami or premium to grant a perpetual Putni lease or a lease for 999 years of the said Trust premises to the said Donor his heirs executors or administrators at the fixed nett annual rent of Rs. 21000-0 payable by four equal quarterly instalments of Rs. 5250-0 each in the first month of each and every quarter of the Bengali year exclusive of all Government Revenues, Cesses, Taxes, Rates and other outgoings whatsoever now payable or hereafter to become payable in respect of the said Trust premises (all of which shall be payable by the Lessee of such lease) so as there be contained in such Lease the usual covenants and conditions with option to the lessee to get a renewal of such lease on the same terms and conditions as herein contained for a further period of 999 years it being also provided by the said lease that the Lessee his heirs representatives or assigns shall not on any account be entitled to claim any deduction abatement or reduction of or from the said fixed annual rent of Rs. 21000, and if any portion of the demised premises should be acquired for public purposes that shall not be a ground for reducing or abating the said annual rent but in that event the whole of the compensation money in respect of such acquisition shall be receivable by the said Lessee his heirs representatives or assigns *Provided* always that in consequence of such acquisition and payment the security of the Lessor of the lease as to payment of the said sum of Rs. 21000, be not impaired or diminished in which latter event the entirety of the said compensation money shall be paid and used by the Trustees to be invested as hereinafter provided and when such money shall be so received by the Trustees there shall be a proportionate abatement of the rent reserved by the said lease which lease must be prepared and settled in consultation with the solicitor of the said National Council of Education and so as the Lessee do pay all the costs and expenses of and incidental to such Lease and execute and deliver a proper Kabuliat in respect thereof **provided always** and it is hereby further agreed and declared that in case the said Donor his heirs or assigns shall at any time hereafter be

desirous that the said trust premises shall be exchanged for other property moveable or immoveable of like value i.e. 5 lacs offered in substitution of the said trust premises by the said Donor his heirs executors, administrators or assigns the Trustee or Trustees for the time being of these presents shall be bound but only with and subject to the consent in writing of the governing body for the time being of the said National Council of Education to allow the said Donor his heirs executors administrators or assigns at his or their cost to substitute and to accept in exchange for the said trust premises any other permanently settled Zemindary or Zemindaries settled in permanent Putni tenure or let out on a lease for 999 years with option of renewal at an annual nett rent of not less than Rs. 21000 or any shares or stocks, funds or securities which in the judgment of the said Trustees or the survivor of them or other the Trustee or Trustees for the time being of these presents shall be of the value or amount to not less than Rupees 5 lacs but no such substitution shall be valid unless carried out with the previous consent in writing of the governing body of the said National Council of Education who shall not however unreasonably withhold such consent provided that no such consent shall be required if the property offered in substitution be Government securities of the market value of Rs. 5 lacs or moneys of the amount of 5 lacs and thereupon the substituted Zemindaries, monies, stocks, shares or securities as the case may be shall be held by the said Trustees upon the same trusts and subject to the same powers conditions and provisions as are hereinbefore expressed or declared or intended to be expressed or declared **provided also** that if the trust premises or any portion thereof be acquired for a public purpose the whole of the compensation payable in respect thereof shall subject to the provisions of the lease to be granted by them as hereinbefore mentioned be paid to the Trustees or Trustee for the time being of these presents who shall invest the same if paid to them in the purchase of landed properties or Government Securities or any other approved securities in consultation with and subject to the approval of the governing body for the time being of the said National Council of Education and upon notice to the male representative, if any for the time being of the donor and shall stand possessed thereof upon the Trusts and subject to the powers conditions and provisions hereinbefore expressed or declared or intended to be expressed or declared **provided always** and it is hereby further agreed and declared that in case the said National Council of Education should be dissolved or should cease to exercise its functions for the time being continuously for one year or should it so alter or amend its Memorandum of Association

(a printed copy whereof is set forth in the schedule hereto annexed and marked with the letter B) or otherwise so act as materially to depart from or modify any of its present objects as set forth in clauses (a) (b) (c) (d) (e) (f) (g) and (i) of the said memorandum or adopt or introduce fresh objects or rules or regulations inconsistent therewith in any material particulars or should the said National Council of Education or the schools and colleges owned by it become affiliated to the existing Indian Universities or should the National Council be amalgamated with any other Institution so as to defeat any of its objects as defined in the above clauses namely (a) (b) (c) (d) (e) (f) (g) and (i) of the said Memorandum of Association then and in any of such cases the trust hereby created for the payment of the said annual sum of Rs. 20000 to the said National Council of Education shall become void and inoperative **Provided further** and it is hereby further agreed and declared that in case the said National Council of Education should materially alter or amend its rules and regulations (as contained in the printed copy of its present rules set forth in the schedule hereto annexed and marked with the letter C) in respect of the following matters namely (1) constitution and powers of the executive committee (2) Muffusil representation (3) voting by proxy and (4) Donors' rights of nomination of members being rules numbered 6, 7, 9, 10, 11, 13, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 32 in the said printed copy of rules or should the aggregate value or amount of the funded capital and endowments and immovable property owned or possessed by or at the disposal of the said National Council of Education at the end of 15 years from the date of these presents (excluding the said trust premises and the income derived therefrom) be less than 7 lakhs of Rupees then and in any of such cases the trust hereby created for the payment of the said annual sum of Rs. 20000 to the said National Council of Education shall become voidable at the option of the said Trustees and upon the said trust either becoming void and inoperative as aforesaid or upon the said Trustees electing to void the said trust as aforesaid the said annual sum of Rs. 20000/- shall there-after be applied and disposed of by the said Trustees in and for the encouragement advancement and promotion of the education of Hindu youths by the establishment and maintenance of a denominational educational institution carried on strictly on orthodox Hindu principles for the benefit of Hindu youths only and controlled and managed by a Hindu committee and if there should be any difference of opinion between the said Trustees and the said National Council of Education as to the applicability of the two last foregoing provisions (viz. as

to whether the trust hereby created is to be deemed to have become void or voidable) or any other doubt regarding the construction of these presents the matter shall be referred to two persons one to be appointed by the said Trustees and one by the said National Council of Education and the decision of such persons or if they cannot agree of an umpire to be chosen by them before considering the matter shall be final and all the provisions of the Indian Arbitration Act 1899 shall apply to such arbitration and reference *And* it is hereby further agreed and declared that a Trustee shall be at liberty to retire from the trusts and shall be disqualified to hold his office and he shall accordingly vacate his office if he becomes or is declared a bankrupt or an Insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act **Provided always** and it is hereby further agreed and declared that if the said several Trustees hereby constituted or any of them or any Trustee or Trustees appointed as hereinafter provided shall die or desire to retire or refuse to act or become or be declared a bankrupt or an Insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act then and in every such case it shall be lawful for the surviving or continuing Trustees or Trustee (and for this purpose any refusing or retiring Trustee shall if willing to act in the execution of this power be considered to be a continuing Trustee) or for the acting executors or executor administrators or administrator of the last surviving or continuing Trustee to appoint a new Trustee or Trustees in the place of the Trustee or Trustees so dying or desiring to retire or refusing to act or becoming or being declared a bankrupt or an Insolvent or being declared a lunatic or becoming of unsound mind though not so found by inquisition or otherwise becoming unfit or incapable to act as aforesaid and thereupon the said trust premises or other the trust estate for the time being shall be conveyed or transferred to such person or persons so succeeding to the Trusteeship so that they may be vested in him or them upon the trusts of these presents and the said person or persons so becoming such Trustees or Trustee as aforesaid shall as well before as after such conveyance and transfer as aforesaid shall have been executed have the same powers authorities and discretions in all respects as if he or they had been originally appointed a Trustee or Trustees by these presents **Provided always** and it is hereby further agreed and declared that in exercising the foregoing power of appointment of new Trustees the donees or donee of the power for the time being shall exercise it so that the Trustees for the time being of these presents shall always include (1) a male member of the family of the said donor if available and of age and consenting to

act as such Trustee (2) a Hindu chief officer in the employ of the said donor or his representatives if available and consenting to act as such Trustee as well as (3) a representative of the said National Council of Education to be selected by the said donees or donee of the power of appointment it willing to act as such trustee provided that such Hindu officer shall vacate his office as Trustee when he ceases to be such officer and such representative of the said National Council of Education shall also vacate his office as Trustee when he ceases to be a member of the said National Council of Education **Provided always** that there shall always be three Trustees of these presents and in case they should differ in opinion in any matter the opinion of the majority shall prevail *And* the said donor doth hereby for himself his heirs executors administrators representatives and assigns covenant with the said Trustees their heirs successors and assigns that notwithstanding any act deed or thing by the said donor (or by any of his ancestors) done or executed or knowingly suffered to the contrary he the said donor is lawfully rightfully and absolutely seized and possessed of or otherwise well and sufficiently entitled to the said trust premises hereby assured or expressed so to be and every part thereof for a perfect and indefeasible estate of inheritance without any manner of condition use trust or other thing whatsoever to alter defeat encumber and make void the same and that notwithstanding any such act deed or thing whatsoever as aforesaid the said donor hath good right to grant the said Trust premises hereby granted or expressed so to be unto and to the use of the said Trustees their heirs and assigns in manner aforesaid and the said Trustees their heirs successors and assigns shall and may at all times hereafter peaceably and quietly possess and enjoy the said Trust premises and receive the rents issues and profits thereof in manner aforesaid without any lawful eviction interruption claim or demand whatsoever from or by the donor or any person or persons lawfully or equitably claiming from under or in trust for him and that free from all encumbrances whatsoever made or suffered by the said donor or any person or persons lawfully or equitably claiming as aforesaid *And* further that the said donor and all persons having lawfully or equitably claiming any estate or interest in the said Trust premises or any of them or any part thereof from under or in trust for him the said donor shall and will from time to time and at all times hereafter at the request and cost of the said donor his heirs and assigns do and execute or cause to be done and executed all such acts deeds and things whatsoever for further and more perfectly assuring the said Trust premises and every part thereof unto and to the use of the said Trustees their heirs successors and assigns in manner aforesaid as shall or may be reasonably required. *In Witness*

whereof the parties hereto have hereunto set and subscribed their respective hands and seals the day and year first above written.

Signed sealed and Delivered by the above named Brojendra KISSORE RAY Chowdhury and Monmohun Bhattacharjee in the presence of—	{	Sd. Brojendra KISSORE ROY
		Chowdhury (Ls.)
		Sd. Brojendra KISSORE RAY
		Chowdhury (Ls.)
		Sd. Monmohun Bhattacharjee (Ls.)
		Sd. Subodh Chandra Mallik (Ls.)

Witnesses:—

Sd. Saroda Prosad Chatterjee,
retired subjudge, at present of Hooghly.

Sd. Beni Madhub Mitter,
retired subjudge, at present resident of Deoghur.

Sd. Borada Prosad Bosu,
Retired Ex. Eng. State Rys, B. Deoghur.

Sd. Hari Mohun Chuckerbarty,
At present of Ashokasram, Deoghur.

Sd. Bhuvan Mohun Bannerjee,
At present of Ashokasram, Deoghur.

Signed sealed and Delivered by the above named Babu Subodh Chandra Mallik at Calcutta in the presence of—

Sd. Hirendra Nath Datta,
Solicitor Calcutta.

Sd. Beni Madhub Dutt,
clerk to Babu Hirendra Nath Datta.

Schedule A referred to in the foregoing Indenture.

PART I.

1. All that the entire 16 annas of the Zemindary called or known as Taluk Radhagobind Pergunnah Bungsikunda situate partly within the district of Sylhet and partly within the district of Mymensing and which is entered in the Collectorate of Sylhet as Towji no 1 and in respect whereof the annual sum of Rs. 1813-5-6 is payable as Govt. Revenue at the sub-treasury of Sunamgunge in the said District of Sylhet and containing 124 separate Mouzas the names whereof together with those of the thanas sub-registries and districts within which they are respectively included are mentioned below:—

No.	Name of Mouza.	Thana.	Sub-Registry.	Dist.
1.	{ Bisharpasha ... }	Durgapur.	Durgapur.	Mymensingh.
	{ Moyparah ... }			
	{ GhinachuKa ... }			

Serial No.	Name of Moujah.	Thana.	Sub-Registry.	District.
2.	Rouha ...	Dharmapara.	Sunamgange.	Sylhet.
3.	Chandpur ...	do.	do.	do.
4.	Parabrojendranagar	do.	do.	do.
5.	Chandalipara ...	do.	do.	do.
6.	Alumpore ...	do.	do.	do.
7.	Saniahani ...	do.	do.	do.
8.	{ Shahapore ...	do.	do.	do.
	{ Nayanagor ...	do.	do.	do.
9.	Galaha ...	do.	do.	do.
10.	Neamutpore ...	do.	do.	do.
11.	{ Nayagaon ...	do.	do.	do.
	{ Mutabek Galaha ...	do.	do.	do.
12.	Anantapore ...	do.	do.	do.
13.	Rajahpore ...	do.	do.	do.
14.	Jalalpore ...	do.	do.	do.
15.	Shibrampore ...	do.	do.	do.
16.	Anuarpore ...	do.	do.	do.
17.	Arippore ...	do.	do.	do.
18.	{ Madhyanagar ...	do.	do.	do.
	{ Moysunaipara ...	do.	do.	do.
19.	Jamsherpore ...	do.	do.	do.
20.	{ Baitakhati ...	do.	do.	do.
	{ Moymaijpara ...	do.	do.	do.
21.	{ Haripore maypara...	do.	do.	do.
	{ Jagadishpore ...	do.	do.	do.
22.	Darappore ...	do.	do.	do.
23.	Govindpore ...	do.	do.	do.
24.	Ramnagar ...	do.	do.	do.
25.	Nathuagar ...	do.	do.	do.
26.	Nijbonsikunda ...	do.	do.	do.
27.	Dakhinura ...	do.	do.	do.
28.	Nischintpore ...	do.	do.	do.
29.	Shatoor ...	do.	do.	do.
30.	Dantiapora ...	Dharmapara.	Sunamgange.	Sylhet.
31.	{ Nawagaon ...	do.	do.	do.
	{ Mutalek Nijbunshikunda	do.	do.	do.
32.	{ Para Jaypore ...	do.	do.	do.
	{ Mutalek Hamidpore	do.	do.	do.

No.	Monza.	Thana.	Sub-Registry.	District.
33.	Ghasi ...	do.	do.	do.
34.	Rungchi ...	do.	do.	do.
35.	Booripatni ...	do.	do.	do.
36.	Mrijapore ...	do.	do.	do.
37.	Bagharpara ...	do.	do.	do.
38.	Hamidpore ...	do.	do.	do.
39.	Khakrati ...	do.	do.	do.
40.	Golappore ...	do.	do.	do.
41.	Tulpoi ...	do.	do.	do.
42.	Batta ...	do.	do.	do.
43.	Maindhata ...	do.	do.	do.
44.	Purana Maindhata ...	do.	do.	do.
45.	Kishmut Maindhata.	do.	do.	do.
46.	Jaypore ...	do.	do.	do.
47.	Jagatjibanpore ...	do.	do.	do.
48.	Golabari ...	do.	do.	do.
49.	Rajnagar ..	do.	do.	do.
50.	Byashkhali ...	do.	do.	do.
51.	Basaura ...	do.	do.	do.
52.	Hatpatan ...	do.	do.	do.
53.	Bhandar Chapur ...	do.	do.	do.
54.	Machimpore ...	do.	do.	do.
55.	Hukumnagar ...	do.	do.	do.
56.	Ramsingpur ...	do.	do.	do.
57.	Mahajanpore ...	do.	do.	do.
58.	Lamagaon ...	do.	do.	do.
59.	Makardi ...	do.	do.	do.
60.	Purana Makardi ...	do.	do.	do.
61.	Cowahani ...	do.	do.	do.
62.	Jayasri ...	do.	do.	do.
63.	Ooriargaon ...	do.	do.	do.
64.	Sishuya ...	do.	do.	do.
65.	Kaliartook ...	do.	do.	do.
66.	Nawagaon ...	Dharmapara.	Sunamgunge.	Sylhet.
	Motalokey Mahajan- pore.			
67.	Bahadoorpore ...	do.	do.	do.
68.	Shanooa ...	do.	do.	do.

No.	Mouza.	Thana.	Sub-Registry.	District.
69.	Muksudpore	do.	do.	do.
70.	Kootubpore	do.	do.	do.
71.	Rangamati	do.	do.	do.
72.	Bishara	do.	do.	do.
73.	Pataboka	do.	do.	do.
74.	Jeebunpore	do.	do.	do.
75.	Manikhila	do.	do.	do.
76.	Hararkandi	do.	do.	do.
77.	Bolye kasidi	do.	do.	do.
78.	Bhowanipore	do.	do.	do.
79.	Janpail	do.	do.	do.
80.	Santoshpore	do.	do.	do.
81.	Sharippore	do.	do.	do.
82.	Chapaiti	do.	do.	do.
83.	Shibpore	do.	do.	do.
	{ Prokash Boro	do.	do.	do.
	{ Dumal	do.	do.	do.
84.	Durlavpore	Dharmapara.	Sunamgunge.	Sylhet.
85.	Choto Dumal	do.	do.	do.
86.	Garergaon	do.	do.	do.
87.	Mamudpore	do.	do.	do.
	{ Maypara	do.	do.	do.
	{ Bakhoi	do.	do.	do.
88.	Dulauania	do.	do.	do.
89.	Borati Prokash	do.	do.	do.
	{ Gora kata	do.	do.	do.
90.	Deochar	do.	do.	do.
91.	Dhupaghat	do.	do.	do.
92.	Ponarkuri	do.	do.	do.
93.	Teligaon	do.	do.	do.
94.	Juggunnathpore	do.	do.	do.
	{ Prokash Ulubhita	do.	do.	do.
95.	Kidderpore	do.	do.	do.
96.	Soudpara	do.	do.	do.
97.	Hasainpore	Dharmapara.	Sunamgunge.	Sylhet.
98.	Ratanpore	do.	do.	do.
	{ Prokash Paniakhali	do.	do.	do.
99.	Rungpore	do.	do.	do.

No.	Mouza.	Thana.	Sub-Registry.	District.
100.	Gunganagor	do.	do.	do.
101.	Rampur	do.	do.	do.
102.	Mohanpore	do.	do.	do.
103.	{ Hachupara	do.	do.	do.
	{ Mohishkhola	do.	do.	do.
104.	Khasipora	do.	do.	do.
105.	{ Mahishkhola	do.	do.	do.
	{ Nayapara	do.	do.	do.
	{ Prakash	do.	do.	do.
	{ Bangalparah	do.	do.	do.
106.	Kalipore	do.	do.	do.
107.	Joy nagore	do.	do.	do.
108.	Boheratoli	do.	do.	do.
109.	Bhanderah	do.	do.	do.
110.	Dugorah	do.	do.	do.
111.	Jamalpore	do.	do.	do.
112.	Cowbari	do.	do.	do.
113.	Matiarbund	do.	do.	do.
114.	Gholegaon	do.	do.	do.
115.	Srinagar	do.	do.	do.
116.	Lakshmipore	do.	do.	do.
117.	{ Rupeshwar	do.	do.	do.
	{ Prokash Ghilagara	do.	do.	do.
118.	Poschimrungati	do.	do.	do.
119.	Purbarungati	do.	do.	do.
120.	Pultaparah	do.	do.	do.
121.	Chukgoursingh	do.	do.	do.
122.	Madhyampore	do.	do.	do.
123.	Poschim Nurpur	do.	do.	do.
124.	Purba Nurpur	do.	do.	do.

Schedule A referred to in the foregoing Indenture.

PART II.

All that the entire 16 annas of the Zemindary called or known as Taluk Khada Neyoyaz Purgunnah Atgao situate partly within the District of Sylhet and partly within the District of Mymensing and which is entered in the Collectorate of Sylhet as Towji No. 7 and in respect whereof the annual sum of Rs. 364-9-5 is payable as Government revenue at the sub-

treasury of Sunamunge in the district of Sylhet and containing 35 separate Mouzas the names whereof together with those of the Thanas and sub-registries and Districts within which they are respectively included are mentioned below :—

Serial No.	Name of Mouzah.	Thana.	Sub-Registry.	District.
1.	Gaglajur ...	Barhatta.	Barhatta.	Mymensingh.
2.	Mouza Nowagong	do.	do.	do.
3.	Para Nowagong	do.	do.	do.
4.	Charuapara ...	do.	do.	do.
5.	Mouza Mandarbari	do.	do.	do.
6.	Mouza Chur Hasdia	do.	do.	do.
7.	Bandha Naiarghope	do.	do.	do.
8.	Para Anandapur	do.	do.	do.
9.	Para Ajhampur	do.	do.	do.
10.	Mouza Jainpur	do.	do.	do.
11.	Mouza Jalalpur	do.	do.	do.
12.	Bandha Jalanpur	do.	do.	do.
13.	Para Rajendrapur	Dharmapasha.	Sunamunge.	Sylhet.
14.	Mouza Bistoopur	do.	do.	do.
15.	Mouza Nidhipur	do.	do.	do.
16.	Para Amanipur.	do.	do.	do.
17.	Para Bhati Kalyanpur	do.	do.	do.
18.	Para Ujan Kalyanpur	do.	do.	do.
19.	Mouza Taherpur	do.	do.	do.
20.	Para Sekher gaw	do.	do.	do.
21.	Bandha Perar Kheo	do.	do.	do.
22.	Bandha Hassonpur	do.	do.	do.
23.	Mouza Nij Gao	Dera.	Juggunnathpur.	do.
24.	Para Badar Kanti	do.	do.	do.
25.	Para Souakani	do.	do.	do.
26.	Para Mirzapur	Dera.	Juggunnathpur.	Sylhet.
27.	Mouza Kasipur	do.	do.	do.
28.	Mouza Dandpur	do.	do.	do.
29.	Mouza Perna	do.	do.	do.
30.	Mouza Doulatpur	do.	do.	do.
31.	Para Shyamarchar	do.	do.	do.
32.	Para Juggnathpur	do.	do.	do.
33.	Para Kanupur	do.	do.	do.
34.	Mouza Sadaumdpur	do.	do.	do.
35.	Mouza Jusmatpur	do.	do.	do.

Stamp Rs. 1,250.

DEED

OF

ENDOWMENT

OF

MAHARAJA SURYYA KANTA ACHARYYA CHOWDHURY BAHADUR.

This Indenture made this 28th day of September 1907 Between Maharaja Suryyakanta Acharjya Bahadur son of Kasikanta Acharjya Chowdhuri deceased by caste Brahman by occupation Zemindar of Muktagacha in the District of Mymensing (hereinafter called the said donor) of the one part *and* the said Maharaja Suryyakanta Acharjya Bahadur *and* Sreenath Ray son of Purnachandra Ray deceased by caste kayastha by occupation Manager of the said Maharaja Suryyakanta Acharjya Bahadur (hereinafter called the said Trustees) of the other part *Whereas* the said Donor is seized and possessed and otherwise entitled as the absolute owner of and to the Zemindarys Taluks lands tenements hereditaments and premises in the schedule hereunder fully set forth and described *and whereas* the said donor is possessed of considerable wealth and property besides the said Zemindarys and properties *and whereas* the said Donor from the great interest that he takes in the cause of the education of Indian youths and with a desire to promote and further the objects of the National Council of Education Bengal (being a literary and scientific Association founded at Calcutta in the year 1906 with the objects fully set forth in the printed copy of its Memorandum of Association which together with a copy of its printed rules and regulations is hereto annexed and duly registered under Act XXI of 1860 of the Acts of the Viceroy and Governor General of India in Council being an Act for the registration of literary scientific and charitable societies) has resolved to dedicate the said Zemindarys and properties in the schedule hereunder fully described and intended to be

hereby* granted in perpetuity to such purposes as are hereinafter specified and to grant the said Zemindarys and properties to the said Trustees upon the trusts and with and subject to the powers conditions and provisions hereinafter declared expressed and intended to be declared and expressed and hereinafter contained concerning the same *ana whereas* the said trustees have consented to accept the trusteeship of these presents subject to such powers conditions and provisions as aforesaid *and whereas* the present market value of the said Zemindarys and properties is Rs. 2,50,000/- (Two lacs and fifty thousand) *Now This Indenture Witnesseth* that for effectuating the said resolution and in consideration of the premises and of the interest and affection of the said Donor in and for the said National Council of Education Bengal he the said Donor doth hereby freely and voluntarily and without any valuable consideration except such interest and affection give and grant unto the said trustees their executors administrators and assigns all and singular the Zemindarys Talooks lands hereditaments and premises fully set forth and described in the schedule hereunder written and marked with the letter A together with all and singular the Mouzas, Mahals, Villages, Hats, Bazars, Gunjas, lands, commons, waters water-courses, houses, bungalows, cutcharies out-offices, erections, buildings, huts, gardens, orchards, yards, compounds, fences, hedges, ditches, walls, ways, paths, passages, wells, mines, minerals, jalkar, bonkar, falkar, woods, trees, under-woods, sewers, drains, lights, easements, privileges, and appurtenances to the said Zemindarys and premises respectively belonging or in any-wise appurtenant or with the same respectively usually held or occupied or reputed to belong or be appurtenant thereto respectively and all the estate right title and interest claim and demand whatsoever of the said Donor into and upon the said premises respectively and each and every of them and every part thereof respectively *To Have and to hold* the said Zemindarys and all and singular the premises hereinbefore expressed to be hereby assured with their appurtenances (all which are hereinafter referred to as the said trust premises) unto the said Trustees their heirs representatives and assigns as joint tenants but to the use upon the trusts and to and for the ends intents and purposes hereinafter declared and expressed of and concerning the same that is to say upon trust that the said trustees and the survivors and survivor of them and other the trustees or trustee for the time being and from time to time of these presents do and shall hold and stand possessed of the said trust premises and of the rents issues and profits thereof respectively upon and for the trusts hereinafter particularly mentioned and declared that is to say *upon trust* to collect and receive the rents issues and profits of all and singular the said trust premises (it being here-

by declared that the actual management of the aforesaid trust premises shall be solely vested in the hands of the said trustees) and thereout in the first place to pay and discharge the Government Revenue of the said Zemindarys and properties and the cesses, taxes, rates and other outgoings now payable in respect of the said trust premises or which may be hereafter imposed respectively and the charges and expenses of the collection of the said rents issues and profits and of the management of the said trust premises and upon trust to pay out of the surplus of the said rents issues and profits the sum of Rs. 10,000 (Ten thousand) annually by four equal quarterly instalments on the first day of each and every quarter of the English year to the governing body for the time being of the said National Council of Education Bengal to be spent applied and disposed of by them for the general purposes for the time being of the said National Council of Education Bengal *Provided* that if in any year the said surplus rents issues and profits shall be less than the said sum of Rs. 10,000 (Ten thousand) then and from time to time so often as the same shall happen the actual surplus of such rents issues and profits being less than the said sum of Rs. 10,000 (Ten thousand) shall be all that shall be payable to the said National Council of Education in respect of the year in which the deficiency should exist and the surplus or part of the surplus of a subsequent or of a previous year shall be applicable to make up the said deficiency and in case the said surplus annual rents issues and profits shall exceed the said sum of Rs. 10,000 (Ten thousand) then and from time to time so often as the same shall happen the said Trustees or the Trustee for the time being of these presents shall pay such excess to the said donor for the use and benefit of him the said donor as he shall think proper *Provided* also that if the trust premises or any portion thereof be acquired for a public purpose the whole of the compensation payable in respect thereof shall be paid to the trustees or trustee for the time being of these presents who shall invest the same in the purchase of landed properties and Government securities or any other approved securities in consultation with and subject to the approval of the governing body for the time being of the said National Council of Education Bengal and upon notice to the male representative if any for the time being of the said donor and shall stand possessed thereof upon the trusts and subject to the powers conditions and provisions hereinbefore expressed or declared or intended to be expressed or declared *Provided always* and it is hereby further agreed and declared that in case the said National Council of Education Bengal should be dissolved or should cease to exercise its function for the time being continuously for one year or should the said National Council of Education or the schools and Colleges owned by it become affiliated to the existing Indian Universities then and in

any of such cases the trust hereby created as aforesaid shall become void and inoperative and the said trust premises shall absolutely revert to the said donor his heirs representatives and assigns *Provided always and it is hereby declared* that should there be any difference of opinion between the said trustees and the said National Council of Education Bengal, in respect of the last foregoing provision *viz.*, as to whether the trust hereby created is to be deemed to have become void or any doubt shall arise regarding the construction of these presents the matter shall be referred to two persons one to be appointed by the said trustees and one by the said National Council of Education Bengal and the decision of such persons or if they cannot agree of an umpire to be chosen by them before considering the matter shall be final and all the provisions of the Indian Arbitration Act 1899 shall apply to such arbitration and reference *And it is hereby provided and declared and agreed* that Maharaja Kumar Soshi Kanta Acharjya the son of the said donor who is now in England shall be entitled to become a trustee of these presents upon his return to India and electing so to be and signifying such election by any writing under his hand and thereupon he shall be and become such trustee either jointly with the then continuing trustee or trustees or solely as the case may be and thereupon the said trust premises shall be conveyed or transferred so that they may be vested in him jointly with such continuing trustees or trustee or solely as the case may require upon the trusts of these presents and the said Maharaja Kumar upon becoming such trustee as aforesaid shall at once and as well before as after such conveyance or transfer as aforesaid shall have been executed have the same powers authorities and discretions in all respects as if he had been originally appointed a trustee of these presents *and it is hereby further agreed and declared* that a trustee shall be at liberty to retire from the trusts and shall be disqualified to hold his office and he shall accordingly vacate his office if he becomes or is declared bankrupt or an insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act *Provided Always* and it is hereby further agreed and declared that if the said several trustees hereby constituted or any of them or any trustee or trustees appointed as hereinafter provided shall die or desire to retire or refuse to act or become or be declared a bankrupt or an insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act then and in every such case it shall be lawful for the surviving or continuing trustees or trustee (and for this purpose any refusing or retiring trustee

shall if willing to act in the execution of this power be considered to be a continuing trustee) or for the acting executors or executor administrators or administrator of the last surviving or continuing trustee to appoint a new trustee or trustees in the place of the trustee or trustees so dying or desiring to retire or refusing to act or becoming or being declared a bankrupt or an insolvent or being declared a lunatic or becoming of unsound mind though not so found by inquisition or otherwise becoming unfit or incapable to act as aforesaid and thereupon the said trust premises shall be conveyed or transferred to such person or persons so succeeding to the trusteeship so that they may be vested in him or them upon the trusts of these presents and the said person or persons so becoming such trustee or trustees as aforesaid shall as well before as after such conveyance and transfer as aforesaid shall have been executed have the same powers authorities and discretions in all respects as if he or they had been originally appointed a trustee or trustees by these presents *Provided always* and it is hereby further agreed and declared that in exercising the foregoing power of appointment of new trustees the Donees or Donee of the Power for the time being shall exercise it so that the trustees for the time being of these presents shall always include a male representative of the family of the said donor if sui juris and reasonably qualified and consenting to act as such trustee as well as a representative of the said National Council if consenting to act as such trustee *Provided always* that there shall always be three trustees of these presents and in case they should differ in opinion in any matter the opinion of the majority shall prevail and the Trustees are to keep a proper account shewing all receipts and disbursements in the year in respect of the said Trust properties *and* the said donor doth hereby for himself his heirs executors administrators and assigns covenant with the said trustees their heirs successors and assigns that notwithstanding any act deed or thing by the said donor (or by any of his predecessors in title) done or executed or knowingly suffered to the contrary he the said donor is lawfully rightfully and absolutely seized and possessed of or otherwise well and sufficiently entitled to the said trust premises hereby assured or expressed so to be and every part thereof for a perfect and indefeasible estate or inheritance without any manner of condition use trust or other thing whatsoever to alter defeat encumber and make void the same and that notwithstanding any such act deed or thing whatsoever as aforesaid the said Donor hath good right to grant the said trust premises hereby granted or expressed so to be unto and to the use of the Trustees their heirs and assigns in manner aforesaid *And* the said Trustees their heirs successors and assigns shall and may at all times hereafter peaceably and quietly possess and enjoy the said trust premises and receive the rents

issues and profits thereof in manner aforesaid without any lawful eviction interruption claim or demand whatsoever from or by the said donor or any person or persons lawfully or equitably claiming from under or in trust for him and that free from all incumbrances whatsoever made or suffered by the said donor or any person or persons lawfully or equitably claiming as aforesaid and further that the said donor and all persons having lawfully or equitably claiming any estate or interest in the said trust premises or any of them or any part thereof from under or in trust for him the said donor shall and will from time to time and at all times hereafter at the request and costs of the said donor his heirs and assigns do and execute or cause to be done and executed all such acts deeds and things whatsoever for further and more perfectly assuring the said trust premises and every part thereof unto and to the use of the said trustees their heirs successors and assigns in manner aforesaid as shall or may be reasonably required. *In witness whereof* the parties hereto have hereunto set and subscribed their respective hands and seals the day and year first above written.

SIGNED SEALED AND DELIVERED at Calcutta by the above (Sd.) Suryya Kanta Acharyya.
 named Maharajah Surjya Kanta Acharyya in the presence of
 (Sd.) Hirendra Nath Datta, (Sd.) Suryya Kanta Acharyya.
Solicitor, Calcutta.
 (Sd.) Gobinda Chandra De Roy,
Vakil, High Court.

SIGNED SEALED AND DELIVERED at Mymensingh by the above
 named Sreenath Ray in the presence
 of (Sd.) Srinath Roy.
 (Sd.) Gobinda Chandra De Ray,
Vakil, High Court.
 (Sd.) Rebati Mohan Guha,
Pleader, Mymensing.

Schedule referred to in the foregoing Indenture.

1. All that the entire sixteen annas of Taluk No. 2400/35 Jangirkhan Kismut Katabaria, within Tappe Hazardi in the District and Collectorate of Mymensing, Thanna and Sub-Registry Kishoregunge in respect of which Taluk the annual sum of Rs35—4—0 is payable to the said collectorate as Government Revenue with full rights in the entirety of the Parajata Mahals comprised herein.

2. All that the four annas share of Taluk No. 2505/691 Narasing Pal kismut Gangail within Tappe Hazardi in the District and Collectorate of Mymensing Thanna and Sub-Registry Kisoregunge in respect of which entire Taluk Rs. 43—15—0 is payable as annua Government Revenue to the said Collectorate the amount payable in respect of the said four annas share being Rs. 10—15—6.

3. All that the two annas seventeen gundahs two Kag seven and half til share (purchased from Sham kumari Dasee) of Taluk No. 2162/702 Ramsunkar Das Kismut Natibabad Digar, within Tappe Hazardi in the District and Collectorate of Mymensing, Thanna and Sub-registry Kissoregunge in respect of which entire Taluk the annual sum of Rs. 204—6—0 is payable to the said Collectorate as Government Revenue, the amount payable in respect of the said two annas seventeen gundahs two kag seven and half Til share being Rs. 36—5—8.

4. All that the two annas seventeen Gundahs two kag seven and half Til share (purchased from Hara Kumari Dasee) of and in the last mentioned Taluk No. 2162 702.

5. All that the one anna eleven gundahs six Kouries fifteen Til share of Taluk Ramsunkar Das Kismut Natibabad Digar No. 2156/392 within Tappe Hazardi in the District and Collectorate of Mymensing Sub-registry and Thanna Kissoregunge in respect of which entire Taluk the annual sum of Rs. 204—15—6 is payable to the said collectorate as Government revenue amount payable in respect of the said share being Rs. 19—10—9.

6. All that the entire sixteen annas of Taluk No. 6294 Nunda Kissore Das Majibhag including Mukundapur within Pergunnah Husansahi Thana Iswargunge Sub-registry Nasirabad District Mymensing in respect of which Taluk the annual sum of Rs. 178—1—0 is payable to the Collectorate of Mymensing as Government Revenue.

7. All that the one anna share of and in Mouza Buttish (including Khamar, Kutchery house, Kishoreganj Hat and mot and Temple) and one anna nine pies share of mouza Noorpore and also one anna share of all other Kismuts including Hatbazar and Dehajat comprised in Talook No. 2002 Krisna Das, Kismut Charlal Sri Digar within Jora Hosseinpur in the District and collectorate of Mymensing, Station and Subregistry Kishoregunj in respect of which entire Taluk the annual revenue of Rs. 2388—11—0 is payable to the aforesaid Collectorate, the amount payable in respect of the said shares being Rs. 149—4—11.

8. All that brick-built house and Dalau with garden and tank with pucca ghat and Mourasi land appurtenant thereto measuring 14 Kanies 10 Karas in four plots comprised in the revenue paying Taluk No. 33 standing in the name of Haragobinda Ray Kismut Binnagow situate within Jora

Hosseinpore in the District of Mymensing Thanna and Sub-Registry Kissoregunge, in respect of which the annual rent of Rs16-1-8 is payable to Sreemati Ganada Sundari Chowdhurani and Kristo Mangal Saha and others.

The said four plots of land being bound as follows :—

(1) Plot 1 measuring $2\frac{1}{2}$ Karas on the north by dwelling house of Hara Mohan Dhopi south by public road east by jote land of Hara Kisore Kar, west by *par* of tank.

(2) Plot 2 measuring $\frac{1}{2}$ Kani on the north by the jote land of Gopi Nath Chakravarti south by the dwelling house of Hara Mohun Dhopi east by the dwelling house of Hara Kissore Kar west by the dwelling house of Radhica Dasya and others.

(3) Plot 3 measuring $6\frac{1}{2}$ Kanis on the north by the jote lands of Gopi Nath Chakravarti and Ramcamal Siromoni south by northern *par* of tank and garden east by dwelling house of Hara Mohan Dhopi and Plot No 2. west by public road.

(4) Plot 4 measuring 7 Kanis and comprising garden tank *Ghatla* and bounded on the north by plot no 3 and jote land of Shaik Pacha south by dwelling house and jote of Bir Kishore Dhupi and jote land of Hara Mohan Dhopi east by the dwelling house of Krishnagovind and Gopal Basak west by the dwelling house of Shaik Mulamdî and Shaik Chalu.

9. All that the sixteenannas of Pattai Sikimi Taluk standing in the name of Gour Kissore Dass Kismut Porabaria Tannamadi under Zemindary No. 66 Pargunnah Hossein Sahi Sub-Registry and Thanna Kissoregunge in the District of Mymensingh in respect of which the annual sum of Rs. 26—10—8 is payable as rent to Babus Upendra Kissore Rai Chowdhuri and Narendra Kissore Rai Chowdhuri of Mousa.

10. All that the 10 Karrahs share of all that Sikimi Taluk Khajekapre Arrathun Saheb Mouzah Char Algi and others in Pargunna Hossen Sahi Sub-Registry and Thanna Kissoregunge in the District of Mymensing in respect of the entire 16 annas share of which Taluk the annual sum of Rs 10905—11—10 Gundahs 4 krantis is payable to the Zemindars of the 16 anna Zemindary No 66 in the above Pergunnah.

11. All that the $17\frac{1}{2}$ Gundahs share of the Sikimi Taluk Khajekapre Arrathun Saheb Mouzah Char Agli Digar within Zemindari No. 66 in Pergunnah Hossen Sahi Thanna Niksi and Isswargunge and Guffergunge Sub-registry Nasirabad and Rural Sub-registry Kissoregunge in the District of Mymensingh in respect of the entire 16 annas share of which Taluk the annual sum of Rs 10905—11—10 Gundahs 4 Krantis is payable to the Zemindars of the 16 annas estate.

12. All that the 4 annas share of Taluk no 5593 Dihi Patdhali within Tappe Hazradi in the District and Collectorate of Mymensing Thana and

subregistry Kisoregunje in respect of which entire Taluk Rs. 505-4 is payable as annual Government revenue to the said Collectorate, the amount payable in respect of the said four annas share being Rs. 126-5.

13. All that the entire sixteen annas share of the Taluk standing in the name of Makatries Petries Kismat Kakanhati Dampara, Raghunandanpur Makargungpasha and others under Zemindari No. 66, in the District and Collectorate of Mymensing Perganna Hossein Sahi Thanahs Isswargunge and Kishoregunj Registry Sadar Sub-Registry Kishoregunj in respect of which the annual fixed (Kayem Makarari) rent of Rs. 513-1 as 16 Krantis is payable to the above Zamindari Sheristah.

14. All that the entire sixteen annas share of the Taluk standing in the name of Makatris Petries Kismat Chowdar in the District and Collectorate of Mymensing Thannahs, Registry and Sub Registry as in No. 13 for which an annual fixed (Kayem Makarari) rent of Rs. 86-13-16 Krantis is payable to the above Zamindari Sherista.

15. All that the entire sixteen annas share of Taluk standing in the name of Golonabad Bibee Kismut East Boail Digar District Collectorate Thannahs Registry and Sub Registry as in No. 13 in respect of which the annual sum of Rs. 539-11-8 pies 16 krantis is payable to above Zamindari Sherista as fixed (Kayem Makurari) rent.

16. All that the entire sixteen annas share of the Taluk standing in the name of Khaje Makatris Petries Saheb Kismut Madin Siddi Khan Mangal-sidhi Digar District Collectorate Thana Registry and Sub Registry as in No. 13 in respect of which the annual fixed rent payable to the above Zamindar's Sherista is Rs. 7-8 annas.

17. All that the entire sixteen annas share of Taluk standing in the name of Ram Gopal Chanda Kismut Gobindapur and others District Collectorate Thannah Registry and Sub Registry as in No. 13 in respect of which the annnal fixed rent of Rs. 34-2-1-12 Krantis is payable to the above Zamindar's Sherista.

18. All that the entire sixteen annas share of the Taluk standing in the name of Gour Kissore Dass Kismut Porahbaria District Collectorate Thanna Registry and Sub Registry as in No. 13 in respect of which the annual fixed rent of Rs. 26-10-8 is payable to the above Zamindar's Serasta.

19. All that the entire sixteen annas share of the Taluk standing in the name of Khaje Makatris Petries Kismut Sanmalia aud others Pergannah Joarhosseinpur District Collectorate Thannah Registry and Sub Registry as in No. 13 in respect of which the annual fixed rent of Rs. 105-4-9-12 Krantis is payable to the above Zemindar's Sherista.

20. All that the entire sixteen annas share of the Taluk standing in the name of Hazi Golami Kazim Kismut Tarakandi and others Thannah

Agarosindhu District and Collectorate and Registry and Sub Registry as in No. 13 in respect of which the annual fixed rent of Rs. 66-3-6-18 Krantis is payable to the above Zamindar's Sherista.

21. All that the entire sixteen annas share of Taluk standing in the name of Safar Bibee Kismut Tarakandi and others District and Collectorate of Mymensing Registration District Sadar Station and Sub-Registry Kissoregunge in respect of which the annual fixed rent of Rs. 4-3-10-2 is payable to the above Zemindar's Sherista.

22. All that the entire sixteen annas share of Taluk standing in the name of Ram Narain Dutt Kismut Tarakandi and others District Collectorate Thannah Registry and Sub Registry as in No. 21 in respect of which the annual fixed rent of Rs. 54-7-1-12 is payable to the above Zemindari Sherista.

23. All that the entire sixteen annas share of the Taluk standing in the name of Mathur Mahalanobis Kismut Dahora and others District Collectorate Thannah Registry and Sub Registry as in No. 21 in respect of which the annual fixed rent of Rs. 47-6-4-16 is payable to the above Zemindari Sherista.

24. All that the entire sixteen annas share of the Taluk standing in the name of Ramsaran Dutt Kismut Chilakara otherwise known as Chinakara District Collectorate Registry and Sub Registry as in No. 21 in respect of which fixed annual rent of Rs. 29-14-1-12 is payable to the above Zemindari Shrista.

25. All that the entire sixteen annas share of the Taluk standing in the name of Kristo Govindo Ray Kismut Chandipasa and others District Collectorate Thana Registry and Sub-Registry as in No. 21 in respect of which Rs. 14-11-1-16 is payable annually as fixed rent to the above Zemindari Sherista.

26. All that the entire sixteen annas share of Taluk standing in the name of Ram Ram Mazumdar Kismut Nandail and others District Collectorate Thanna Registry and Sub-Registry as in No. 21 in respect of which the annual fixed rent of Rs. 1-15-5-12 is payable to the above Zemindari Sherista.

27. All that the entire sixteen annas share of Revenue paying Taluk No. 1785/165 standing in the name of Anupnarayan Sarma Kismut Bishnubari Pergunnah Hossainsahi District and Collectorate Mymensing Thannah and Sub-Registry Kissoregunge in respect of which the annual revenue of Rs. 52-6-5 is payable to the aforesaid Collectorate.

28. All that the entire sixteen annas share of the Revenue paying Taluk No. 3026/1328 standing in the name of Janaki Ballav Kar and Gangaram Dutt Kismut Jayka and others Station and Sub-Registry Kishoregunge District and Collectorate Mymensing in respect of which the annual Revenue of Rs. 6-4-4 is payable to the aforesaid Collectorate.

29. All that the entire sixteen annas share of Révenue paying Taluk No. 2323/795 standing in the name of Anwarkhan Kismut Karjakoirail otherwise known as Karshakoirail and others within Tappe Hazradi District and Collectorate and Station and Sub-Registry as in No. 28 in respect of which the annual Révenue of Rs. 8-8-7 is payable to the aforesaid Collectorate.

30. All that the entire sixteen annas share of Taluk being Towji No. 2998/496 standing in the name of Jafar Bahadur (owner Doorbar Khan Kismut Kerail and others District and Collectorate Tappe, Thana and Sub-Registry as in No. 29 in respect of which the Revenue payable to the aforesaid Collectorate amounts to Rs. 1-8-7 per annum.

31. All that the entire sixteen annas share of Taluk being Towji No. 3500/1077 standing in the name of Tilok Nath Manikya Rudra Anup Narain Kismut Patda and others District Collectorate Thanna and Sub-Registry as in No. 29 in respect of which the annual Revenue payable to the aforesaid Collectorate is -18/- annas.

32. All that the entire sixteen annas share of Taluk Kharukhan Minakhan in Kismut Kerail and others under Zemindari No. 66 Pergunah Hosseinsahi District Collectorate Station and Sub-Registry as in No. 29 in respect of which Taluk the Kayem mokarari rent is Rs. 2/- per annum.

33. All that the entire sixteen annas share of the dwelling house with the land pucca structure walls buildings thatched houses and tank etc. appurtenant thereto comprised in Kismut Chowda within the said Zemindari No. 66 in Pargunnah Hossein Sahi in the District and Collectorate of Mymensing Sub-Registry and Station Kissoregunge the said dwelling house being situate on the East of Saku Mandal's Jote land and North of jote lands of Raghunath Ray and Kasi Nath Dey Chowdhuri and others and West of Jagat Chunder Ghose's Ayoazi land and of Munkasaiyr's dwelling house.

34. All that the (rent free) 'Brahmotter land standing in the name of Kali Nath Sarma in Kismut Doostason otherwise known as Gharsason within the Zemindari No. 66 Pergunnah Hossainsahi in District Mymensing Thanna and Sub-Registry Kissoregunge which land is bounded on all sides by ayilbatar.

35. All that the Brahmotter land formerly standing in the name of Kali Nath Sarma which is bounded on the North by Kasi Nath Chowdhury's Jote land, on the West by a passage for cattle, on the South by Saik Salim's dwelling house, on the East by Banusheik and others' dwelling house comprised in Kismut Porabaria under the aforesaid Zemindari No. 66 District Thanna and Sub-registry as in No. 34.

NOTE :—It is intended by this Indentare to include herein all the

right title and interest of the said Donor Maharaja Bahadur Surja Kanto Acharja Chowdhury in the above mentioned properties Nos. 13 to 35 (both inclusive) derived under and by virtue of the sale deed dated 31st August 1887 and executed in favour of the Donor by M. M. Pittar and A. N. Stephen as well as the sale deed dated 12th September 1887 and executed in favour of the Donor by Mrs. M. Deefholts alias Jaripkhan the same properties 13 to 35 being comprised in both the said sale deeds.

WITNESSES.

(Sd.) Hirendra Nath Datta.	(Sd.) Suryya Kanta Acharyya.
(Sd.) Gobinda Chandra De Ray.	(Sd.) Suryya Kanta Acharyya.
(Sd.) Gobinda Chandra De Ray, <i>Vakil, High Court.</i>	(Sd.) Srinath Roy.
(Sd.) Revati Mohan Guha, <i>Pleader, Mymensingh.</i>	

Presented for registration between the hours of 11 A. M. and noon on Wednesday the 9th day of October 1907 at the Sub-Registry office of Mymensing Dist. Mymensing.

By Kedareswar Mozumder son of Ram Chandra Mozumder caste Brahmin occupation service residence at present of Nasirabad town Thanna Sadar District Mymensing an agent for the Executant Moharaja Surjya Kanta Acharjya Bahadur under a general power of attorney No. 20 for 1902 authenticated by the then special Sub-Registrar of Mymensing on 6-6-02.

শ্রীমহারাজা স্বর্য়াকান্ত আচার্য বাহাদুর।
বঃ শ্রীকেশবচন্দ্র মজুমদার মোক্তার আম।

Norendra Nath Chakravarti,
Special Sub-Registrar,
of Mymensing,
9-10-7.

Execution is admitted by (i) the aforesaid Kedareswar Mozumdar agent by virtue of the above power for Maharaja Surjya Kanta Acharjya Bahadur and (ii) Sreenath Roy son of Purna Chandra Roy of presently Mymensing town by caste Kayastha by occupation chief manager of Moharajah Surjya Kanta Acharjya Bahadur. Personally known to me.

শ্রীমহারাজা স্বর্য়াকান্ত আচার্য বাহাদুর।
বঃ শ্রীকেশবচন্দ্র মজুমদার মোক্তার আম।

Norendra Nath Chakravarti,
Special Sub-Registrar,
of Mymensing,
9-10-7.

(Sd.) Srinath Roy.

STAMP Rs. 500.

DEED
OF
ENDOWMENT
OF

SRIJUKTA SUBODH CHANDRA MALLIK.

This Indenture made this Tenth day of August in the Christian year one thousand nine hundred and six *Between Subodh Chunder Mallik* Son of Probodh Chunder Mallik deceased by caste Kayastha, by occupation Zemindar of No. 12 Wellington Square in the town of Calcutta (hereinafter called the said donor) of the one part and *Nerode Chunder Mallik* son of Hem Chunder Mallik deceased by caste Kayastha by occupation landholder of No. 12 Wellington Square aforesaid and *Brojendra Kissoye Roy Chowdhury* Son of Rajendra Kissoye Roy Chowdhury deceased by caste Brahmin by occupation Zemindar of Gouripur in the District of Mymensingh and *Hirendra Nath Datta* son of Dwarakanath Datta deceased by caste Kayastha by occupation attorney-at-law of No. 139 Cornwallis Street in the town of Calcutta and the said Subodh Chunder Mallik (hereinafter called the said Trustees) of the other part *Whereas* the said donor is seised and possessed and otherwise entitled as the absolute owner thereof of and to the Zemindary called and known as Lot Naugi in pergunnah Balia in the District of 24-pergunnahs in the Schedule hereunder fully described *And Whereas* the said donor is possessed of considerable property and wealth besides the said Zemindary *And Whereas* the said donor from the great interest that he takes in the cause of the education of Indian youths and from a desire to promote and further the objects of the National Council of Education Bengal (being a literary and scientific association founded at Calcutta in the year one thousand and nine hundred and six with the objects fully set forth in the printed copy of its memorandum of association which together with a copy of its rules and regulations is hereto annexed and duly registered under Act XXI of 1860 of the Acts of the Viceroy and Governor-General of India in Council being an Act for the registration of literary scientific and charitable societies) has resolved to dedicate the said Zemindary in the schedule hereunder fully described and intended to be hereby granted in perpetuity to such purposes as are hereinafter specified and to grant the said Zemindary to the said Trustees upon the trusts and with and subject to the powers conditions and provisions hereinafter declared and expressed and intended to be hereby declared and expressed and hereinafter contained concerning the same *And Whereas* the said Trustees have consented to accept the Trusteeship of these presents under and subject to such powers conditions and provisions as aforesaid *And whereas* the present market value of the said Zemindary is esti-

mated to be Rs. 1,00,000 (One Lac) *Now This Indenture Witnesseth* that for effectuating the said resolution and in consideration of the premises and of the interest and affection of the said donor in and for the said National Council of Education Bengal he the said donor doth hereby freely and voluntarily and without any valuable consideration except such interest and affection give and grant and convey unto the said Trustees their executors administrators and assigns all and singular the Zemindary talook lands hereditaments and premises fully set forth and described in the schedule hereunder written and marked with the letter A together with all and singular the mouzas melials villages hats bazars ganjas lands commons waters water-courses houses bungalows cutcharies out-offices erections buildings huts gardens orchards yards compounds fences hedges ditches walls ways paths passages wells mines minerals jalkar bankar falkar woods trees underwoods sewers drains lights easements privileges and appurtenances to the said Zemindary and premises respectively belonging or anywise appurtenant or with the same respectively usually held or occupied or reputed to belong or be appurtenant thereto respectively and all the estate right title interest claim and demand whatsoever of the said donor into and upon the said premises respectively and each and every of them and every part thereof respectively *To have and to hold* the said Zemindary and all and singular the premises hereinbefore expressed to be hereby assured with their appurtenances (all which are hereinafter referred to as the said Trust premises) unto the said Trustees their heirs representatives and assigns as joint *tenants* but to the use upon the trusts and to and for the ends intents and purposes hereinafter declared and expressed of and concerning the same that is to say upon trust that the said Trustees and the survivors or survivor of them and other the Trustees or the Trustee for the time being and from time to time of these presents do and shall hold and stand possessed of the said trust premises and of the rents issues and profits thereof respectively upon and for the trusts hereinafter particularly mentioned and declared that is to say upon trust to collect and receive the rents issues and profits of all and singular the trust premises and thereout in the first place to pay and discharge the Government revenue of the said Zemindary and the cesses taxes rates and other outgoings now payable in respect of the said trust premises respectively or which may be hereafter imposed and the charges and the expenses of the collection of the said rents issues and profits and of the management of the said trust premises and upon trust to apply and pay out of the surplus of the said rents issues and profits the sum of Rs. 3,600 (three thousand and six hundred) annually by four equal quarterly instalments of Rs. 900 (nine hundred) each within the first month of each and every quarter of the Bengali year to the said National Council of Education Bengal for the general purposes for the time being of the said National Council of Education Bengal to be spent applied and disposed of by the said Council in manner following that is to say the annual sum of Rs. 1,800 (one thousand

and eight hundred) for the maintenance of the National Schools started at Rungpore Dinajpur and Dacca respectively the amount of support to be given to each school being fixed by the said National Council of Education Bengal in consultation with the authorities of the said schools respectively until such time as all the said schools shall become self supporting or shall otherwise be enabled to maintain themselves on an efficient scale independently of such assistance and thereafter for the foundation and maintenance of a chair or lectureship under the said Council in such subject as may from time to time be fixed by the Governing body of the said National Council of Education Bengal in consultation with the said Trustees (such chair or lectureship to be named or called the Probodh Chunder chair or lectureship after the name of the late father of the said donor) *Provided* that if and in case a portion only of the said annual sum of Rs. 1 800 one thousand and eight hundred should happen to be released from the charge of maintaining the said National schools as aforesaid such portion (whatever the amount thereof may be) shall in the meantime be applied by the said Governing body of the said National Council of Education Bengal in their discretion for the foundation and maintenance of one and more fellowships to be also called or named after the late father of the said donor *And* the remaining annual sum of Rs. 1,800 one thousand and eight hundred in the foundation and maintenance of a chair in Indian History under the said Council (to be called or named the Hem Chunder Chair after the name of the late uncle of the said donor) for the teaching of Indian History in the spirit and with the purpose indicated in the said memorandum of association of the said National Council of Education Bengal that is to say with the view of familiarising the students with the history and development of the life of the Indians as a nation and developing in them as far as possible a national spirit as well as for research work the first incumbent for the said chair in Indian History to be nominated by the said donor and his successors in the said chair to be nominated by the said Governing body of the said National Council of Education Bengal the incumbent for the time being expected to produce every 5 years a work embodying original research made by him in the field of Indian History whether ancient medieval or modern such work if published by or at the expense of the said National Council of Education Bengal to be the property of the said Council *Provided* and it is hereby agreed that the said Governing body of the said National Council of Education Bengal shall subject to the general powers of revision of the said Council as defined by its Rules and with the consent of the Trustees for the time being of these presents first obtained in writing be at liberty from time to time to alter the above allocation of funds and spend and apply the said yearly sum of Rs. 3,600 three thousand and six hundred to purposes other than those hereinbefore specified and for the general purposes of the said National Council of Education Bengal *Provided* that if

in any one year the said surplus rents issues and profits shall be less than the said sum of Rs. 3,600 three thousand and six hundred then and from time to time so often as the same shall happen the actual surplus of such rents issues and profits (being less than the said sum of Rs 3,600 three thousand and six hundred) shall be all that shall be payable to the said National Council of Education Bengal in respect of the year in which the deficiency should exist and the surplus or part of the surplus of a subsequent year shall be applicable to make up the said deficiency and in case the said surplus annual rents issues and profits shall exceed the said sum of Rs. 3,600 three thousand and six hundred then and from time to time so often as the same shall happen the said Trustees or the Trustees for the time being of these presents shall after making up such existing deficiency if any pay such excess to the said donor for the use and benefit of himself the said donor his heirs representatives and assigns as he or they shall think proper *Provided always* and it is hereby further agreed and declared that in case the said donor his heirs or assigns shall at any time hereafter be desirous that the said Trust premises shall be exchanged for other property of like value offered in substitution of the said Trust premises by the said donor his heirs or assigns it shall be lawful for the Trustee or Trustees for the time being of these presents and they shall be bound but only with and subject to the consent in writing of the Governing Body for the time being of the said National Council of Education Bengal to allow the said Donor his heirs or assigns to substitute and to accept in exchange for the said Trust premises any other permanently settled Zemindary or Zemindaries settled in permanent Putnj tenure at an annual nett rent of not less than Rs. 4,000 four thousand or any monies or stocks funds or securities which in the judgment of the said Trustees or the survivor of them or other the Trustee or Trustees for the time being of these presents shall be of the value of or amount to not less than Rupees one lac but no such substitution shall be valid unless carried out with the previous consent in writing of the Governing Body of the said National Council of Education Bengal who shall not however unreasonably withhold their consent and thereupon the substituted Zemindaries monies stocks shares or securities as the case may be shall be held by the said Trustees upon the same trusts and subject to the same conditions and provisions as are hereinbefore expressed or declared *Provided also* and it is hereby declared that it shall be lawful for the Trustees of these presents at any time or times with the previous consent in writing of the Governing Body for the time being of the said National Council of Education Bengal to sell the said Trust premises at a price not less than Rs. 1,40,000 one lac and forty thousand and upon such sale the Trustees or Trustee of these presents for the time being shall receive the monies to arise by such sale as aforesaid and invest the sum of Rs. 1,00,000 one lac out of the same in the purchase of Government Securities or other securities or otherwise in consulta-

tion with the Governing Body for the time being of the said National Council of Education Bengal and shall stand possessed of such investment upon the trusts and subject to the conditions and provisions hereinbefore expressed or declared and shall pay the balance remaining after appropriation of the said sum of Rs. 1,00,000 one lac to the said donor his heirs representatives or assigns for his or their absolute use and benefit *Provided also* that if the Trust premises or any portion thereof be acquired for a public purpose the whole of the compensation payable in respect thereof shall be paid to the Trustees or Trustee for the time being of these presents who shall invest the same in the purchase of landed properties or Government Securities or other Securities in consultation with the Governing Body for the time being of the said National Council of Education Bengal and shall stand possessed thereof upon the Trusts and subject to the conditions and provisions hereinbefore expressed or declared *Provided always* and it is hereby further agreed and declared that in case the said National Council of Education Bengal should be dissolved or should cease to exercise its functions for the time being successively for one year or should the said National Council of Education Bengal or any institutions owned by it shall at any time submit either wholly or in part to be controlled by the Government of India or any Provincial Government or should the total value of the endowments funded capital or properties of the said National Council of Education Bengal inclusive of the said Trust premises shall at the end of fifteen years from the date hereof be less than Rupees Ten lacs or should the said National Council of Education Bengal refuse to recognise and to continue the recognition of the said National Schools at Rungpore Dinajpur and Dacca even although they should respectively satisfy or conform to the standard and the general rules for recognition formulated by the said National Council of Education Bengal then and in any of such cases the trust hereby created for the payment of the said annual sum of Rs. 3,600 three thousand and six hundred to the said National Council of Education Bengal shall become void and inoperative and the said annual sum of Rs 3,600 three thousand and six hundred shall thereafter be paid by the said Trustees to the said donor his heirs representatives or assigns for his or their absolute use or benefit and if there should be any difference of opinion between the said Trustees and the said National Council of Education Bengal as to the applicability of the last foregoing provision or on any other matter the matter shall be referred to two persons one to be appointed by the said Trustees and one by the said National Council of Education Bengal and the decision of such persons or if they cannot agree of an umpire to be chosen by them before considering the matter shall be final and the provisions of the Indian Arbitration Act 1899 shall apply to such arbitration and reference *And* it is hereby further agreed and declared that a Trustee shall be at liberty to retire from the trusts and shall

be disqualified to hold his office and he shall accordingly vacate his office if he becomes or is declared a bankrupt or an insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act *Provided always* and it is hereby further agreed and declared that if the said several Trustees hereby constituted or any of them or any Trustee or Trustees appointed as hereinafter provided shall die or desire to retire or refuse to act or become or be declared a bankrupt or an Insolvent or be declared a lunatic or become of unsound mind though not so found by inquisition or shall otherwise become unfit or incapable to act then and in every such case it shall be lawful for the surviving or continuing Trustees or Trustee (and for this purpose any refusing or retiring Trustee shall if willing to act in the execution of this power be considered to be a continuing Trustee) or for the acting executors or executor administrators or administrator of the last surviving or continuing Trustee to appoint a New Trustee or Trustees in the place of the Trustee or Trustees so dying or desiring to retire or refusing to act or becoming or being declared a bankrupt or an insolvent or being declared a lunatic or becoming of unsound mind though not so found by inquisition or otherwise becoming unfit or incapable to act as aforesaid and thereupon the said Trust premises or other the Trust estate for the time being shall be conveyed or transferred to such person or persons so succeeding to the Trusteeship so that they may be vested in him or them upon the trusts of these presents and the said person or persons so becoming such Trustee or Trustees as aforesaid shall as well before as after such conveyance and transfer as aforesaid shall have been executed have the same powers authorities and discretions in all respects as if he or they had been originally appointed a Trustee or Trustees by these presents *Provided always* and it is hereby further agreed and declared that in exercising the foregoing power of appointment of new Trustees the Donees or Donee of the power shall exercise it so that the Trustees for the time being of these presents shall always include a male representative of the family of the said Donor if sui juris and reasonably qualified and consenting to act as such Trustee as well as a representative of the said National Council of Education Bengal if consenting to act as such Trustee *Provided always* that there shall always be three Trustees of these presents and in case they should differ in opinion in any matter the opinion of the majority shall prevail and the said Donor doth hereby for himself his heirs executors administrators and assigns covenant with the said Trustees their heirs successors and assigns that notwithstanding any act deed or thing by the said Donor (or by any of his predecessors in title) done or executed or knowingly suffered to the contrary he the said Donor is lawfully rightfully and absolutely seised and possessed of or otherwise well and sufficiently entitled to the said Trust premises hereby assured or expressed so to be and every part thereof for a perfect and indefeasible estate

of inheritance without any manner of condition use trust or other thing whatsoever to alter defeat encumber and make void the same and that notwithstanding any such act deed or thing whatsoever as aforesaid the said donor hath good right to grant the said Trust premises hereby granted or expressed so to be unto and to the use of the said Trustees their heirs and assigns in manner aforesaid and the said Trustees their heirs successors and assigns shall and may at all times hereafter peaceably and quietly possess and enjoy the said Trust premises and receive the rents issues and profits thereof in manner aforesaid without any lawful eviction interruption claim or demand whatsoever from or by the said donor or any person or persons lawfully or equitably claiming from under or in trust for him and that free from all encumbrances whatsoever made or suffered by the said donor or any person or persons lawfully or equitably claiming as aforesaid and further that the said donor and all persons having lawfully or equitably claiming any estate or interest in the said Trust premises or any of them or any part thereof from under or in trust for him the said Donor shall and will from time to time and at all times hereafter at the request and cost of the said donor his heirs and assigns do and execute or cause to be done and executed all such acts deeds and things whatsoever for further and more perfectly assuring the said trust premises and every part thereof unto and to the use of the said Trustees their heirs successors and assigns in manner aforesaid as shall or may be reasonably required *In witness whereof the parties* hereto have hereunto set and subscribed their respective hands and seals the day and year first above written.

Signed Sealed and delivered at
Calcutta by SUBODH CHANDRA MALLIK
in the presence of
(Sd.) J. C. DUTT,
Solicitor, Calcutta.

(Sd.) SUBODH CHANDRA
MALLIK.

Signed Sealed and delivered by
NERODE CHANDRA MALLIK & HIRENDRA
NATH DATTA in my presence.
(Sd.) CHARU CHANDRA MITRA,
Attorney-at-Law.

(Sd.) NERODE CHANDRA
MALLIK.

(Sd.) BRAJENDRA KISHORE
ROY CHOWDHURY.

Signed Sealed and delivered by
BRAJENDRA KISHORE ROY CHOWDHURY
in the presence of
(Sd.) BHUBAN MOHAN BANERJEA,
Zemindar's Clerk, Deoghur.

(Sd.) HIRENDRA NATH DATTA.

(Sd.) SUBODH CHANDRA
MALLIK.

Schedule A referred to in the foregoing Indenture.

All that Zemindary called and known as Lot Naugi in pergunnah Balia District Alipore Sub-Registry Bistoopore being Towji No. 343 of the Collectorate of Twenty-four-Pergunnahs and containing the following Mouzas-namely Mouza Naugi Mouza Kismat Naugi Mouza Chandal Mouza Bangla Mouza Uludanga Mouza Mirpur Mouza Dehi Piyoni Mouza Nijpujoli and Mouza Bazarpur in respect of which Mahal the sum of Rs 5,761-4-8 is payable as annual Government revenue to the Collector of Twenty-four-Pergunnahs and Rs. 1,732-13-0 is payable as annual Cess and which Mahal is let out in permanent Putni Tenure to Hari Mohan Ghose and Harihar Ghosh Sons of Radhica Prosad Ghosh deceased of No. 13-2 Sankaripara Lane in Bhowanipur in the Suburbs of Calcutta at the fixed annual rent of Rs. 13,011-4-6 plus Rs. 1506-3-0 as Annual Cess.

Witness to the Signature of
SUBODH CHANDRA MALLIK.

(Sd.) J. C. DUTT. (Sd.) SUBODH CHANDRA MALLIK.

Witness to the Signature of (Sd.) NERODE CHANDRA MALLIK.
BRAJENDRA KISHORE ROY CHOWDHURY.

(Sd.) BHUBAN MOHAN BANERJEA. (Sd.) BRAJENDRA KISHORE
ROY CHOWDHURY.

Witness to the Signature of (Sd.) HIRENDRA NATH DATTA.
NERODE CHANDRA MALLIK and
HIRENDRA NATH DATTA. (Sd.) SUBODH CHANDRA MALLIK.

(Sd.) CHARU CHANDRA MITRA.

PRESENTED for Registration between the hours of 2 and 3 P.M. on the 31st August 1906 at the Calcutta Registry Office by Subodh Chandra Mallik son of Prabodh Chandra Mallik of No. 12 Wellington Square Calcutta Kayastha Landholder one of the Executants.

(Sd.) SUBODH CHANDRA MALLIK.

(Sd.) NALIN CHANDRA CHATTERJEE;
- Offg. Sub.-Regr.,
31-8-1906,

EXECUTION is admitted by the aforesaid Executant who is identified by Durga Charan Mitra Articled Clerk to Babu Hirendra Nath Datta Solicitor Calcutta.

(Sd.) SUBODH CHANDRA MALLIK.

(Sd.) DURGA CHARAN MITRA.

(Sd.) NALIN CHANDRA CHATTERJEE,

Offg. Sub.-Regr.,

31-8-1906.

(Sd.) RADHA NATH ROY,
Sub-Registrar,
13-12-1906.



REGISTERED

In Book I.

Vol. 49.

Page 259 to 293.

Being No. 1970 for 1906.

EXECUTION is admitted by Nerode Chandra Mallik son of Hem Chandra Mallik of No. 12 Wellington Square Calcutta Kayastha Landholder who is identified by Beni Madhub Dutt of No. 1 Ukoor Dutt's Lane Calcutta Kayastha Clerk to Babu H. N. Datta Solicitor Calcutta.

(Sd.) NERODE CHANDRA MALLIK.

(Sd.) BENI MADHUB DUTT.

(Sd.) NALIN CHANDRA CHATTERJEE,

Offg. Sub.-Registrar,

17-9-1906.

EXECUTION is admitted by Rasik Mohan Chatterjee son of Anand Mohan Chatterjee of No. 5 Simla Street Calcutta Brahmin serviceholder as attorney for the Executant Brojendra Kisore Roy Chowdhury under a general power of attorney No. 11 for 1896 authenticated by the Sub-Registrar of Issurgunge Mymensingh who is identified by Durga Charan Mitra of No. 5 Hastings Street Calcutta Articled Clerk to Babu H. N. Datta Solicitor Calcutta.

(Sd.) RASICK MOHAN CHATTOPADHYAY,

(Sd.) DURGA CHARAN MITRA.

(Sd.) NALIN CHANDRA CHATTERJEE,

Offg. Sub-Registrar.

31-8-1906.

Execution is admitted by Hirendra Nath Datta son of Dwarkanath Datta of No. 189 Cornwallis Street Calcutta Kayastha Attorney-at-Law who is personally known to me.

(Sd.) HIRENDRA NATH DATTA.

(Sd.) NALIN CHANDRA CHATTERJEE,
Offg. Sub-Registrar

17-9-1906.

APPENDIX E.

Examination Papers, 1906 and 1907.

The
National Council of Education, Bengal.

Fifth Standard Examination.

1906.

ORIENTAL LANGUAGE.

SANSKRIT.

Paper set by— { BABU GOLAP CHANDRA SHASTRI, M.A., B.L.
 „ KUNJALAL NAG, M.A.

Examiner—BABU KUNJALAL NAG, M.A.

The figures in the margin indicate full marks.

1. Translate accurately into Sanskrit :— 2
- (a) Favour me with thy friendship ; or I kill myself at thy door. 2
- (b) Never give shelter to one of unknown lineage and character ; trust 3
is not to be reposed, my friend, in a new comer.
- (c) Save me without delay from this danger. 1½
- (d) This is indeed the rule with bad men. 1½
- (e) Drench thou thy son with tears of joy as a line of clouds does a 2
mountain.
2. अपराधो न सेऽस्तीति नैतद् विश्वासकारणम् ।
विद्यते हि नृशंभ्यो भयं गुणवतामपि ॥

(a) What connection in thought is there between the first half of this 5
verse and the second ? Explain the connection with the aid of an example.
(Answer in English or Sanskrit.)

(b) Account for the विभक्ति's in नृशंसिभ्यः and गुणवताम्. Give the first case plural of the latter in all genders and the corresponding लङ् and षट् forms of अस्ति. In 'इतद् विश्वासकारणम्' replace कारण by हेतु.

3. Translate *literally* into English :—

- (a) “ततो यद्यहं बध्यस्तदा हन्तव्यः”; (b) “कृष्टलभ्याहारमिदं स्थानम्”;
(c) “स ते पुत्रो गौरवान्नातिवर्त्तते” ।

4.

प्राक् पादयोः पतति खादति पृष्ठमांसं
कर्णं कलं किमपि रौति शनैर्विचित्रम् ।
क्लिद्रं निरूप्य सहसा प्रविशत्यशङ्कः
सर्वं खलस्य चरितं मशकः करोति ॥

(a) Show how the various traits predicated of the knave and the mosquito apply to either. (Answer in English or Sanskrit.)

(b) What is an अर्थ? Do you notice any in the verse? Pluralise 'मशकः करोति'.

5. Explain *clearly* in Sanskrit :—

- (i) कथं नु सुतनु सन्वी सुकुमारी सुखोचिता ।
श्रीत मुष्णिञ्च वर्षञ्च वैदेही संसहिष्यते ॥
(ii) अतिक्रमं मे नृपते त्वमिमं तन्तु मर्हसि ।
अवाच्यं हि मयोक्तोऽसि पुत्रशोकविमूढया ॥

(a) Expound and classify any two compounds in the first half of 2,2,1 verse (i); give the locative singular of 'सुतनु सन्वी सुखोचिता'; and explain all the विभक्ति's in the extracts.

For Composition and Style.

PERSIAN.

Paper set by—SYED ZAHIRUDDIN AHMAD, Esq., B.A., BAR.-AT-LAW.

Examiner—MOULAVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.

The figures in the margin indicate full marks.

1. (a) Give the Singular or Plural, as the case may be, of 2½

صورت — صفت — دفتر — درم — نعمت — ذخیره — مقصد
منکارم — ارسال — اقارب

(b) How are the مصدر and ماضی formed in Persian? Illustrate with examples. 2

2. Translate into English :—

7

چند فقرہ * از بیاض اعلیٰ حضرت خوش آمد، باقتضای شفقت قلبی
 بے اختیار بان فرزند دلہند نوشتیم کہ تنہا متلذذ نہباشیم - چندین چیز بہترین
 اعمال ست - رو ندادن بمردم بد - نرنجیدن بعدم حصول مقصد - نرنجانیدن
 مردم خوب مزاج - نخواستن با کمال احتیاج - صحبت داشتن با اہل
 معاد - جستجو کردن قبائل با استعداد - بار ندادن پیش خود بمردم جہال -
 دادن باریاب استحقاق بقدر توفیق پیش از سوال - مکرم داشتن اہل فضل -
 مصروف نمودن مزاج بعدل - میل نکردن باتوال غیر غناید - بے خبر نبودن
 از احوال متوکلان بے مکاید - غنیمت دانستن وجود یگانگان کہ بیگانہ از خلق
 باشند - پیش داشتن جمعی کہ مصالح امور دنیا و عقبی بودند *

3. Define ضمیر How many kinds of it are there? Give examples. 2

4. (a) Explain in Persian :— 5

ای ژ کرم چارہ گر کارہا * مہم راحت نہ آزارہا
 روشنی دیدہ بینندگان * پردگی پردہ نشینندگان
 عقدہ کشایندہ ہر مشکلی * قبلہ نمایندہ ہر مقبلہ
 توشہ نہ گوشہ نشینان پاک * خوشہ دہ دانہ فشانان خاک
 بازوی تائید ہنر پیشگان * قبلہ توحید یک اندیشگان
 شانہ زن زلف عروس بہار * مرسلہ بند گلوی شاخسار
 از نم لطف کہ ہوا ریختہ * عقد دراز گوش گل اویختہ
 درد دل محترم ز جہالت چراغ * سینہ محروم ز تو داغ داغ *

نخست انچه فرض ست بر شہریار * همان شد کہ ایزد بود توسگار (b)
 بہر شادمانی و تیمارہا * بیزدان حوالہ کند کارہا
 چو تیری زند جان بد کیش را * نہ بیند توانائی خویش را
 و گر خورد زخمی برد نیز ظن * ز نازک رسان نے ز نازک فکن
 دران حضرت از راہ دانندگی * کند چون دگر بندگان بندگی

5. How many kinds of عطف are there in Persian? 2½

(a) What are معطوف علیہ and معطوف. Give examples.

(b) Define اسم الہ and اسم ظرف

How are they formed in Persian? 2

(c) Give the Singular or Plural, as the case may be, of 1

نور — بارقہ — لطف — فرق

6. Translate into Persian :—

12

“The Governor-General, after discussing and condemning an alternative suggestion to increase in the existing council the number of members drawn from the two subordinate Presidencies, proposed that the council should be broken up into three district councils at Calcutta, Madras and Bombay.”

He proposed not merely that the Governors of Madras and Bombay should each have a Legislative Council, but that Bengal and the North-Western Provinces and the Punjab should each have its separate Legislature.

7. Write a short letter in Persian to your father about the aims and aspirations of your life. 8

BENGALI.

SECOND PAPER.

Full Marks—50.

Paper set by—BABU RABINDRA NATH TAGORE.

Examiners— { BABU KSHIRODPRASAD VIDYABINODE, M.A.
 ,, PURNA CHANDRA DE, B.A.
 ,, KSHETRAMOHAN SEN GUPTA.

N.B.—*Candidates are required to answer any THREE out of the four questions of this paper.*

১। প্রবন্ধ-রচনা।

(ক) ছিন্ন মোরা শুলোচনে গোদাবরীতীরে,
কপোত কপোতী যথা উচ্চবৃক্ষচূড়ে
বাঁধি নীড় থাকে শ্রুখে ; ছিন্ন ঘোর বনে,
নাম পঞ্চবটী, মর্ন্তে স্মরবনসম।

গোদাবরীতীরে স্থিত রাম ও সীতার কুটীর এমন বিস্তারিত ভাবে বর্ণনা কর, যেন তাহা সচক্ষে দেখিতেছ; অর্থাৎ কুটীরের সম্মুখবর্তী নদীর তটভাগ কিরূপ, তাহার সমীপবর্তী বনে কি কি গাছ কিরূপে অবস্থিত, কুটীরের মধ্যে কোথায় কি আছে তাহা প্রত্যক্ষবৎ লিখ।

অথবা—

(খ) পুরাণে বা ইতিহাসে যাঁহার চরিতে তোমার চিত্তকে বিশেষভাবে আকর্ষণ করিয়াছে, তাঁহার সম্বন্ধে আলোচনা কর।

অথবা—

(গ) যে কোনো বাংলাপরিচিত প্রিয় আত্মীয় বন্ধুর বা পুরাতন ভৃত্যের বা পোষা প্রাণীর কথা ও জীবনসম্বন্ধে হৃদয়ের ভাব ব্যক্ত করিয়া লিখ।

২। পত্র-রচনা।

নিম্নলিখিত যে কোনো বিষয় অবলম্বন করিয়া অভিভাবক বা বন্ধু বা যঁহাকে ইচ্ছা পত্র লিখ।

- (ক) 'মেস্' অর্থাৎ ছাত্রাবাসে কিরূপ ব্যবস্থা আছে এবং সেখানে কিরূপে দিন যাপন করা হয়।
- (খ) বর্তমান বৎসরে জলবায়ু ও শস্যাদি-ঘটিত পল্লীবাসীদের অবস্থা।
- (গ) যে পাড়ায় বাস কর তাহার বর্ণনা।

৩। অনুবাদ।

নিম্নে উদ্ধৃত দুইটি রচনার মধ্যে যেটির ইচ্ছা বাংলা কর।

(ক) The day is full of the singing of birds, the night is full of stars—Nature has become all kindness, and it is a kindness clothed upon with splendour.

For nearly two hours have I been lost in the contemplation of this magnificent spectacle. I felt myself in the temple of the Infinite, God's guest in this vast nature. The stars, wandering in the pale ether, drew me far away from earth. What peace beyond the power of words they shed on the adoring soul! I felt the earth floating like a boat in this blue ocean. Such deep and tranquil delight nourishes the whole man—it purifies and ennobles. I surrendered myself—I was all gratitude and docility.

(খ) There was once a king who had three sons. He was equally fond of all of them, and he could not decide to which to leave the kingdom after his death. When the time came for him to die, he called them to his bedside, and said, "My dear children, I have had something on my mind for a long time, which I will now disclose to you ; whichever of you is the laziest shall inherit my kingdom."

The eldest said, "Then father, the kingdom will be mine, for I am so lazy that when I lie down to sleep, if something drops into my eye I don't even take the trouble to shut it."

The second said, "Father, the kingdom belongs to me. I am so lazy that when I sit by the fire warming myself, I would sooner let my toes burn than draw my legs back."

The third said, "Father, the kingdom is mine. I am so lazy that if I were going to be hanged and had the rope round my neck, and some one were to give me a sharp knife to cut it with, I would sooner be hanged than raise my hand to the rope."

When his father heard that, he said, "You certainly carry your laziness furthest, and you shall be king."

৪। ব্যাখ্যা।

- (ক) বর্তমান সভ্যতা সম্বন্ধে কোনো জাপানী লেখকের নিম্নলিখিত মন্তব্যের সরল ব্যাখ্যা করঃ—

"জগতে যুদ্ধ কবে নিরস্ত হইবে? যুরোপে ব্যক্তিগত ধর্মবুদ্ধি জাগ্রত আছে বটে, কিন্তু সেখানে জাতিসাম্রাজ্যের ধর্মবুদ্ধি সে পরিমাণে সচেতন হয় নাই। লুদ্ধস্বভাব জাতিদিগের

ছায়পন্নতা থাকিতে পারে না এবং দুর্বলতর জাতিদের সহিত ব্যবহারকালে তাহার বীরধর্ম বিস্মৃত হয়। একথা চিন্তা করিতেও হৃদয়ে বেদনা লাগে যে আজিও বাহুবলই জগতে প্রধান সহায়। যুরোপে এ কি অদ্ভুত বৈপরীত্য দেখিতে পাই? একদিকে হাঁসপাতাল, অস্ত্রদিকে লোকহননের নবনব কৌশল; একদিকে খৃষ্টধর্ম-প্রচারক, অস্ত্রদিকে রাষ্ট্রবিস্তারের বিপুল আয়োজন। শান্তি-রক্ষার উপায় সাধনের জন্ত এ কি নিদারুণ অল্পসম্রা! এদিশাখণ্ডের প্রাচীন সভ্যসমাজে এরূপ বৈপরীত্য কোন দিন স্থান পায় নাই। জাপানের প্রথম অভ্যুদয়ের দিন এরূপ আদর্শ তাহার ছিল না এবং এই আদর্শের প্রতি অগ্রসর হওয়া তাহার বর্তমান রাজনীতির লক্ষ্য নহে। এদিশাকে দীর্ঘকাল যে মোহরজনী আচ্ছন্ন করিয়াছিল, জাপানের দিক্‌প্রান্তে তাহার আবরণ যখন কণ্ঠাঙ্কিত হইল, তখন দেখা গেল জগতের মানবসমাজ এখনো কুহেলিকায় আবিষ্ট। যুরোপ, আমাদিগকে যুদ্ধবিদ্যা শিক্ষা দিয়াছে, কবে সেই যুরোপ শান্তির কল্যাণ নিজে শিক্ষা করিবে?”

অথবা

- (খ) নিম্নোক্ত যে কোনো একটি কাব্যংশ গদ্যে প্রকাশ কর। বাক্যগুলিকে পূর্ণতর করিবার জন্ত আবশ্যিকমত পরিবর্তন বা নূতন কিছু যোজনা করিলে অবিহিত হইবে না।
- (১) (যজ্ঞশালায় গোপনে প্রবিষ্ট লক্ষণের দ্বারা আক্রান্ত নিরস্ত্র ইন্দ্রজিৎ বিভীষণকে দ্বাররোধ করিতে দেখিয়া কহিলেন)

“হায়, তাত, উচিত কি ভব
এ কাজ, নিকষা স্ত্রী তোমার জননী,
সহোদর রক্ষশ্রেষ্ঠ, শূলী শত্রুনিভ
কুন্তকর্ণ? ভ্রাতৃপুত্র রাঘববিজয়ী?
নিজগৃহপথ, তাত, দেখাও তঙ্করে?
চণ্ডালে বসিও আনি রাজার আলয়ে?
কিন্তু নাহি গঞ্জি তোমা, গুরুজন তুমি
পিতৃতুল্য। ছাড় দ্বার, যাব অস্ত্রাগারে,
পাঠাইব রামাঙ্কুরে শমন-ভবনে,
লঙ্কার কলঙ্ক আঙ্কি ভঞ্জিব আহবে।”

উত্তরিল। বিভীষণ,—“বুধা এ সাধনা,
ধীমান! রাঘবদাস আমি; কি প্রকারে
তাহার বিপক্ষ কাজ করিব, রক্ষিতে
অনুরোধ?”

উত্তরিল। কাতরে রাবণি;—
“হে পিতৃব্য, তব বাক্যে ইচ্ছি মরিবারে।
রাঘবের দান তুমি? কেমনে ও মুখে
আনিলে একথা, তাত, কহ তা দাসেরে।

কেবা সে অধম রাম? সচ্ছ সরোবরে
করে কেলি রাজহংস পঙ্কজ-কাননে;

যায় কি সে কভু, প্রভু, পঙ্কিল মলিলে,
শৈবালদলের ধাম ? মুগেল কেশরী,
তবে, হে বীরকেশরি, সস্তাবে শৃগালে
মিত্রভাবে ?”

(২). (কলিঙ্গদেশে অন্ধিবৃষ্টি)

ঈশ্যুনে উরিল মেঘ সঘনে চিকুর ।
উত্তর পবনে মেঘ করে ছর ছর ॥
নিমেবেকে ঝাঁপে মেঘ গগনমণ্ডল ।
চারি মেঘে বরিষে মুঘলধারে জল ॥
কলিঙ্গে থাকিয়া মেঘ করে ঘোর নাদ ।
প্রলয় ভাবিয়া প্রজা ভাবয়ে বিবাদ ॥
* * * * *
করিকর-সমান বরিষে জলধারা ।
জলে মহী একাকার, পথ হৈল হারা ॥
ঘন বাজধ্বনি চারি মেঘের গর্জ্জন ।
‘কারো কথা শুনিতে না পায় কোনো জন ॥
পরিচ্ছিন্ন নাহি সন্ধ্যা দিবস রজনী ।
সোঙরে সকল লোক জনক জননী ।
হুড় হুড় হুড় হুড় শুনি ঝন ঝন ।
না পায় দেখিতে কেহ রবির কিরণ ॥
গর্ভ ছাড়ি ভূজঙ্গম ভাসি বুলে জলে ।
নাহিক নির্জন স্থান কলিঙ্গ নগরে ॥
* * * * *
মাঝিয়াতে পড়ে শিলা বিদারিয়া চাল ।
ভাজ্যমাসেতে যেন পড়ে পাকা তাল ।
* * * * *
চারি দিকে ধায় ঢেউ পর্বত বিশাল ।
উড়ি পড়ে ঘর গোলা করে দোলমাল ।

HINDI.

SECOND PAPER.

Full marks—50.

Paper set by—PANDIT UMAPATI DATTA PANDEYA, B.A.

Examiner—PANDIT UMAPATI DATTA PANDEYA, B.A.

3.—Candidates are required to answer the fifth question and any three of the others.

अपने किसी मित्रको एक पत्र लिखो जिसमें उससे अनुरोध करो कि वह कलाकौशल ,
सीखनेकी विशेष चेष्टा करे ।

2. स्वर्गीय भारतेन्दु बाबू हरिश्चन्द्रको नीचे लिखे दोहेको आशयकी पुष्टिमें एक स्वतन्त्र लेख लिखो :—

“निजभाषा उन्नति अछै, सब उन्नतिको मूल ।
बिन निजभाषाज्ञानको, भिटत न हियको शूल ॥”

3. निम्नलिखित वाक्यों को शुद्ध करके लिखो :—

एकदिन सुभका भाइ आकर मेरेसे पूछी कि तुम क्या करखे मांगता है । मैं नें जवाब दिया हूँ कि मैं सुभका पुस्तक तुमको पुस्तक का साथ जो वेश है बदला करण मांगता है । तबतो भाइ रिस हो गया और कहने लगे हमका कबहीं ऐसा करनेका । कारण मैं तो पढ़ सकता तू क्या खेलनाको पुस्तक लोये । नहीं जी जो तुम सकता है तब मैं भी सकता है ।

4. व्याख्या करो—

- (क) जो रहस्य ओछे बड़े, तो अति ही इतराय ।
प्यादासे फर्जी भयो, टेढ़ो टेढ़ो जाय ॥
- (ख) काँची काया मन अथिर, थिर थिर काम करन्त ।
ज्यों ज्यों नर निधरक फिरे, त्यों त्यों काल हसन्त ॥
- (ग) अरुण नयन झुकुहीकुटिल, चितवत रूपन सकोप ।
मनहुँ मत्तगजगण निरखि, सिंहकिशोरहिँ चोप ॥
- (घ) कहै इहै श्रुतिसुश्रुतिषो, यहै सयाने लोग ।
तीन दबावत निसँक ही, राजा पातक रोग ॥
- (ङ) सुदुवादी खलभीतको, झुध न करै इतबार ।
अहिँ कराल केकी भखै, मधुर अलाप निहार ॥

5. Translate into correct Hindi :—

Hindi is by far the most important of all the vernacular dialects of India. It is the language of the most civilised portion of the Hindu race, from the eastern boundary of Behar to the foot of the Soliman Range, and from the Vindhya to the Terai. The Gurkhas have carried it to Kumaun and Nepal, and, as a *lingua franca*, it is intelligible everywhere from Peshawar to Assam and from Kashmir to Cape Comorin. Its history is traceable for a thousand years, and its literary treasures are richer and more extensive than of any other modern Indian dialect, the Telegu excepted. For a living language growing with progress of time, and diversely influenced in different places by various physical, political, and other causes, such a thing would be impossible. But there is sufficient similitude between the language of the *Prithvirāja-Rāyasā*, the most ancient Hindi work extant, and the Hindi of our day, and between the several dialects of Hindi, Hindustani, Brajghāshā, &c., into which the modern Hindi has been divided, to show that they are all essentially one—dialectic varieties of the same language—branches of the same stem, and not issues from different trunks.

URDU.

SECOND PAPER.

*Full Marks—50.**Paper set by—SYED ZAHIRUDDIN AHMAD, ESQ., B.A., BAR.-AT-LAW.**Examiner—MOULAVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.**The figures in the margin indicate full marks.*

1. Translate into Urdu :—

Jehangir, the fourth Moghul Emperor of India, was the son and successor of Akbar. He reigned from 1609 to 1627. The first important event of his reign was the rebellion of his eldest son Khusru, who was put down and imprisoned. He next subjugated Marwar. Malik Amber, the Abyssinian Minister of Ahmदनagar, gave him some trouble next; but he was subdued. Jehangir next married Nurjehan, a widowed Persian lady of extraordinary beauty. This woman exercised considerable influence over him, and it was to her restless intrigues that the rebellions of Shah Jahan and Mahabat Khan disturbed the last years of Jehangir's reign. 10

2. Explain in Urdu :—

گرہ کشایان رشتہ دلکش تقریر ناخن زبان قام سے یوں عقدہ کشاے (a)
 مسلسلہ تحریر ہیں کہ مرز بوم روم مدین ایک بادشاہ فلک فر عدل گستر تھا -
 اوسکا شیوہ داب رسی زمین سے گردون تک مشہور تھا - برق خس کو جلا
 نہ سکتی تھی - بدلی مہر و قمر کو چہپا نہ سکتی تھی - اسمان کو گردش
 کچ یاد نہ تھی - رعد کے لب پر بھی فریاد نہ تھی - ہزاروں ولایتیں اور
 جزیرے اسکے تابع فرمان اور زیر نگین تھے اور ہر ملک کے بادشاہ خراج گزار
 سربر زمین - لوگ بھی وہاں ہر اقلیم کے رہتے تھے اور اس شاہ ذی جاہ
 کو عادل شاہ کہتے تھے - زمانے میں جسقدر اسباب تغم چاہئے اوسے
 سب میسر تھے - اور اوسکے ایام زندگی نہایت عیش و عشرت سے گزرتے -
 دشمن بھی کوئی نہ تھا کہ مخالف کرتا - اسی سبب سے اوسکے ملک
 میں کوئی فتور نہ تھا - تمام شہر میں دن عید رات شب برات رہتی
 تھی - ہندی شادی و خوشدلی کی ہر کوچہ میں بہتی تھی *

آترا تھا غریب-انہ کنارے آکر * لب خشک ہوا سو نور چشم حیدر (b)
 تر حلق دم اب سے اسکا نہوا * اے آب فرات خاک تیرے سر پر

- (c) بیگانہ یہاں ہر اک یگانہ دیکھا * اپنے مطلب کا سب زمانہ دیکھا 5
جسکو دیکھا غرض غرض کا اپنے * دنیا کا عجیب کارخانہ دیکھا

3. (a) Write an essay in Urdu on the Benefits of Good Company. 10

(b) Write a letter in Urdu to your friend requesting him to spend a 10
few days with you after the examination.

ENGLISH.

FIRST PAPER.

Full marks—50.

Paper set by—
 { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
 N. N. GHOSE, Esq., F.R.S.L., BAR-AT-LAW.
 BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

Examiners—
 { BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.
 „ SARAT CHANDRA MUKERJEE, M.A., B.L.
 „ HARENDRA CHANDRA MUKERJEE, M.A.
 MOULAVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.

Directions to Candidates.

- (1) Candidates are required to attempt *all* the questions of Group A. (2) The *whole* of Group B should be attempted; but candidates are also permitted to substitute *any five* questions of Group C for *any one* question of Group B; also *any ten* questions of Group C for *any two* questions of Group B, and the *whole* of Group C for the *whole* of Group B.
 (3) Answers must be in English.

GROUP A.

1. "He held *it* out as a reward that if he attended well to his navigation, he should go in the cutter and decked longboat, which was attached to the Commanding Officer's ship at Chatham."

(a) Give the reference of *it* here.

(b) With what other expression is the clause, *if he attended to his navigation*, connected? Explain the nature of this connexion.

(c) Turn the expression, *if he attended to his navigation*, into another without a finite verb.

2. Divide the following words into syllables and put the accent on the proper syllables:—

Mountaineers; unreturning; inevitable; interesting; ascertain; considerable; alternative; incorporate; commissioned; distributed; congratulation; disinherited; unbeliever; pronounce; persuade; covetous.

GROUP B.

1. In answering (a) and (b) of this question, allude to Gray's views and quote illustrative lines.

(a) Does any one die without wishing to be remembered?—

(b) Does man's craving for affection and sympathy ever die?

2. (a) Who are the persons whom Gray especially seeks to commemorate in his *Elegy*?

(b) What good points in their lives and character are brought out in the poem? Give a full answer.

3. (a) Establish, as clearly as you can, *by special reference to the whole course of Portia's arguments*, that she pleaded neither for "law" or "justice" nor for the exercise of "mercy" exclusively, but for both.

(b) Was there anything wrong in the relations of the *Christian Antonio* with the *Jew Shylock*, that the Christian should in justice suffer for it?

GROUP C.

1. What sorts of lives are spoken of by the poet as "broken stairways" and why?

2. What are the "turrets" where "the eye sees the world as one vast plain"? Explain.

3. "Our to-days and yester-days are the blocks with which we build." Why so?

4. (a) "This fiery mass of living valour." Who are referred to?

(b) "That heavy sound breaks in once more." What heavy sound?

5. (a) "He rushed into the field and, foremost fighting, fell." Who rushed and why?

(b) "While thronged the citizens with terror dumb." At what time of the day did this happen?

6. Explain: "The unreturning brave"; "bloody bier"; "choking sighs"; "signal-sound"; "idle show"; "each thing in its place"; "massive deeds."

7. Explain: "the inevitable hour"; "mouldering heap"; "smiling land"; "to wade through slaughter to a throne"; "silent dust"; "longing, lingering look"; "chill penury."

8. Explain in simple prose:—

"The breezy call of incense-breathing morn

"No more shall rouse them from their lowly bed."

9. Explain in simple prose:—

"Oft have we seen him at the peep of dawn

"Brushing with hasty steps the dews away,

"To meet the sun upon the upland lawn."

10. "I felt impressed with a feeling that I should never rise in my profession." Who said this? How did he get over this feeling and with what results?

11. "There was but one alternative; either to wait the event of the weather upon the *ships*, or to betake themselves to the *boats*."

How were the ships and the boats and the crew saved?

12. "Nelson had a feeble body and an affectionate heart."

What else had he for which he was especially noted? Narrate one or two incidents in support of your answer.

13. Explain:—

"The Exchange"; "ancient grudge"; "unschooled"; "use your pleasure"; "equipment"; "learned Doctor"; "unquiet house"; "proclamation"; "naughty world"; "that event of the trial."

14. Explain:—

"That happy temper of mind which never fails to attend the consciousness of having performed a good action."

15. "I dare be bound again, my soul upon the forfeit, your lord will never more break his vow again."

Who said this and why?

ENGLISH.

SECOND PAPER.

Full marks—50 (= 30 + 20).

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
N. N. GHOSE, ESQ., F.R.S.L., BAR.-AT-LAW.
BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

Examiners— { BABU MOHINI MOHAN CHATTERJEE, M.A., B.L.
" JOGEN CHUNDER DUTT, M.A., B.L.
P. K. SEN, ESQ., M.A., BAR.-AT-LAW.
N. N. GUPTA, ESQ., M.A., BAR.-AT-LAW.

Directions to Candidates.

(1) Candidates are required to try any three questions of Group A and the whole of Group B. (2) Answers must be in English.

GROUP A.

Full Marks—30.

1. Give in your own words the substance of any two of the following:—

- (a) "Ill fares the land, to hastening ills a prey,
"Where wealth accumulates and men decay"

- (b) "These are Thy glorious works, Parent of good,
 "Almighty, Thine this universal frame,
 "Thus wondrous fair ; Thyself how wondrous then !"
 (c) "But the nearer the dawn, the darker the night ;
 "And by going wrong all things come right."
 (d) "Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider."

2. Give, in the form of a letter to your father, your ideas on what you hope to gain by entering a National College.

3. Relate, as to a friend, in the indirect form, the following imaginary conversation between yourself and the Principal of a College, beginning your account of it with the words—

THE PRINCIPAL ASKED ME.

Question :—What brings you here ? Is there any thing you want to say to me ?

Answer :—I have come to ask you, Sir, to be so good as to confer on me the appointment which, I am told, is vacant in your College.

Question :—You must tell me first what your qualifications are and whether you have had any experience of teaching work.

4. Fill up the blanks in :—

- (a) Portia bid Antonio not to grieve—that.
 (b) But for him, I—have now been dead.
 (c) No open water was—sight.
 (d) He set out over the ice—pursuit of a bear.
 (e) There was no other alternative for them—to betake—to the boats.
 (f) By noon they cleared the ice and were out—sea.
 (g) —my recommendation, he was appointed to the post.
 (h) He would not part—his wife's ring—all the world.
-

ENGLISH.

SECOND PAPER.

GROUP B.

*Translation from Bengali into English.**Full marks—20.*

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
N. N. GHOSE, ESQ., F.R.S.L., BAR.-AT-LAW.
BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

Examiners— { BABU MOHINI MOHAN CHATTERJEE, M.A., B.L.
,, JOGEN CHUNDER DUTT, M.A., B.L.
P. K. SEN, ESQ., M.A., BAR.-AT-LAW.
N. N. GUPTA, ESQ., M.A., BAR.-AT-LAW.

1. Translate into English :—

কাঙ্গালীভোজন—গত মঙ্গলবার অমাবস্যার দিন নূতনবাজারের দোকানদারগণের উদ্যোগে নূতনবাজারে কালীপূজা হইয়া গিয়াছে। এই উপলক্ষে মঙ্গলবার রাত্রিতে ব্রাহ্মণভোজন এবং বৃহস্পতিবার অপরাহ্নকাল হইতে অনেক রাত্রি পর্য্যন্ত প্রায় চৌদ্দ শত কাঙ্গালীকে পরিভোষ করিয়া ভোজন করান হইয়াছে। এই দুদিনে দোকানদারগণ যে এইরূপ সংকার্য্যে অর্থের সদ্ব্যবহার করিয়াছেন, তজ্জন্ত তাঁহারা যথার্থই সাধারণের ধন্তবাদের পাত্র হইয়াছেন, সন্দেহ নাই।

2. Translate into English :—

গাড়োয়ানের দণ্ড—একজন গরুর গাড়ীর গাড়োয়ান অসাবধানতার সহিত দ্রুতবেগে গাড়ী হাঁকাইয়া একটা বোবা, অন্ধ, ও বৃদ্ধ স্ত্রীলোককে সাংঘাতিকরূপে আহত করার অভিযোগে আলিপুরের পুলিশ মেজিষ্ট্রেটের এজলাসে অভিযুক্ত হয়। বিচারে দোষ সপ্রমাণ হওয়ায়, আসামীর প্রতি একমাস কঠিন পরিশ্রমের সহিত কারাবাস ও ২০ টাকা অর্থদণ্ডের আদেশ হইয়াছে। জরিমানার টাকা ক্ষতিপূরণরূপ স্ত্রীলোকটিকে দিবার হুকুম হইয়াছে।

3. Translate into English :—

উপদেশ দুই প্রকার, সাংসারিক বা স্থূল এবং তাত্ত্বিক বা সূক্ষ্ম। দানের সূক্ষ্ম উপদেশ ভাগশিক্ষা; কিন্তু স্থূল উপদেশ অত্থের অভাব পূরণ করা, অর্থাৎ উপকার করা। দান দাতার উপকারের জন্ত, যাচকের উপকারের জন্ত নহে। দাতার উপকার ভিক্ষকের উপকার অপেক্ষা সহস্র গুণ অধিক। সঞ্চয় করিবার জন্ত যত অধিক ব্যগ্র হইব, তত আমাদের কষ্ট বেশী হইবে। ভ্যাগ করিতে যত অধিক শিথিল, তত আমাদের আনন্দ বেশী হইবে। যে ভ্যাগস্বীকার শিক্ষা করিয়াছে এবং তাহা করিয়া থাকে, তাহাকে জিজ্ঞাসা করিলে সে, বোধ হয়, বলিতে পারে স্বর্ণ কি।

ENGLISH.

. SECOND PAPER.

GROUP B.

*Translation from Hindi into English.**Full marks—20.**Paper set by—PANDIT UMAPATI DATTA PANDEYA, B.A.**Examiner—PANDIT UMAPATI DATTA PANDEYA, B.A.*

1. Translate into English :—

(a) “घुट्सूभ्यान” के १८ एपिलके तारमें एक और कम उमर हिन्दूविधवाके सती होनेकी खबर कपी है। घटना कानपुरकी है। विधवाने अपने कपड़ों में मट्टीका तेल छिड़क कर आग लगा ली। वह वहाँके एलायन्स बङ्कके मकानमें जल रही थी वहाँके अजेंट साहबने उसे देखा। उस समय उसका दम निकल रहा था। पुलिसके आगे आते वह मर गई। उसके पिताने उसकी लाश पहचानी और कहा कि इसने कई बार पहले सती होनेको धमकाया था इससे हमें भरोसा नहीं था कि वह इस बार सती हो जायगी।

(b) अति प्राचीनकालसे, भारतवर्षका राज्य सूर्यवंशी और चन्द्रवंशी राजाओं के अधिकारमें था। चन्द्रवंशमें भरतनामक एक राजा बड़ा प्रतापी हुआ। उसीके नामसे उस वंशके लोग भारत कहलाते थे। महाभारतमें उस वंशके अनेक महान् क्षत्रियों के चरित्रों के वर्णन होनेके कारण इस ग्रन्थका यह नाम हुआ। इस वंशमें एक राजा कुरुनामक बड़ा बली और तेजस्वी हुआ। उसने बड़ा तप किया। उसीके नामपर उस स्थानका नाम, जहाँपर कि उसने तप किया था, कुरुक्षेत्र पड़ा और उसके वंशके लोग कौरव कहलाये।

(c) युवा पुरुषों को चाहिये कि संसारक्षेत्रमें प्रवेश करनेके पहले वह अपने चित्तमें सोचें कि हमारे जीवनका लक्ष्य क्या है, हम क्या हुआ चाहते हैं और उसके लिये हमारे पास क्या-क्या-सामग्रियाँ इकट्ठी हैं, तथा जिस संसारमें जीवनयुद्धके लिये आगे बढ़ते हैं उसके लिये हम कहाँतक सुसज्जित हैं। सैनिकों को यह रीति है कि युद्धमें जानेके पहले वह युद्ध करनेके नियमों को भली भाँतिसे सीख लेते हैं; और जो युद्ध करते जाते हैं त्यों त्यों उनके साहस तेज और निपुणताकी वृद्धि होती जाती है। अन्तमें युद्धविद्यामें ऐसे निपुण हो जाते हैं कि फिर उन्हें शत्रुओं से हारनेकी विशेष सम्भावना नहीं रहती। संसार-क्षेत्रमें जीवनयुद्धके लिये जो विद्यार्थिरूपी सैन्यदलको पाठशाला, विद्यालय, और विश्वविद्यालयों में शिक्षाएँ दी जाती हैं उनकी अवस्था भी ठीक इसीप्रकार की है। इसलिये संसारमें प्रवेश करने के पहले सभी को अपने बल साहस और साहित्यकी परीक्षा कर लेनी चाहिये।

ENGLISH.

SECOND PAPER.

GROUP B.

*Translation from Urdu into English.**Full marks—20.**Paper set by—SYED ZAHIRUDDIN AHMAD, ESQ., B.A., BAR.-AT-LAW.**Examiner—MOULAVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.*

1. Translate into English:—

(a) اے دوستو! اگر ہم اپنے اطوار اور اپنے کردار اگلوں سے ملائیں اور انصاف سے دیکھیں تو معلوم ہوگا کہ انکے اخلاق - انکی تہذیب انکا طرز معاشرت اور انکا طریق تمدن جدا تھا اور کسی دوسرے اصول پر تھا اور ہمارا جدا ہے اور کسی دوسرے اصول پر ہے - بلکہ ہمارا تو کوئی اصول ہی نہیں - انکا انداز بالکل ہم سے الگ گویا انکا اسلام بالکل ہم سے جدا - کیونکہ وہ توحید کے والہ و شیدا تھے اور ہم اپنے اوہام کے والہ و شیدا ہیں - کیا تم نے انہیں دیکھا جنہوں نے اپنی خواہشوں کو معبود بنا لیا - انہیں اسلامی اعراض اور قومی مقاصد ملکوں ملکوں لئے پھرتے تھے اور خود رائی - خود عرضی اور خود پرستی اپنے گھر کی چوحدیوں میں ٹھوکر بن کھاتی پھرتی ہے - انہیں اتفاق تھا - ہم میں نفاق ہے - انکی آزادی حق کہنے اور حق پر چلنے کی تھی اور ہماری آزادی بد چلنی اور زبان کی بیباکی میں ہے - انکی زندگی کا مقصد کچھ اور ہمارا کچھ اور ہے - انہیں جوشن قوت خدا پرستی تھی اور ہم میں امراض ہوا پرستی ہے *

سنہ ۱۸۷۷ ع میں جب روم اور روس کی جنگ برپا تھی تو بلقان (b) کی ریاستوں کی طرح یونان کو بھی ملکی فتوحات کی طمع دامگیر ہوئی اُس نے کرپٹ اور تہسلی میں درپردہ بغاوت کرا دی اور پھر خون ہی دفع فساد کے حیلہ سے دس ہزار فوج تہسلی میں اتار دی اور اعلان کر دیا کہ سر دست یونان کی فوج کشی کا صرف اسقدر مطالب ہے کہ عیسائیوں کو باشی بزرگ ترکوں کے ظلم و ستم سے بچائے - در حقیقت ترکی اس وقت کچھ ایسا کمزور تھا کہ ہر شخص اُس سے فائدہ اٹھانا چاہتا تھا - مگر یونان کی امید کے خلاف دولت عثمانیہ نے فروری سنہ ۱۸۷۸ ع میں بہت سی پلٹنیں کرپٹ اور تہسلی میں بھیج دیں جس سے یونان گھبرا گیا اور اُس نے فوراً اپنی فوجیں ہر جگہ سے واپس لیں *

MATHEMATICS.

FIRST PAPER.

Paper set by— { A. CHAUDHURI, Esq., M.A., BAR.-AT-LAW.
BABU GAURI SANKAR DE, M.A., B.L.

Examiners— { BABU GAURI SANKAR DE, M.A., B.L.
,, KSHETRA MOHAN BANERJEE, M.A.

The figures in the margin indicate full marks.

1. Define L.C.M. of two or more numbers. 1
2. Explain the meaning of $\frac{2}{3}$ of $\frac{5}{8}$. 1

$$\text{Simplify } \left\{ \frac{2\frac{1}{2} - \frac{2}{3} \text{ of } \frac{1\frac{2}{3}}{\frac{1}{6} \text{ of } \frac{3}{5} + \frac{1}{3}\frac{2}{3}} \right\} \text{ of } \frac{10s. 6d.}{15s. 9d.} \div \frac{15\frac{3}{4}}{26\frac{1}{4}} \text{ of } \frac{2}{3}. \quad 3$$

3. Standard gold being coined at the rate of £3. 17s. 10½d. per oz., what is the least number of ozs. that can be coined into an exact number of sovereigns? 3

4. Find the value (correct to four places of decimals) of

$$\frac{1}{2} + \frac{1}{3 \times 2^3} + \frac{1}{5 \times 2^5} + \frac{1}{7 \times 2^7} + \frac{1}{9 \times 2^9} + \dots \quad 5$$

5. Define *aliquot part* of a number. Is 14 yds. 2 ft. an aliquot part of a mile? Find, by practice or otherwise, the value of 15 mds. 19 sr. 12 ch. at 10 Rs. 14 as. 8 p. per maund. 5

6. If 5 men or 7 women can do a piece of work in 37 days, in what time will 7 men and 5 women do a piece twice as great? 3

7. Divide 4

$$\frac{a(a+b)(a+c) + b(b+a)(b+c) + c(c+a)(c+b) + 3(b+c)(c+a)(a+b)}{\text{by } (a+b)(a+c) + (b+a)(b+c) + (c+a)(c+b)}.$$

8. Resolve into elementary factors 4

$$x^3 - 16y^3 \text{ and } x^2(y+z) + y^2(z+x) + z^2(x+y) + 3xyz.$$

9. (a) Prove that $a^m \times a^n = a^{m+n}$, m and n being positive integers. 3

- (b) If $a+b+c=0$, prove that 3

$$\frac{a^2}{(a+b)(a+c)} + \frac{b^2}{(b+a)(b+c)} + \frac{c^2}{(c+a)(c+b)} = 3.$$

10. Solve the equations :—

$$(1) \quad \frac{3x-20}{x-7} - \frac{3x-17}{x-6} = \frac{4x-15}{x-4} - \frac{4x-11}{x-3}. \quad 5$$

$$(2) \quad 3x+4y-11=5y-6z+8=7z-8x-13=0. \quad 5$$

11. Two post runners start at the same time from two towns and each proceeds at a uniform rate towards the other. They meet at a point three miles nearer one town than the other, and they expect to finish the journey in 2 hrs. 30 min. and 3 hrs. 36 min. respectively. Find the distance between the two towns and the rates of the runners. 5

MATHEMATICS.

SECOND PAPER.

Paper set by— $\left\{ \begin{array}{l} \text{A. CHAUDHURI, ESQ., M.A., BAR.-AT-LAW.} \\ \text{BABU GAURI SANKAR DE, M.A., B.L.} \end{array} \right.$

Examiners— $\left\{ \begin{array}{l} \text{BABU UMESH CHANDRA GHOSE, M.A., B.L.} \\ \text{,, ANATH NATH PALIT, M.A.} \end{array} \right.$

The figures in the margin indicate full marks.

1. Extract the square root of 1200·6225 and of $\frac{22}{7}$ correct to four places of decimals. 4

2. The cost price of a certain article was 25 shillings, the expenses connected with its sale 10 per cent. on the cost price, and the profit 20 per cent. on the whole outlay; what is the selling price? 4

3. A bill for £15,000 at 3 months was discounted at $4\frac{1}{2}$ per cent. per annum and the proceeds invested in $2\frac{1}{2}$ per cent. Consols at $90\frac{1}{8}$, brokerage being $\frac{1}{8}$ per cent. and an income tax 10*d.* in the £; find the net quarterly income. 4

4. The opposite sides and angles of a parallelogram are equal, and each diagonal bisects the parallelogram. 5

Show that the four internal bisectors of the angles of any parallelogram are the sides of a rectangle whose diagonals are parallel to the sides of the original parallelogram and equal to the difference between them. 4

5. Describe a square equal to a given rectilinear figure. 6

Divide a straight line into two parts such that the rectangle contained by them shall be equal to the square on a given line. 3

6. The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles. 6

If from any point on the circumference of a circle, perpendiculars be drawn to the sides of an inscribed triangle, the three feet of the perpendiculars lie on a straight line. 4

7. Construct an isosceles triangle having each of the angles at the base double of the vertical angle. 6

8. From a fixed point O a straight line OP is drawn to a fixed straight line, and a point Q is taken in OP or OP produced such that OP, OQ is equal to the square on a given straight line. Prove that the locus of Q is a circle passing through O , and find its centre and diameter. 4

HISTORY.

Full marks—50.

Paper set by— { BABU CHANDRA NATH BOSE, M.A., B.L.
AUROBINDO GHOSE, Esq., B.A. (CANTAB).

Examiners— { BABU AMBIKA CHARAN UKIL, M.A.
" KRISHNA PRASAD SARVADHICARY, M.A., B.L.
" DINESH CHANDRA SEN, B.A.
PANDIT UMAPATI DUTT PANDEYA, B.A.

NOTE.—Candidates are required to attempt *one* (and not more than one) question of Group A; *two* (and not more than two) questions of Group B; and *four* (and not more than four) questions of Group C.

GROUP A.

1. Explain fully the policy of Akbar. Give some account of the principal Hindu and Mahomedan statesmen who assisted him in its execution.
2. Describe the character, aims, and methods of Sivaji, illustrating your answer by notable events in his life.
3. Give an account of the origin and rise of the Sikhs, explaining the sources of their strength and the defects of the *Khalsa* as a political system.
4. Describe the policy of Lord Wellesley and point out its effects on the country. Narrate briefly how it was worked out.
5. Describe the constitution of the first English Parliament. In what respects did it differ from (a) the Saxon Witenagemot, (b) the Grand Council of the Norman Kings, (c) the modern Parliament?
6. Give some account of the Industrial Revolution in the Eighteenth Century and its effects upon England.

GROUP B.

7. State the branches of learning which were cultivated by the ancient Hindus, indicating the progress made in each.
8. "The chief excellence of Buddhism lies in its lofty morality." Consider this statement and state the principal features of Buddhist morality.

9. When and in what form did England's connexion with India begin, and what is the nature of that connexion now?
10. State the causes which led up to the rebellion of Wat Tyler.
11. Trace the steps by which Oliver Cromwell rose to power.
12. Write a short account of either the naval career of Nelson or the military career of Wellington.

GROUP C.

13. Give the stories of the Rámáyana and the Mahábhárata and explain how those stories have influenced the domestic morality of the Hindus.
14. Give an account of the struggle between Aurangzeb and the Marathas.
15. Name the chief Maratha principalities and describe the manner in which they were founded.
16. Give briefly the career of Ranjit Singh.
17. Narrate the origin and course of the Second Sikh War and the terms on which it was concluded.
18. Narrate briefly the career of John Wycliff.
19. State fully the causes of quarrel between Charles I. and his Parliament. When and how were they finally decided?

GEOGRAPHY.

Full Marks—50.

Paper set by— { BABU CHANDRA NATH BOSE, M.A., B.L.
 ,, SATISCHANDRA MUKERJI, M.A., B.L.

Examiners— { E. P. GHOSH, ESQ., BAR-AT-LAW.
 BABU BRAJASUNDAE ROY, M.A., B.L.
 ,, JYOTIPRASAD SARVADHIKARY, M.A., B.L.
 ,, RABINDRA NARAYAN GHOSH, M.A.

NOTE.—Candidates are requested to attempt *one* (and not more than one) question of Group A; *three* (and not more than three) questions of Group B; and *four* (and not more than four) questions of Group C.

GROUP A.

1. Name as many of the different vernaculars of India as you know of, with the names of the peoples that speak them.
2. Write all you know of the Grand Trunk Road, and name some of the great canals of India and the tracts of land they irrigate.
3. Write as fully as you can about any one of the great aboriginal races of India.

4. Describe as fully as you can one of the great Indian railways.
5. Write what you know of any one of the subordinate governments or administrations in British India.
6. Write as fully as you can on one only of the Indian Feudatory States.

GROUP B.

7. Give the natural divisions of India.
8. Name the governments or administrations into which British India is divided.
9. Name the principal Feudatory States of India.
10. In what parts of India are the following chiefly grown—rice, wheat, opium; cotton, jute, tea, and coffee?
11. Name the people of India who belong to the Aryan race and those who belong to the Dravidian race.
12. In what direction do the rivers in the Deccan flow and why?

GROUP C.

13. Where are the following and what do you know of them—Tokyo, Port Arthur, Vladivostok, Newchang, Yalu, Harbin?
14. What do you know of the following and where are they situated—Johannesburgh, Durban, St. Helena, Pretoria, Ladysmith, Cairo, Zanzibar, Khartoum?
15. What do you know of the following and where are they situated—Manchester, Liverpool, Birmingham, Glasgow, Belfast, Brighton, Soûdan, Sebastopol?
16. What are the following and where are they situated—Nova Scotia, Andes, Amazon, Trinidad, Florida, Panama, San Francisco, Ottawa?
17. Where are the following and what do you know of them—Shillong, Ootacamund, Nainital, Mussourie, Khyber, Poona, Amritsar, Seringapatam, Mandalay, Bangalore?
18. Name the British possessions in Europe, Asia, and America.
19. Name ten of the seaports of Great Britain and Ireland and the counties to which they belong.



Seventh Standard Examination.

1906.

ORIENTAL LANGUAGE.

SANSKRIT.

FIRST PAPER.

Paper set by— { BABU GOLAP CHANDRA SHASTRI, M.A., B.L.
,, KUNJALAL NAG, M.A.

Examiner—BABU JANAKI NATH BHATTACHARYA, M.A., P.R.S.

N.B.—The figures in the margin indicate full marks.

1. Translate, *closely yet idiomatically*, into Sanskrit :— 10

(a) Young creepers deluged him with white flowers as he went along in the forest.

(b) Was not the king, passing through the city, deluged by citizens' daughters with showers of fried grain ?

(c) Was the force of the wind, of power to uproot trees, ever seen to operate upon a mountain ?

(d) If such be thy resolve, get ready, at once, to conquer or to die.

(e) Thus decked all over, she stood laughing at the beauty of mountain-nymphs.

2. (i) क सूर्यप्रभवो वंशः क चाल्पविषया मतिः ।

तितीर्षु दुस्तरं मोहा दुदुपेनास्ति सागरम् ॥

(ii) अथवा कृतवाग्द्वारे वंशेऽस्मिन् पूर्वसूरिभिः ।

मणौ वज्रसमुत्कीर्णं सूत्रस्येवास्ति मे गतिः ॥

(a) Express the full meaning of the first verse in Bengali, Hindi, or English and translate the second, *word for word*, into English. 6

(b) In what relation (of agreement or conflict) do the verses stand to each other, and what light do they throw on the poet's character ? (Answer in English or Sanskrit.) 3

(c) Derive प्रभव, दुस्तर, and समुत्कीर्ण, giving the exact meaning of the suffix in each case. 3

(d) Dualise 'तितौर्षुः सज्जि'. Say why सागरम् is or is not replaceable by 3
सागरस्य. Point out the cases connected with छत.

3. Translate into English "क्रिया हि वक्षुपदिता प्रसीदति" and enlarge, in 1,2,
Sanskrit, on "सम्बन्धमाभाषणपूर्वमाहुः". Parse आहुः and give its corresponding 1
form in the second person.

4. "निशातुघारैर्नयनाम्बुकाक्षैः पन्नान्तपथ्यागलदच्छविन्दुः ।
उपासरोदेव नदत्पतङ्गः कुमुद्वती तौरतरदिनादौ ॥"

(a) In what connection does the verse occur? What plain natural 2, 6
phenomena does it depict, and with what poetic colouring? (Answer in
Sanskrit.)

(b) What तद्धित formations are there in the verse? Give the forms of 2
उपासरोद् in the other preterites.

5. "प्रयास्यतः पुण्यवनाय जिष्णो रामस्य रोचिष्णुमुखस्य दृष्ट्याः । -
त्रैमातुरः कृतज्ञजितास्त्रशस्त्रः सभ्रष्टतः श्रेयसि लक्ष्मणोऽभूत् ॥"

Parse पुण्यवनाय with a comment. How are त्रैमातुर and सभ्रष्ट formed? 1,1
Give the feminine of सभ्रष्ट and the 4th case singular of neuter दृष्ट्यु and the 1½,
7th case singular of feminine रोचिष्णु. Explain in Sanskrit the significance of 2½
कृतज्ञजितास्त्रशस्त्र and analyse and classify the compounds in it.

For composition and style and for general proficiency ... 5

PERSIAN.

FIRST PAPER.

Paper set by—SYED ZAHIRUDDIN AHMAD, Esq., B.A., BAR.-AT-LAW.

Examiner—MOULAVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.

N.B.—The figures in the margin indicate full marks.

Of questions 1 and 4 candidates are required to answer either, not both.

1. Translate into English :—

10 شاهزاده گفت اورده اند كه در شهر اندلس دهقائے بود با دست و دله
كشاده و اسباب زراعتش دست درهم داده - وقتے از اوقات دخلش بر خرچ
بيقرود و سه صد دينار زر جمع كرد - و بدان مایه زر نيك دل شاد بودی -
بهیچ وجه قدرنی ازان در وجه نفقات خود صرف نه نمودی - هر روز صرّه زر
پیش آوردی و شمار کردی - و بدان زعفران طرب افزا لب عیش را
خندان ساختی *

بیت

ازان میوه زعفران ریز شد * که چون زعفران شادی انگیز شد
 روزی بر طریق معهود زرا شمرده در صوره کرده بود و میخواست که جائی
 بنهد - دوستی عزیز بر در خانه آمد - و آواز داد - دهقان از بیم آنکه در نیاید -
 و بران عروس رخشنده روی که بحکم آسترنهپک او را در حجاب خفا باید
 داشت مطلع نگردد - بضبط آن نپرداخت و برداشته در سبوی
 آب انداخت *

2. (a) Give all the Arabic words in the above extract with their etymology. 2

(b) Give the singular or plural, as the case may be, of

اسباب — دخل — خرچ — دیفار — نفقات — صره — لب 5
 طریق — عروس — حجاب

3. (a) Give the different tenses of رفتن and گشتن 4

(b) How are the future perfect tense and the potential mood of English Grammar expressed in Persian? Give examples. 3

4. Translate into English:—

10

ای دو جهان ذره از راه تو * هیچ تر از هیچ بدرگاه تو
 پشت فلک طوق سجود از تو یافت * شام عدم شمع وجود از تو یافت
 یافته از درگاه تو فتح باب * بارگاهه • إن إِلَیْکَ اِیاب
 هست کن هرچه بعالم توئی * وانکه همه نیست کند هم توئی
 چون ز فنا نیست شود هستیم * جام رضا بخش دران مستیم
 من که بوم خاک زبون آمده * صورته از نیست برون آمده
 تا کنم از هستی خود با تو یاد * کز خود و هستی خودم شوم باد
 گر ز تو موجود نباشد بزیست * آدمی فانی معدوم کیست
 چون سردی کشد آنکس ز هست * کو ز قفای دو عدم گشت پست
 فکر ما را بدو بر راه نیست * جز تو کس از سر تو آگاه نیست
 راز تو بر به خبران بسته در * با خبران نیز ز تو به خبر
 وصف تو ز اندر ز دانش فزون * کار تو ز اندیشه مردم برون

5. (a) What number, singular or plural, do nouns take when following اسم عدد. Give examples. 2

(b) Give the various ways of forming the plural in Persian, with examples. 2

6. Paraphrase in Persian prose the following lines, noticing the various quotations and allusions :—

- (a) احمد مرسل کہ نبشته قلم * حمد بنام وے و حَمَّهم
 نہ فلک از بام محمد مقیم * ہر دو جہان در حد نامش دو میم
 (b) ہرچہ بشد زندہ فرو مرد باز * ہرچہ بر آورد فرو برد باز
 تا ہمبہ لبہا بود انجا بہ بند * کو امن الملک بر آرد بلند

7. Translate into Persian :—

Europeans possess a strong spirit of combination and self-help so that they can even, in the absence of such bequests as those of Doveton and Martin, organize means for the education of the rising generation. But we have not that spirit of combination or self-help; and it is therefore incumbent on our higher classes to direct to the education of their community whatever endowments they might make to charitable purposes.

BENGALI.

SECOND PAPER.

Full marks—50.

Paper set by—BABU RABINDRA NATH TAGORE.

Examiner—PANDIT TARAKUMAR KAVIRATNA.

N.B.—Candidates are required to answer any three out of the four questions of this paper.

১। প্রবন্ধ-রচনা।

নিম্নে উদ্ধৃত দুইটি রচনার মধ্যে যে কোনটি অবলম্বন করিয়া প্রবন্ধ লিখ :—

(ক) সঞ্চয় ও সঞ্চার।

শক্তিসঞ্চয় যে প্রকার আবশ্যক, তাহার বিকীরণও সেইরূপ বা তদপেক্ষা অধিক আবশ্যক। স্থাপিণ্ডে রুধিরসঞ্চয় অত্যাৱশ্যক; তাহার শরীরময় সঞ্চালন না হইলেই মৃত্যু। কুলবিশেষ বা জাতিবিশেষে সমাজের কল্যাণের জন্ত বিদ্যা বা শক্তি কেন্দ্রীভূত হওয়া এককালের জন্ত অতি আবশ্যক, কিন্তু সেই কেন্দ্রীভূত শক্তি কেবল সর্বভঃ সঞ্চারের জন্ত পুঞ্জীকৃত। যদি তাহা না হইতে পারে, সে সমাজশরীর নিশ্চয়ই ক্ষিপ্ৰ মৃত্যুমুখে পতিত হয়।

(খ) শিক্ষার উদ্দেশ্য।

And the entire object of true education is to make people not merely do the right things, but enjoy the right things:—not merely industrious, but to love industry—not merely learned, but to love knowledge—not merely pure, but to love purity—not merely just, but to hunger and thirst after justice.

অথবা

(গ) রাম ও লক্ষ্মণের চরিত্র তুলনা করিয়া প্রবন্ধ লিখ।

২। পত্র-রচনা।

নিম্নলিখিত যে কোনো বিষয় অবলম্বন করিয়া পত্র লিখ :—

(ক) জীবনের কোনো একটি বিশেষ স্মরণীয় ঘটনার বিবরণ।

(খ) জীবিকা অর্জন ও জীবনের লক্ষ্যসাধন সম্বন্ধে যে শিক্ষা ও যে পন্থা অবলম্বন করিতে ইচ্ছা কর অভিভাবককে তাহার জ্ঞাপন।

৩। অনুবাদ।

নিম্নোক্ত রচনার ভাবার্থ লিখ। অবিকল অনুবাদ অনাবশ্যক।

(ক) Do you know what slavery means? Suppose a gentleman taken by a Barbary corsair—set to field-work; chained and flogged to it from dawn to eve. Need he be a slave therefore? By no means; he is but a hardly treated prisoner. There is some work which the Barbary corsair will not be able to make him do such work as a Christian gentleman may not do, that he will not, though he die for it. * * * * He is not a whit more slave for that. But suppose he take the pirate's pay, and stretch his back at piratical oars, for due salary—how then? Suppose for fitting price he betray his fellow prisoners, and take up the scourge instead of enduring it—become the smiter instead of the smitten, at the African's bidding—how then? Of all the sheepish notions in our English public "mind," I think the simplest is that slavery is neutralized when you are well paid for it! Whereas it is precisely the fact of its being paid for, which makes it complete. A man who has been sold by another may be but half a slave or none; but the man who has sold himself! He is the accurately Finished Bondsman.

অথবা

নিম্নোক্ত রচনার ভাবার্থ লিখ। অবিকল অনুবাদ অনাবশ্যক।

(খ) The peasant has become more of an individual, with less sense of his duty to his community and fellows. United action by the village has become more rare. In the old days a village would combine to build a bridge, a road, a well, a monastery. They hardly ever do so now. The majority cannot impose its will on the minority as it used to do. The young men are under less command; they are more selfish, each for himself, and let the community go hang. Hence the community suffers and the individual also. All morality and all strength depend on combinations; the higher the organism, the better the morality and the greater the strength. With the loosening of this comes weakness, a deterioration of mutual understanding and a lower ethical standard. Both these are noticeable to all who knew the villager twenty years ago. * * * The people are not able to retain all that was good in their old system and at the same time accept the new. They think that they are antagonistic. Japan, however, knows they are not so. * * * The conflict of the old and new is seen continually. Yet must the village-system

still endure, as without it there would be only chaos. It is one real and living organism that exists, that belongs to the people and which they understand. I am sure they will not let it go entirely.

৪। নিম্নোদ্ধৃত (ক) ও (খ) দুইটি কাব্যংশের মধ্যে যেটি ইচ্ছা গদ্যে প্রকাশ কর গদ্য রচনারীতির প্রয়োজনানুসারে কিঞ্চিৎ পরিবর্তন ও নূতন যোজনায় অঙ্গভূত হইবে না।

(ক) (কুরুক্ষেত্রে অভিমুখ্য মৃত দেহ)

দেখিলেন কুরুক্ষেত্রে শোকের সাগর।
 শবচক্র মহাবেলা ; প্রশস্ত প্রাঙ্গণ
 বাপিয়া পাণ্ডবসৈন্য, উন্মির মতন
 উদ্বেলিত মহাশোক, কাঁদে অধোমুখে,—
 গুণহীন ধনু, পৃষ্ঠে শরহীন তুণ।
 রথী মহারথিগণ বসিয়া ভূতলে
 কাঁদিতেছে অধোমুখে, যেন আভাহীন
 সিদ্ধ রত্নরাজি পড়ি রত্নাকরতলে।
 বাণবিদ্ধমীন-মত পাণ্ডব সকল
 করিতেছে গড়াগড়ি পড়িয়া ভূতলে।
 মুচ্ছিত বিরাটপতি ; স্তম্ভিত প্রাঙ্গণ।
 কেন্দ্রস্থলে অভিমুখ্য, শরের শয্যায়,—
 সিদ্ধকাম মহাশিশু ! ক্ষত কলেবর
 রক্তজ্বাসমাবৃত ; সন্মিত বদন
 মায়েয় পবিত্র অঙ্কে করিয়া স্থাপিত,
 —সম্মাকাক্ষে যেন স্থির নক্ষত্র উজ্জল—
 নিদ্রা যাইতেছে সুখে। বক্ষে সুলোচনা
 মুচ্ছিতা ; মুচ্ছিতা পদে পড়িয়া উত্তরা,
 সহকার সহ ছিন্না ব্রততির মত।
 কেবল দুইটি নেত্র শুষ্ক, বিস্ফারিত,
 এই মহাশোকক্ষেত্রে ; কেবল অচল
 এই মহাশোকক্ষেত্রে একটি হৃদয় ;—
 সেই নেত্র, সেই বুক, মাতা স্নেহদ্রার।
 চাপি মৃত পুত্রমুখ মায়েয় হৃদয়ে
 জুই করে, বিস্ফারিত নেত্রে ক্রীড়িম্বর,
 যোগস্থা জননী চাহি আকাশের পানে,—
 আদর্শবীরত্ববক্ষে প্রীতির প্রতিমা !

(খ) (কালকেতুর নিকট ভাঁড়ুদত্তের আগমন)

তেট লয়া কাঁচকলা, পশ্চাতে ভাঁড়ুর শালা
 আগে ভাঁড়ুদত্তের পয়ান।
 কোঁটা কাটা মহাদত্ত ছিড়া ছোড়া কোঁচা লম্ব
 শ্রবণে কলম ধরশাণ।

প্রণাম করিয়া বীরে ভাঁড়ু নিবেদন করে
 লক্ষ পাতারা খুঁড়া খুঁড়া ।
 ছিঁড়া কবলে বসি, মুখে মন্ম মন্ম হাসি,
 ঘন ঘন দেয় বাহু নাড়া ।
 আইলাম বড়ই আশে বসিতে তোমার দেশে
 আগে ডাকিবে ভাঁড়ুদত্তে ।
 যতেক কারসু দেখ ভাঁড়ুর পশ্চাতে লেখ
 কুলে শীলে বিচারে মহেশে ।
 কহি যে আপন তব আমি দত্ত বাণীর দত্ত
 তিন কুলে আমার মিলন ।
 ঘোষ বসুর কস্তা হুই জায়া মোর ধস্তা
 মিছে কৈলু কস্তা সমর্পণ ।
 গজার হুইল কাছে যতেক কারসু আছে
 মোর ঘরে করয়ে ভোজন ।
 পটবস্ত্র অলঙ্কার দিয়া করি ব্যবহার,
 কেহ নাহি করয়ে বন্ধন ।

HINDI.

SECOND PAPER.

Full marks—50.

Paper set by—PANDIT UMAPATI DATTA PANDEYA, B.A.

Examiner—PANDIT UMAPATI DATTA PANDEYA, B.A.

1. व्याख्या करो—

- (ক) यहि विधि खेलत सिंहलरानी । महादेवमठ जाय तुलानी ॥
 सकल देवता देखन लागे । दीति पाप सब उनके भागे ॥
 जे कैलाश मुने अपहरी । कहाँतें आय दूटि मुहँ परी ॥
 कोई कहै पदमिनी आई । कोइ कह सखि ओ नखत तराई ।
 मुरझपरे जोई मुख जोई । मानहुँ मिरग द्वारहिँ मोहै ॥
 कोई परा भँवर होय, बास लीन्ह अनुचाँप ।
 कोइ पतंग भा दीपक, कोइ अघजर तनकाँप ॥
- (ख) मित्र शत्रु छै जातहै, शत्रु करहिँ अति नेह ।
 अर्थनीतिवस लोग सब, बदलहिँ मानहुँ देह ॥
- (ग) पातपातकर दुख्योँ सब जन खीन ।
 छठहिँ हुते मोरे बालस परे न खीन ॥

- (घ) फूट गये हीराकी विकान्नी कनी हाट हाट काहू घाटमोल काहू बाढ़मोलको लयो ।
 टूट गई लङ्का फूट मिलो जो विभीषण है रावनसमेत वंस आसमानको गयो ॥
 कहे कवि गङ्ग वुरजोधनसे कृत्रधारी तनकमेँ फूटेतें गुमान् वाको नै गयो ।
 फूटेते नरद उठिजात वाजी चौधरकी आपुसके फूटे कहू कौनको भलो भयो ॥

- (ङ) जनम जलधि पानिप विमल, तो जग साध अपार ।
 रहै गुनी छे गर पखौ, भलो न मुकताहार ॥

2. निम्नलिखित विषयों में किसी एकपर अपनी स्वतन्त्र हिन्दी रचना लिखो :—

(क) मातृभूमि । (ख) आत्मापावन । (ग) चातुरी ।

3. अपने पूज्यपिताको एक पत्र लिखो जिसमें उनसे जापान जाकर विद्याध्ययन करनेकी अनुमति तथा व्ययकी प्रार्थना करो ।

4. नीचे लिखे वाक्यों को शुद्ध करके लिखो :—

हम पहला नश्रा था इससे हमका बूझ न पड़ा पर जब मैं पुराना होगवा अवर सब साथियों के विश्वास भी जमने लगी तब विनने भी छिपाव मुझसे नहीं रखने लगे ।

5. Translate either of the following extracts into Hindi—

(a) At that time he had few thoughts of any glory but military glory. Young men were taught that the only path to renown was to be found through fields of blood. All the peaceful arts of life which tend to ameliorate and adorn the world were despised. He only was the chivalric gentleman whose career was marked by conflagrations and smouldering ruins, by the despair of the maiden, the tears and woes of widows and orphans, and by the shrieks of the wounded and the dying. Such was the school in which Napoleon was trained. The writings of Voltaire and Rousseau had taught France that the religion of Jesus Christ was but a fable; that the idea of accountability at the bar of God was a foolish superstition; that death was a sleep from which there was no waking, that life itself, aimless and objectless, was so worthless a thing that it was a matter of most trivial importance how soon its vapour should pass away.

(b) The entry of Charles the Second into Whitehall marked a deep and lasting change in the temper of the English people. With it modern England began. The influences which had up to this time moulded our history, the theological influence of the Reformation, the monarchical influence of the new Kingship, the feudal influence of the Middle Ages, the yet earlier influence of tradition and custom suddenly lost power over the minds of men. From the moment of the Restoration we find ourselves all at once among the great currents of thought and activity which have gone on widening and deepening from that time to this. The England around us becomes our own England, an England whose chief forces are industry and science, the love of popular freedom and of law, an England which presses steadily forward to a larger social justice and equality.

URDU.

SECOND PAPER.

Paper set by—SYED ZAHIRUDDIN AHMAD, ESQ., B.A., BAR-AT-LAW.

Examiner—MOULVI MUHAMMAD MUSTAFA KHAN, M.A., B.L.

N.B.—*The figures in the margin indicate full marks.*

1. Translate :—

A.

Fable is a creation of the human imagination, and derives its origin from that love of the marvellous which is in a manner congenial to mankind. 10

B.

The almost universal propensity towards personification among the Orientals was another fruitful source of fable and allegory. The practice of personifying virtues, vices, religious and moral affections was necessary to support that allegorical style which universally prevailed in those countries.

2. Explain in Urdu, elucidating the allusions and metaphors, the following passages :—

(a) جاز کھان کہ قطرۃ بعمان لیجوان 5
خار و خس صحرا بہ گلستان لیجوان
دانۂ سنگ سماقی بہ بدخشان لیجوان
مورسان پائے ملخ سورے سلیمان لیجوان

(b) بابل کی چمن میں ہمزبانی چھوڑی 5
بزم شعرا میں شعر خوانی چھوڑی
جب سے دل زندہ تولے ہمکو چھوڑا
ہمنے بھی تری رام کہانی چھوڑی

(c) ہر شاخ میں ہے شگوفہ کاری * ثمرہ ہے قلم کا حمد باری 5
کرتا ہے یہ دو زبان سے یکسر * حمد حق و مدحت پیمبر
پانچ انگلیوں میں یہ حرف زن ہے * یعنی کہ طبع پنجتہ ہے
خدم اسپہ ہوئی سخن پرستی * کرتا ہے زبان کی پیشدستی

(d) عالم دو ہیں - ایک عالم ارواح - اور ایک عالم آب و گل - حاکم ان 5
دونوں عالموں کا وہ ایک ہے - جو خود فرماتا ہے لَمَّا الْمَلِكُ الْيَوْمَ اور پھر

آپ جواب دیتا ہے لِلّٰہِ الْوَاحِدِ الْقَهَّارِ - ہرچند قاعدہ عام یہ ہے کہ عالم
آب و گل کے مجرم عالم ارواح میں سزا پاتے ہیں لیکن یوں بھی ہوا ہے
کہ عالم ارواح کے گنہگار کو دنیا میں بھیج کر سزا دیتے ہیں *

3. (a) Write an essay in Urdu on *one* of the following subjects :— 10

- (i) Indian Industries and how to improve them.
- (ii) Modern Urdu Prose and its chief writers.
- (iii) 'Health is wealth.'

(b) Write a letter in Urdu to your friend describing a railway journey 10
and visit to some place of interest during holidays.

ENGLISH.

FIRST PAPER.

Full marks—50.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
N. N. GHOSE, ESQ., F.R.S.L., BAR.-AT-LAW.
BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

Examiner—LALA GOCUL CHAND, M.A.

Directions to Candidates.

(1) Candidates are required to attempt all the questions of Group A. (2) Of Group B *any three* (but not more than three) questions should be attempted; but a candidate may substitute *any five* questions of Group C for *any one* question of Group B; also *any ten* questions of Group C for *any two* of Group B; and the *whole* of Group C for *any three* of Group B. (3) Answers must be in English.

GROUP A.

1. Give in your own words the substance of the following :—

The life of Jeswant Sing is one of the most extraordinary in the annals of Rajputana; a full narrative of it would afford a perfect and deeply interesting picture of the history and manners of the period. Had his abilities, which were far above mediocrity, been commensurate with his power, credit, and courage, he might, with the concurrent aid of the many powerful enemies of Aurangzeb, have overturned the Moghul Empire.

2. Write a letter to your father, giving him your ideas about the kind of examination you are now undergoing.

GROUP B.

1. "Thus I live in the world, rather as a spectator of mankind than as one of the species."

(a) What do you understand by a *spectator of mankind* and *one of the species*?

(b) Give your idea in detail of how a mere spectator of mankind is likely to spend his time at College, and also when he has left it.

(c) Is it your opinion that such a "spectator" can be very useful to his country? Give reasons for your answer.

(d) Account for the success of Addison's *Spectator*.

2. (a) Distinguish between an "ill-natured," a "vicious," and an "indiscreet" man.

(b) Try to explain in some detail how these three classes of men are likely to use their powers of humour and ridicule.

(c) Does Addison belong to any of these classes and why?

(d) "Ridicule is in general to be avoided." Who says this and where? Give in brief as many reasons as you can think of in support of the above statement.

3. "Practical wisdom may be said to consist in finding out the right ends, and also the right means—in the laying down of right principles and the carrying out of such principles in life."

(a) Explain and support the above statement.

(b) Show also that high principles are not strengthened by "inactivity," by your running away from the affairs of the world.

4. (a) What are the *usual ways* amongst us of contending against bad habits?

(b) Why are such methods not so very efficacious? Could you suggest better ones?

5. "We may insist upon a routine of proprieties being performed with soldier-like precision; but there is no drilling of men's hearts."

Try to bring out from the above the meaning of the dictum—"Coercion is but a small part of government."

6. "A marked feature of the *Essays written in the Intervals of Business* is their practical character."

Find out as many points as you can in Helps's Essay on "Advice" which would demonstrate its practical character.

GROUP C.

1. Give the meanings of "to communicate the fulness of my heart"; "whole and entire"; "Whigs and Tories"; "discoveries"; "depending"; "censurer"; "polite authors."

2. "Every one knows that all the kings of Europe were his tributaries."
To whom does this refer? What do you know of him?
 3. What do you know of the relations between Mazarine and Quillet and between Socrates and Aristophanes?
 4. What figurative expressions have been used by Addison to express the idea of a lampoon or a satire?
 5. "When we are obliged to utter our thoughts, we do it in the shortest way we are able, and give as quick a birth to our conception as possible."
Who says this, and why?
 6. (i) What do you understand by "Much cry but little wool"?
What application has Addison made of the proverb?
(ii) "A commodity that will not keep cold." What is the reference?
 7. "Practical wisdom is not likely to be found amongst imaginative persons."
How far is this true and how far not?
 8. "Alone with his God and repeating his task like a child,"
In what connection is this said? What views does the writer intend to enforce?
 9. "Of all the errors in judging of others, some of the worst are made in judging of those who are nearest to us." Why?
 10. "The most important of his actions may be anything but the most significant of the man."
What actions, then, are really most "significant" and why?
 11. What parts of a man's character are easily discernible and what not?
 12. Explain—
(i) "The courts of Reason recognise no difference of persons."
(ii) "The oracles will Phillipize as long as Philip is the master."
 13. Why is it so very hard for an inferior to confide in a superior?
 14. "The way to some opinions may lie through their opposites." Explain.
 15. What do you understand by the phrase "practicable advice," and who are the persons most fitted to give it?
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ENGLISH.

SECOND PAPER.

Full Marks—50.

Paper set by— { DR. RASHBEHARI GHOSE, M.A., D.L., C.I.E.
 N. N. GHOSE, ESQ., F.R.S.L., BAR-AT-LAW.
 BABU SATIS CHANDRA MUKERJI, M.A., B.L.

*Examiner—*BABU LALIT KUMAR BANERJEE, M.A.

Directions to candidates.

(1) Candidates are required to attempt all the questions of Group A.
 (2) Of Group B, *any three* (but not more than three) questions should be attempted. But a candidate may substitute *any five* questions of Group C for *any one* question of Group B; also *any ten* questions of Group C for *any two* of Group B; and the *whole* of Group C for *any three* of Group B. (3) Answers must be in English.

GROUP A.

1. Explain, clearing up references, *one and only one*, of the following :—

- (a) Lightly they'll talk of the spirit that's gone
 And o'er his cold ashes upbraid him ;
 But little he'll reckon if they let him sleep on
 In the grave where a Briton has laid him."
- (b) It was the winter wild
 While the heaven-born child
 All meanly wrapt in the rude manger lies.
 Nature in awe to him
 Had doffed his gaudy trim,
 With his great Master so to sympathise.
 It was no season then for her
 To wanton with the sun, her lusty paramour.

2. Give, in the form of an essay, your ideas on what you hope to gain by entering a National College. —

GROUP B.

1. Virtue could see to do what virtue would
 By her own radiant light, though sun and moon
 Were in the flat sea sunk.

(a) Amplify the above thought so as to bring out the meaning.

(b) Name the many different virtues which Milton specifically mentions in *Comus* and which are all intended by him to be referred to when he speaks of "Virtue." Have they any common characteristic?

(c) Show as fully and as clearly as you can that, in "Comus," Milton extols "Virtue" above everything else, quoting, where necessary, illustrative lines.

2.

If all the world

Should, in a pet of temperance, feed on pulse
 Drink the clear stream, and wear nothing but frieze,
 The all-giver would be unthanked, would be unpraised.

(a) Who best thanks and praises God—the temperate man or the glutton? Give reasons for your answers.

(b)

Wherefore did Nature pour her bounties forth
 With such full and unwithdrawing hand?
 Wherefore?

3.

The soul grows clotted by contagion,
 Imbodies and imbrutes, till she quite lose
 The divine property of her first being.

(a) Under what circumstances does this happen?

(b) What helps are offered by God to those who would seek by degrees to recover their lost state?

(c) What do you learn in Milton's *Comus* about the condition after death of those who have quite lost the "divine property of their first being" and have sunk to "a degenerate and degraded state"; and also of those that have preserved their "soul's essence"?

4.

Downward from his mountain-gorge
 Stept the long-hair'd, long-bearded solitary,
 Brown, looking hardly human, strangely clad,
 Muttering and mumbling, idiot-like it seemed,
 With inarticulate rage, and making signs,
 They knew not what.

(a) Shew from the kind of life lived by the solitary that it is not at all surprising that he should have almost lost his wits.

(b) What prevented him from turning a complete idiot?

5.

"So past the strong heroic soul away."

(a) What was there of heroism in Enoch, seeing that he lived a humble life, never attained worldly greatness, and had no great mental gifts?

(b) When Philip spoke of Enoch as the "best among us," to what side of his character did he specially refer? Quote Philip's own words in this connexion.

6.

Can one love twice? Can you be ever loved
 As Enoch was? What is it that you ask?

(a) How, then, was Annie brought to pledge herself to Philip?

(b) Describe the state of Annie's feelings for some time before and for some time after her second marriage.

(c) Did Philip ever become Annie's "all-in-all"? How and when?

(d) What do you suppose were Enoch's feelings towards Annie before his death? Did he approve of Annie's marriage with Philip? Give reasons for your answer.

GROUP C.

1. (i) "To such my errand is." To whom? What errand? Whose errand?

(ii) "Not to tell her, never to let her know."

From whose speech is this taken and why was it spoken?

(iii) "There was not life in *it*, whereby the *man* could live." Life in *what*? Who is the *man* referred to?

2. (i) "He held his head high." "Now his head is low. My God has bowed me down to what I am." Explain.

(ii) He staggered and shook, because

Things seen are mightier than things heard. *Explain.*

3. The boat that bears the hope of life
Approach to save the life despaired of.

What is this boat here, and how is the life that is despaired of saved in this case?

4. What do you understand by "to beat in"; "beacon-blaze"; "a five-years' death-in-life"; "native cavern"; "the broad belt of the world"; "blast of doom"?

5. What do you understand by "the stranded wreck"; "bairns"; "swear upon the book"; "hosanna in the highest"; "the breath of heaven"; "I shall be wiser in a year"; "to bear a thing through"?

6. Give the meanings of "he looked his wish"; "bide your year"; "to light on a broken word"; "a thing upon my mind"; "this is borne in upon me"; "the reluctant boughs."

7. Explain "the canon laws of our foundation"; "all this tract that fronts the falling sun"; "or if virtue feeble were, Heaven itself would stoop to her"; "the rash hand of bold Incontinence."

8. What do you know of Hesperus; Mercury; Adonis; Psyche; Dryades; Amphitrites; hoary Nereus; Glaucus; Neptune?

9. Give the genealogy of Comus: what are the chief features in the character of *Milton's* Comus?

10. How many scenes are there in *Comus*? Where do they respectively begin and end, and what are their chief incidents?

11. In whose honour was Milton's *Mask, Comus*, written? Have we any reference to it in the *Mask* itself? Where?

12. When was the *Mask, Comus*, first acted? Who acted the parts of the *Attendant Spirit*, the *Lady*, the *Elder Brother*, the *Second Brother*, the *Shepherd Thyrsis*?

13. Give the substance of the conversation between the two brothers in *Comus*.

14. Give the substance of :—

And Wisdom's self
Oft seeks to sweet retired solitude,
Where with her best nurse, Contemplation,
She plumes her feathers, and lets grow her wings,
That, in the various bustle of resort,
Were all too ruffled, and sometimes impaired.

15. Quote from memory the lines beginning *How charming is divine Philosophy* and ending *surfeit reigns*.

MATHEMATICS.

FIRST PAPER.

Arithmetic, Algebra and Geometry.

Paper set by— { SIR GOORODAS BANERJEE, KT., M.A., D.L.
A. CHAUDHURI, ESQ., M.A. (CAL.), B.A. (CANTAB.), BAR.-AT-LAW.
BABU GAURI SANKAR DE, M.A., B.L., P.R.S.

*Examiner—*SIR GOORODAS BANERJEE, KT., M.A., D.L.

The figures in the margin on the right indicate full marks.

1. Describe the common system of Notation for abstract integers. Show that the notation of decimal fractions is an extension of that system to the case of fractions. Point out the advantages and disadvantages of the use of decimals. 2
2
2

2. (i) Simplify the expression 2

$$1 \div \frac{1 - \frac{1}{2} \times \frac{1}{3} \div \frac{1}{4} - \frac{1}{5} \text{ of } \frac{1}{6} \div \frac{1}{7} - \frac{1}{8} \div \frac{1}{9} \div \frac{1}{10}}{\frac{1}{4} \times (\frac{1}{5} - \frac{1}{10})},$$

and reduce it to a decimal.

(ii) Find the value of 2

$$\cdot 3 \text{ of } £33 + \cdot 142857 \text{ of } 14s. - \cdot 09 \text{ of } 11d.$$

and give its equivalent in Rupees and Annas, assuming that £1 = 15 Rs.

3. Solve the equation $ax^2 + bx + c = 0$.

Determine the condition for the roots being real, and also that for the roots being rational.

4. Solve the equations:— (i) $x^4 - 2x^3 + x = 380$.

$$\left. \begin{aligned} \text{(ii) } x^2 + xy + y^2 &= a^2 \\ x + y &= b \end{aligned} \right\}$$

5. (i) Find the sum of $1^2 + 2^2 + 3^2 + \dots$ to n terms 3
 (ii) Show that $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \dots$ *ad. inf.* = 1, 1
 and illustrate your answer by a geometrical example. 1
6. (i) Shew that ${}^nC_r = {}^nC_{n-r}$. 2
 (ii) If there be two examination-papers on the five branches of Mathematics, namely, Arithmetic, Algebra, Geometry, Trigonometry, and Conics, so that one of the two papers may include any two of the five branches, and the other the remaining three branches, find the number of ways in which the different branches may be distributed over the two papers. 2
7. (i) Prove the Binomial Theorem for a positive integral index. 4
 (ii) Shew that ${}^nC_1 + {}^nC_3 + {}^nC_5 + \dots = 1 + {}^nC_2 + {}^nC_4 + {}^nC_6 + \dots$ 2
8. Prove that the three angles of a triangle are together equal to two right angles. 3
 Shew that the sum of all the interior angles of a polygon of n sides = $(2n - 4)$ right angles. 1
 And shew also that the equilateral triangle, the square, or the regular hexagon are the only regular figures by which the angular space round a point can be exactly filled up. 2
9. (i) If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line. 3
 (ii) Divide a given straight line into two parts so that the rectangle contained by the parts may have a maximum area. 2
10. (i) Prove that similar triangles are to one another in the duplicate ratio of their homologous sides. 3
 (ii) Bisect a triangle by a straight line drawn parallel to one of its sides. 2

MATHEMATICS.

SECOND PAPER.

Trigonometry and Conic Sections.

Paper set by — { SIR GOORODAS BANERJEE, Kt., M.A., D.L.
 A. CHAUDHURI, Esq., M.A. (CAL.), B.A. (CANTAB.), BAR-AT-LAW.
 BABU GAURI SANKAR DE, M.A., B.L., P.R.S.

Examiner—BABU GAURISANKAR DE, M.A., B.L., P.R.S.

The figures in the margin on the right indicate full marks.

1. Define the terms sine and tangent of an angle. Why are they so 2

Shew how to express the cosine, the cotangent, and the cosecant of an angle in terms of its sine. 3

2. Trace the changes in the magnitude and sign of the tangent of an angle as the angle increases from 0° to 360° . 3

3. (i) Shew that $\sin(A+B) = \sin A \cos B + \cos A \sin B$ 2+3

(1) when $A+B < 90^\circ$, and (2) when $A+B > 90^\circ$ but $< 180^\circ$.

(ii) Find the value of $\sin 75^\circ$. 2

4. Solve the following equations, giving the general value of θ in each case: .

(i) $\sin 2\theta = \cos \theta$. 2

(ii) $\sin \theta = \cos \theta = \sqrt{2}$. 2

5. Shew that $\cos \frac{A}{2} = \pm \sqrt{\frac{1 + \cos A}{2}}$, 2

and explain the reason for the ambiguity in sign. 3

6. (i) Shew that $\log_b N = \log_a N \times \frac{1}{\log_a b}$. 2

(ii) Given $\log 2 = .30103$, $\log 3 = .47712$, and $\log 7 = .84509$, construct a table of the logarithm of the first ten natural numbers. 3

7. (i) In any triangle, prove that $\cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}$. 2

Given two sides and the angle opposite to one of them, solve the triangle. 2

Why is this case called the ambiguous case, and when is the ambiguity removed? 2

8. (i) Prove that the tangent to a parabola at any point bisects the angle between the focal chord through that point and the perpendicular from it on the directrix. 3

(ii) Shew that the tangents at the extremities of a focal chord intersect at right angles on the directrix. 2

9. (i) Prove that the sum of the focal distances of any point on the ellipse is equal to the major axis. 2

(ii) Given the foci and the major axis, show how to construct the ellipse mechanically. 2

10. (i) In the ellipse, shew that 3

$$PN^2 : AN \cdot A'N :: CB^2 : CA^2.$$

(ii) If a straight line AB of given length slide between two fixed straight lines at right angles to each other, the locus of any given point P in the moving line, other than its middle point, is an ellipse. 3

LOGIC.

Paper set by—{ DR. P. K. RAY, D.Sc.
BABU HIRENDRA NATH DATTA, M.A., B.L., P.R.S.

Examiner—BABU HIRENDRA NATH DATTA, M.A., B.L., P.R.S.

The figures in the margin on the right indicate full marks.

NOTE—This paper is meant only for those candidates who, in their applications, have offered to be examined in Logic.

1. Define Logic. How is it related to Psychology? What is the distinction between Deductive and Inductive Logic? 6
2. What is a term? Name the various kinds of terms. What is the relation between the denotation and the connotation of a term? Distinguish between the definition and the description of a term. 6
3. What is a proposition? Distinguish between verbal and real propositions, illustrating each variety. What are A, E, I, and O propositions? 6
4. When is inference said to be immediate and when mediate? Give the different forms of immediate inference. 6
5. What is a syllogism? Illustrate with examples the different kinds of syllogisms. 10
6. What is the use of Reduction? Reduce the moods *Cesare* and *Camenes* both by the direct and the indirect method. 6
7. (a) What is a fallacy? To what sources are the fallacies traceable? Give examples. 5
8. (b) Detect the fallacies in the following :—
 - (i) Men are mortal; so are beasts; therefore beasts are men. 3
 - (ii) Night invariably precedes day; therefore night must be the cause of day.
 - (iii) The hay is on fire; therefore it must be smoking. 2

HISTORY.

Full marks—50.

Paper set by—{ BABU CHANDRA NATH BASU, M.A., B.L.
ARAVINDA GHOSE, ESQ., B.A. (CANTAB.).

Examiner—M. N. BOSE, ESQ., B.A. (CANTAB.), BAR.-AT-LAW.

NOTE.—This paper is meant for those candidates only who, in their applications, have offered to be examined in History. Candidates are required to attempt *one* (and not more than one) question of Group A, *two* (and not more than two) questions of Group B; and *four* (and not more than four) questions of Group C.

GROUP A.

1. "The Greek worshipped God as physical and intellectual beauty." Explain this as clearly as you can.

2. Compare the achievements of the 'Greek' and the Roman mind in philosophy, literature, and art, and say how far they were respectively indebted to foreign influence in these matters.

3. How did the action of Persia at different epochs help on (a) the political development of Greece, (b) its political decline?

4. At what time was the Senate most powerful in Roman history? Consider the causes of the rise and decline of its power. Do you find any resemblance between the Roman Senate and the English Parliament?

5. To what races did the Romans and the Carthaginians respectively belong, and what were the forms of national life and activity which they respectively represented? Which of those forms do you yourself prefer and why?

6. Describe, in its most important features, the political system of the Empire in the time of Diocletian and point out in what respects it differed from the system, as established by Augustus.

GROUP B.

7. In what did the greatness of Sparta consist and what were its limitations? State what you consider to be the causes of either.

8. Explain briefly the nature of the struggle between the patricians and the plebeians. What were the Licinian laws and how did they affect the final settlement of the conflict?

9. Describe clearly the importance of the battle of the Metaurus in the war between Rome and Carthage. What did Rome do to follow up the advantage she gained in the battle?

10. What were the main causes which led to the decline of the Republic and the establishment of the Empire?

11. Explain fully the nature of the offices indicated by the terms *Tribune*, *Censor*, *Proconsul*, *Dictator*, and their importance in Roman history.

12. Write what you know of the battle of Pharsalia and its effect on Roman history.

13. Describe the gradual development of republicanism from the monarchical form of government in Greece after the Dorian migration.

GROUP C.

14. Describe the legislation of Lycurgus, clearly explaining its good and its bad effects.

15. Trace the decline of Spartan power of Greece between 403 and 362 B.C.

16. Describe the character of Pericles and the part he played in the rise of Athens.

17. State briefly what you know of Epaminondas, Alcibiades, Phocion, Cleomenes.

18. What were the aims which inspired Alexander in his invasion of Asia ? How far were they fulfilled ?

19. Mark the principal steps by which Rome gained political supremacy in Italy up to the first Samnite War.

PHYSICS.

Full marks—50.

Paper set by— { BABU RAMENDRA SUNDAR TRIVEDI, M.A., P.R.S.;
DR. NILRATAN SIRCAR, M.A., M.D.

*Examiner—*LALA SAIN DAS, M.A.

NOTE.—This paper is meant only for those candidates who, in their applications, have offered to be examined in Physics.

1. State the laws of falling bodies. How far does a heavy body descend under gravity in four seconds ?
2. Describe a method of finding the specific gravity of a liquid.
3. State Boyle's Law and Charles's Law. At what temperature would the weight of a cubic foot of air be halved, the pressure remaining unchanged ?
4. Describe an arrangement for the production of the spectrum of sunlight.
5. Describe the Electrophorus and its mode of action.
6. Describe an arrangement for the decomposition of water by an electric current.

CHEMISTRY.

Full marks—50.

Paper set by— { BABU RAMENDRA SUNDAR TRIVEDI, M.A., P.R.S.
DR. NILRATAN SIRCAR, M.A., M.D.

*Examiner—*BABU RAMENDRA SUNDAR TRIVEDI, M.A., P.R.S.

NOTE.—This paper is meant only for those candidates who, in their applications, have offered to be examined in Chemistry.

1. Describe the ordinary method of preparation of carbonic acid gas.
2. Four cylinders are filled with oxygen, nitric oxide, marsh gas, and carbonic acid gas. How would you distinguish each gas ?
3. Describe the appearances that you will observe in the following cases :—
 - (a) A bit of potassium is thrown into water.
 - (b) Some nitric acid is poured over a half-anna piece.
 - (c) Sulphur is heated in a test tube till it boils.

(d) Phosphorus is thrown into a jar of chlorine.

(e) A jar full of ammonia is held mouth downwards over water.

Explain the chemical changes, if any, in each case.

4. State the law of multiple proportions. Illustrate with an example.

5. What amount of chalk will yield as much carbonic acid as is obtained from thirty centigrammes of diamond? *Atomic weight of calcium* = 40.

6. A litre of hydrogen at normal temperature and pressure is ignited after mixture with a litre of oxygen having the same temperature but double the pressure. Find the volume of the residual gas at normal temperature and pressure.



Primary Technical Examination.

1906.

প্রাথমিক শিল্পপরীক্ষা, ১৯০৬।

গণিত—প্রথম অংশপত্র।

পাটীগণিত ও জ্যামিতি।

পরীক্ষক:—শ্রীযুক্ত সার গুরুদাস বন্দোপাধ্যায় (নাইট), এম, এ, ডি, এল।

দক্ষিণ পার্শ্বের অঙ্কগুলি পূর্ণসংখ্যাজ্ঞাপক।

- ১। গুণন যে বারংবার যোগের সংক্ষিপ্ত প্রণালী ইহা বুঝাইয়া দাও। ৩
৯৮৭৬৫৪৩২১ কে ১২৩৪৫৬৭৮৯ দিয়া ভাগ কর, ভাগফলে দশমিকাত্মশে নয়টি
অঙ্কপর্যন্ত দেখাও। ৪
উক্ত দুইটি সংখ্যার যোগফল ও বিয়োগফলের যোগফল নির্ণয় কর। ৩
২। নিম্নলিখিত অটল রাশিকে সরল কর ৬

$$১ \div \left\{ \frac{1}{2} + \frac{1}{3} - \frac{\frac{1}{2} - \frac{1}{3}}{1 + \frac{2}{3 + \frac{4}{5}}} \right\}$$

এবং সরল করিলে যাহা হয়, তাহাকে দশমিক ভগ্নাংশে আন। ৪

- ৩। ০০১×১০ পাউণ্ড $+ ০১ \times ১০$ শিলিং—ইহা ১ টাকার কত ভাগ, ৫
তাহা ভগ্নাংশে প্রকাশ কর, এবং $\frac{1}{2} \times ৩$ টাকা $+ \frac{1}{3} \times ৪$ টাকা $+ \frac{1}{4} \times ৭$ টাকা
ইহা ১ পাউণ্ডের কত ভাগ, দশমিক ভগ্নাংশে প্রকাশ কর। ৫
(১ পাউণ্ড = ১৫ টাকা) ৫
৪। যদি ১৫ জন লোক প্রতিদিন ৬ ঘণ্টা পরিশ্রম করিয়া ১২ দিনে একটি কৰ্ম ৬
সম্পন্ন করে, তাহা হইলে প্রতিদিন ৮ ঘণ্টা পরিশ্রম করিয়া ১০ দিনে তাহার
চতুর্গুণ একটি কৰ্ম সম্পন্ন করিতে কতগুলি লোক আবশ্যক? ৬
৫। একখানি ৯ ইঞ্চ চওড়া এবং ১৫ ফুট লম্বা তক্তার কত খানি কাটিয়া লইলে এক
বর্গগজ স্থান ঢাকা যায়? ৬

- ৬। সমকোণী ত্রিভুজের কর্ণের উপর অঙ্কিত সমচতুর্ভুজ অন্য দুই ভুজের উপর অঙ্কিত দুই সমচতুর্ভুজের সমষ্টির সমান—ইহা প্রমাণ কর। ১০
- ৭। কোন নির্দিষ্ট সরলরেখা ক্ষেত্রের সমান একটি সমচতুর্ভুজ অঙ্কিত কর। ১০
- ৮। (ক) অর্ধবৃত্তস্থ কোণ সমকোণ ইহা প্রমাণ কর। ৮
(খ) একটি সমকোণী ত্রিভুজের কর্ণ এবং সমকোণ হইতে তদুপরি লম্ব নির্দিষ্ট আছে। ত্রিভুজটি অঙ্কিত কর। ৬
- ৯। (ক) কোনও নির্দিষ্ট ত্রিভুজের মধ্যে একটি অন্তর্নিবিষ্ট বৃত্ত অঙ্কিত কর। ৮
(খ) ত্রিভুজের তিন কোণ সমভাবে দ্বিখণ্ড করিয়া তিন সরল রেখা টানিলে তাহার এক বিন্দুতে মিলিত হইবে ইহা প্রতিপন্ন কর। ৬
- ১০। নির্দিষ্ট পরিমিতবিশিষ্ট যাবতীয় সমকোণী সমান্তরিকের মধ্যে সমচতুর্ভুজের ক্ষেত্রফল সর্বাপেক্ষা বৃহৎ। ১০

গণিত—দ্বিতীয় প্রশ্নপত্র।

পরিমিতি।

পরীক্ষক:—শ্রীযুক্ত সার গুরুদাস বন্দ্যোপাধ্যায় (নাইট), এম, এ, ডি, এল।

দক্ষিণ পার্শ্বের অঙ্কগুলি পূর্ণসংখ্যাজ্ঞাপক।

- ১। একটি প্রাচীরের ৯ ফুট দূরে রাখিয়া একখানি ১৫ ফুট লম্বা সিঁড়ি লাগাইলে প্রাচীরের ঠিক উপরে গিয়া লাগে। প্রাচীরটির কত উচ্চ? ১০
- ২। একটি সমচতুর্ভুজ ভূমির মধ্যস্থলে ৬২,৫০০ বর্গগজ-পরিমিত একটি পুষ্করিণী আছে, তাহার চতুর্পার্শ্বে ১০ হাত-পরিসর পথ আছে, এবং ঐ পথের চতুর্পার্শ্বে ১২০ ফুট-পরিসর সাদা জমি আছে। ভূমিখণ্ডের চতুর্পার্শ্বের দৈর্ঘ্য কত? ১০
- ৩। কোনও বৃত্তাকার ঘোড়দৌড়ের মাঠের ব্যাস দুই মাইল। তাহার পরিধি কত? ৬
- ৪। (ক) “সমকোণী সমান্তরিকের ক্ষেত্রফল দৈর্ঘ্য এবং প্রস্থের গুণফলের সমান” এই কথার অর্থ পরিষ্কার করিয়া বুঝাইয়া দাও। ১০
(খ) উপরের দ্বিতীয় প্রশ্নে উল্লিখিত পথের ক্ষেত্রফল কত? ৬
- ৫। একটি ত্রিভুজের ভূজত্রয় ৬, ৮, এবং ১০ ফুট। তাহার ক্ষেত্রফল কত? ১০
- ৬। একটি চতুর্ভুজের দুইটি ভুজ সমান্তর ও ২০০ এবং ১২০ হাত লম্বা, ও ৬০ গজ অন্তর। তাহার ক্ষেত্রফল কত বিঘা? ১২
- ৭। একটি সমচতুর্ভুজের ক্ষেত্রফল ১৪,৪০০ বর্গগজ। তন্মধ্যে নিবিষ্ট বৃত্তের ক্ষেত্রফল কত? এবং তাহার চতুর্পার্শ্ববেষ্টিত বৃত্তের ক্ষেত্রফল প্রাথমোক্ত বৃত্তের ক্ষেত্রফলের কত গুণ? ১২
- ৮। দ্বিতীয় প্রশ্নে উল্লিখিত ভূমিখণ্ডের চতুর্পার্শ্বে যদি ৬ ফুট উচ্চ এবং ২০ ইঞ্চি চওড়া প্রাচীর দেওয়া যায়, তাহার ঘনফল কত হইবে? ১০
- ৯। একটি পাত্র ৮ ফুট ৬ ইঞ্চি লম্বা, ৪ ফুট ৬ ইঞ্চি চওড়া, এবং ২ ফুট গভীর। তাহার ঘনফল কত? ৮

- ১০। একটি সমবাহু চতুর্ভুজের ক্ষেত্রফল ৯৬ বর্গফুট এবং তাহার একটি কর্ণ ১৬ ফুট লম্বা। অপর কর্ণের দৈর্ঘ্য নির্ণয় কর। ১০

অঙ্কন (ড্রইং)

পরীক্ষক { ত্রিযুক্ত গগনচন্দ্র বিশ্বাস, বি, সি, ই.
 ,, হরিপদ ঘোষাল, বি, সি, ই.

পার্শ্বস্থ সংখ্যাগুলি প্রশ্নসমূহের মূল্যজ্ঞাপক।

- একটি কাঠের কিউব (দৈর্ঘ্য, প্রস্থ ও বেধ ২ ফুট) কোন টেবিলের উপর এক্রূপে বসান আছে যে, উহার ভূমির কর্ণ দুইটি ঐ টেবিলের ধারের সহিত সমান্তর। ঐ কিউবের উপর ঠিক মধ্যস্থলে একটি দেড়ফুট ব্যাসের বর্জুলার্ক উপর করিয়া বসান আছে। টেবিলটির পশ্চাভাগ উচ্চ করিয়া তাহার পৃষ্ঠ সমতলের সহিত ৪৫ ডিগ্রিতে হেলাইয়া রাখিয়া ঐ পদার্থদ্বয়ের $\frac{3}{4}$ স্কেল প্লান (plan) ও এলিভেশন (elevation) দেখাও। (২৫)
- প্রথম প্রশ্নের লিখিত স্কেলটি অঙ্কিত কর, এবং তাহাতে ৭ ফুট ৭ ইঞ্চি দেখাও। (১৩)
- ২নং চিত্রে (page 56) যে গৃহটির প্লান (plan) দেওয়া আছে, BC রেখার উপর তাহার সেকশন দেখাও। (২৫)
- একটি সরল রেখা যখন লম্বভাবে অবস্থিত, তখন তাহার প্লান কিরূপ? (৫)
- প্রথম প্রশ্নের কাঠখণ্ড ও বর্জুলার্ক টেবিলের উপর যেক্রূপ বসান আছে, তাহার আইসোমেট্রিক (isometric) চিত্র দেখাও। (২০)
- একটি সমবাহু পঞ্চভুজ ক্ষেত্রের বাহুপরিমাণ ৪০ ফুট। ৮ ফুট স্কেলে ইহা অঙ্কিত কর। অঙ্কনের প্রণালী স্পষ্টরূপে দেখাও। (১২)

অরিপ (সর্বইং)

পরীক্ষক { ত্রিযুক্ত গগনচন্দ্র বিশ্বাস, বি, সি, ই.
 ,, হরিপদ ঘোষাল, বি, সি, ই.

পার্শ্বস্থ সংখ্যাগুলি প্রশ্নসমূহের মূল্যজ্ঞাপক।

- ১নং চিত্রলিখিত ক্ষেত্রটি (page 56) ৬০ ফুট স্কেলে প্লট (plot) কর এবং স্কেল ও প্রোট্রাক্টার (protractor) দ্বারা ইহার কম্পাস সর্বোচ্চ ফিল্ডবুক প্রস্তুত কর। (২৫)
- নিম্নলিখিত ফিল্ডবুকটি সম্পূর্ণ কর এবং ১০০ ফুট ও ১০ ফুট স্কেলে সেকশনটি প্লট কর। (২০)

এঞ্জিনিয়ারিং (স্থাপত্য)।

পরীক্ষক { জীযুক্ত নিতাইগোবিন্দ চৌধুরী, বি, সি, ই.
,, হরিপদ ঘোষাল, বি, সি, ই.

প্রশ্নমাঞ্জেরই মূল্যমান ১০।

- ১। ১নং, ২নং, এবং ৩নং ইঁট, এবং ১নং ও ২নং স্মরকি, এবং উত্তম চূণ কি কি লক্ষণদ্বারা জানিতে পারা যায় ?
- ২। কোনও সমতলভূমির উপর একটি অট্টালিকা নির্মাণ করিতে হইলে আরম্ভ হইতে ধোয়া (কন্ক্রিট) স্থাপন পর্য্যন্ত যে সকল প্রক্রিয়া আবশ্যক, তাহাদের বিবরণ লিখ।
- ৩। কোনও একটা পাকাবাড়ী নির্মাণ করিতে হইলে, পরিদর্শনকালে কি কি বিষয় দেখিতে হয়—তাহার বিবরণ লিখ।
- ৪। কোন একটা রাস্তা তৈয়ার করিতে হইলে, তাহার দৈর্ঘ্য বৃদ্ধি না করিয়া কতদূর পর্য্যন্ত দক্ষিণে কি বামে সরিয়া যাইতে পারা যায় ?
- ৫। সিঁড়ির ধাপের কত প্রস্থ এবং কত খাড়াই দেওয়া নিয়ম ?
- ৬। পাঁচ শত ঘনফুট গাঁথুনি করিতে হইলে কত ইঁট, কত স্মরকি, এবং কত চূণ সংগ্রহ করিতে হইবে ?
- ৭। কোনও একটা বাটীর বনিয়াদ খননের পর দেখা গেল এক স্থানে একটা পুরাতন পাত্তকুরা আছে, অথ এক স্থানে খানিকটা জায়গায় নরম মাটি আছে। এই দুই স্থানের জন্য কিরূপ ব্যবস্থা করা উচিত ?
- ৮। কাঁচা রাস্তার পাশ্বে কতদূর পর্য্যন্ত লম্বা দিকে ঢাল দিতে পারা যায় ?
- ৯। কোন একটা নূতন রাস্তা তৈয়ার করিতে হইলে, মাটি বসিয়া যাইবে আশঙ্কায় কত বেশী মাটি ধরিয়া লইতে হয় ?
- ১০। বাঙ্গালা দেশে ইমারতের বনিয়াদের উপর প্রতি বর্গফুটে কত পর্য্যন্ত ভার দেওয়া যাইতে পারে ?

এন্টিমেটিং ।

পরীক্ষক { জীযুক্ত নিতাইগোবিন্দ চৌধুরী, বি, সি, ই.
,, হরিপদ ঘোষাল, বি, সি, ই.

পার্শ্বস্থ সংখ্যাগুলি প্রশ্নসমূহের মূল্যোপেক্ষক।

- ১। একটি পুকুর কাটিতে হইবে। ভূমি সমতল। পুকুরটা ২০০ ফুট দীর্ঘ ও ১৬০ ফুট প্রশস্ত। প্রথমতঃ ২ ফুটে ১ ফুট ঢালে ৩ ফুট গভীর কর; তাহার পর চতুর্দিকে ৫ ফুট বকচর ছাড়িয়া দাও। তাহার নীচে ৫ ফুট গভীর কর। পুনরায় চতুর্দিকে ৬ ফুট ছাড়িয়া মধ্যস্থলে ৮ ফুট খাড়া গভীর কর। যে স্থানে পুকুর হইবে, তাহার মধ্যস্থলে একটা ১০০ ফুট ব্যাসের গোলাকার পুকুর ছিল। পুকুরটা ভরাট হইয়া শরীর মত হইয়া গিয়াছিল। ঐ শরীর সেক্শন্ বৃত্তখণ্ডের

- ভায় এবং গভীরতা ৬ ফুট। মাটি কাটাইয়ের দর, মায় চারাই, ৬ টাকা হাজার হইলে কত খরচ পড়িবে? (৪০)
- ২। যদি ঐ পুকুরের ধার হইতে চারিদিকে ২০ ফুট স্থান ছাড়িয়া একটি পাকা প্রাচীর দিতে হয় এবং ঐ প্রাচীরের দেওয়াল ১৫ ইঞ্চি পুরু, ৭ ফুট উচ্চ, এবং মাটির নীচে ২০ ইঞ্চি পুরু ৩ ফুট গভীর হয়, এবং যদি ১০০ ফুট গাঁথুণীর মূল্য ২৮ টাকা হয়, তবে কত ব্যয় পড়িবে? (২৫)
- ৩। ঐ দেওয়ালের দুই পৃষ্ঠে বালির জমাট ও রং দিতে হইলে, মায় রং বালির কাক্সের ৩ টাকা দরে, কত ব্যয় পড়িবে? (১৫)
- ৪। পুকুরে বাইবার অল্প প্রাচীরের মধ্যে দুই দিকে দুইটি দরজা চাই। দরজা দুইটি ৫ ফুট $\times$ ৩ ফুট, এবং তাহাতে ৪" $\times$ ৩" কাঠের চৌকাঠ ও চকবন্দী কপাট। চৌকাঠের মজুরী প্রত্যেকে আট আনা এবং কপাটের মজুরী প্রত্যেকে দেড় টাকা। কল কজা স্কু শিকল প্রভৃতি প্রতি জোড়ায় ১০; কাঠের দর ৪৮ চারি টাকা প্রতি ঘনফুট, এবং কপাটের কাঠের দর বার আনা প্রতি বর্গফুট। মোট কত খরচ পড়িবে? (২০)



Secondary Technical Examination.

1906.

MATHEMATICS.

FIRST PAPER.

ARITHMETIC AND ALGEBRA.

Examiner—SIR GOOROO DAS BANERJEE, KT., M.A., D.L.

N.B.—*The figures in the margin on the right indicate full marks.*

1. (i) Shew that a vulgar fraction can be converted into a terminating decimal only when, after being reduced to its lowest terms, it has its denominator composed merely of the factors 2 and 5. 10

(ii) Convert $\frac{3}{4}$ and $\frac{7}{8}$ into decimals 5
and .045 and .045 into vulgar fractions. 6

2. Simplify the expression $\frac{\frac{1}{2} + \frac{1}{3} - \frac{1}{6}}{\frac{1}{8} + \frac{1}{8} - \frac{1}{7}} \div (3 - \frac{1}{8})$ 6
and find the value of .01 + .01 - .001. 4

3. If $16\frac{1}{2}$ yards of silk cost 41 Rs. 4 as., what would be the price of $10\frac{1}{2}$ yards of silk of the same quality but twice as broad? 8

4. Define the terms Discount and Interest. 5

Compare the rates of discount and interest when 6 copies of a book can be purchased for a certain sum paid immediately, and 5 copies for the same sum to be paid at the end of a year. 10

5. (i) State the rule of signs in algebraical subtraction, and give the reason for the rule. 10

(ii) Simplify the expression
 $a^2 - (b^4 - c^2) - \{b^2 - (c + a)(c - a)\} - \{c^2 - (a^2 - b^2)\}.$

6. Resolve into elementary factors—

(1) $12x^2 - 2x - 30$, (2) $6x^2 - 13x + 6$, (3) $a^4 + a^2x^2 - x^4$. 15

7. (i) State the rule for finding the square of a polynomial, and write down the square of $a + b + c - d$. 8
5

(ii) Find the square root of

$$a^4x^4 - 4a^2bx^3 + (4b^2 + 2a^2c)x^2 - 4bcx + c^2.$$

6

8. Solve the equations—

$$(1) \begin{cases} 5x+7y=19 \\ 7x-3y=1 \end{cases} \quad (2) \begin{cases} 3x^2-5x-12=0 \\ x^2-x-\sqrt{x^2-x+2}=0 \end{cases} \quad 5+5+8$$

9. A railway train, moving at a uniform rate, has its rate reduced to half 15 when it has proceeded just half way, and it is 4 hours late in arriving at its destination. If the rate had been reduced after it had proceeded 60 miles . further, it would have been only 2 hours late. Find the original rate of the train and the entire distance travelled.

10. Shew that a ratio of greater inequality is diminished and one of less inequality increased by adding the same quantity to both the terms.

The ratio of the number of Hindu students to that of Mahomedan students in a certain school is 5 : 3. How will this ratio be affected by the fresh admission of some Hindu boys and just as many Mahomedan boys?

MATHEMATICS.

SECOND PAPER.

GEOMETRY AND MENSURATION.

Examiner—SIR GOOROO DAS BANERJEE, Kt., M.A., D.L.

N.B.—The figures in the margin on the right indicate full marks.

1. An obtuse-angled triangle is defined to be a triangle which has *one* obtuse angle, but an acute-angled triangle is defined to be a triangle which has *three* acute angles. Why will it not do to say that an acute-angled triangle is that which has *one* acute angle?

2. Enunciate the propositions relating to the equality of two triangles in every respect, and prove any one of them. 10 + 10

3. (i) Divide a given straight line into two parts so that the rectangle contained by the whole line and one of the parts may be equal to the square on the other part. 10

(ii) Solve the above problem algebraically and shew how to deduce Euclid's construction from the algebraical solution. 5 + 5

4. (i). Define the term 'Tangent to a circle.' 2

(ii)• Draw a tangent to a given circle from a given point without it. 10

(iii) Shew that two tangents may be drawn to a given circle from a given point without it, and that they are equal. 6 + 4

5. (i) Describe a circle about a given triangle. 10
 (ii) Shew that the centre of the circumscribed circle falls within or without the triangle according as it is acute-angled or obtuse-angled. 6
6. Enunciate the propositions of Euclid which state the conditions under which two triangles are similar to one another, and prove one of these, namely, that which corresponds to the one about the equality of two triangles which you have proved in your answer to question 2. 10+10
7. Find the length of the longer diagonal of a rhombus whose side measures 25 feet and shorter diagonal 30 feet. 6
 Find also the area of the rhombus. 4
8. Find the length of the side of a square plot of land whose area is 1 *katha*, assuming that 1 superficial *bigha* is a square measuring 80 cubits along its side and that 1 superficial *katha* = $\frac{1}{20}$ of 1 *bigha*. 8
9. Shew how to find the area of a circle. Find the area of the ring between two concentric circles whose radii are 6 feet and 6 cubits respectively. 10+4
10. Find the volume of a tank the slopes of whose opposite banks are equal, whose depth is 15 feet, and which measures 240 feet by 180 feet at the surface and 180 feet by 120 feet at the bottom. 15

MATHEMATICS.

THIRD PAPER.

TRIGONOMETRY.

Examiner—SIR GOOROO DAS BANERJEE, KT., M.A., D.L.

N.B.—*The figures in the margin on the right indicate full marks.*

1. (i) If an angle contains D degrees or G grades or θ radians or 8 units of circular measure, find out the formula connecting D, G, and θ with one another. 8
 (ii) Express an angle of an equilateral triangle in degrees, grades, and 6 radians. 6
2. Define the terms sine, tangent, and secant of an angle, and shew how 6+6 to express the tangent and the secant in terms of the sine. 6+6
3. (i) Trace the changes in the sign and magnitude of the sine, as the 10 angle increases from 0° to 360° . 10
 (ii) What are the limits within which the cosecant cannot lie, and what 5 are the trigonometrical ratios which can have all possible values? 5
4. (i) Shew that $\sin(A - B) = \sin A \cos B - \cos A \sin B$. 12
 (ii) Find the value of $\sin 15^\circ$. 6

5. Shew that (1) $\sin 2 A = 2 \sin A \cos A$; 8
 and (2) $\sin \frac{A}{2} = \sqrt{\frac{1 - \cos A}{2}}$ 8
6. If $A + B + C = 180^\circ$, shew that
 $\sin 2 A + \sin 2 B + \sin 2 C = 4 \sin A \sin B \sin C$. 15
7. In any triangle, shew that
 (1) $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$ and (2) $\cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}$. 8+7
8. Given two sides and the included angle, shew how to solve the triangle. 15
9. If $a=21$, $b=11$, and $C=34^\circ 42' 30''$, find A and B , having given $\log 2 = .30103$ and $L \tan 72^\circ 38' 45'' = 10.50515$. 15
10. (i) Shew that, by the use of logarithms, the operations of involution and Evolution are reduced to those of Multiplication and Division respectively. 8
 (ii) Find the number of digits in 2^{64} , having given $\log 2 = .30103$. 7

DRAWING.

Examiners—{ BABU GAGAN CHANDRA BISWAS, B.C.E.
 „ HARIPADA GHOSHAL, B.C.E.

N.B.—*The figures in the margin indicate full marks.*

1. A solid cone, of which the diameter at the base is 10 feet and height 25
 30 feet, rests on level ground. Give its plan and elevation to the scale of 5 feet
 to the inch. If 12 feet from the top be removed so that the cut face also
 remains level, give the horizontal section and also the vertical section of the cone
 through the centre and through a point 3 feet off from it.
2. Make a plan of the whole figure shown in sketch No. 2 (page 56), and 25
 show the section of the building on the line MN, projected on a plane parallel to
 it, scale 10 feet to the inch. Print the headings and your name neatly.
3. How do you describe and inscribe circles about and in given triangles ? 10
 Show that in the circle described about a right-angled triangle, the hypotenuse is
 a diameter.
4. A solid one-foot cube is pierced through the centre by a regular cylin- 20
 drical tube, 1 foot 6 inches long, of which the diameters are 2 inches and $2\frac{1}{2}$ in-
 ches. Make an isometric projection of the same (half-size).
5. Construct a decimal scale of one and one-fifth inches in 12 feet. 20

SURVEYING.

Examiners—{ BABU GAGAN CHANDRA BISWAS, B.C.E.
 ,, HARIPADA GHOSHAL, B.C.E.

N.B.—*The figures in the margin indicate full marks.*

1. What do you mean by *cadastral survey*? Give a specimen field-book of four plots of land in the occupation of four different tenants, with the usual record of rights, if you can. 16

2. How many different kinds of levelling instruments are in use? Give a specimen field-book of four back readings, four front readings, and four intermediate ones. Plot the same to scales of 200 feet and 10 feet respectively. 15

3. (a) Explain why two different scales are generally used in plotting sections. 5

(b) There are two tanks, A and B, 150 feet apart, without side-slopes. The depth of water in A is six feet, and in B five feet. I set my levelling instrument, which is in order and adjustment, between the two tanks and read the levels of their water-surface as on A 16.23 and on B 4.91. If I connect the two tanks by a trench and if the area of water-surface in the two be equal, what will be the result and why? 8

4. After a field is measured with a chain and found to measure 12 acres, the Gunter's chain used is checked and found to be 66 ft. 5 ins. long. Is the area already found a correct one? If not, find out the correct figure. 5

5. Plot the field shown in sketch No. 1 (*page 56*) to scale of 40 feet to the inch and make a complete compass-survey field-book with the help of your scale and protractor. 15

6. I stand on the bank of a river and see two objects on the other side. I move 300 feet along the bank and see those two objects again. I have got a *plane-table* with me without a magnetic compass. How can I find the distance of those two objects from the places where I stood and saw them, as also the distance between the objects themselves. 14

7. What do you mean by a *tie-line*, a *representative fraction*, *line of collimation*, *correction for curvature*, *permanent adjustments* of a level, a *levelling staff*, a *surveying compass*, and the *magnetic azimuth of an object*? What are diagonal scales and what are their advantages? Construct a diagonal scale of 9 miles to the inch, showing furlongs diagonally. 12

8. Illustrate how to find the height of a point on an inaccessible hill without the use of angular instruments. 10

ENGINEERING.

Examiners—{ BABU NETAI GOVINDA CHOWDHURY, B.C.E.
 „ HARIPADA GHOSHAL, B.C.E.

N.B.—*Each question carries 15 marks.*

1. Explain the following terms :—
 Ashlar work, Coursed rubble, and Random rubble.
2. If you have to burn 5 lacs of bricks with wood, fuel, and coal, what quantity of fire-wood and coal would you purchase, the brick-burning being made in accordance with the *Panja* system?
3. In inspecting the construction of a bridge, what points will you particularly observe?
4. The embankment of a road is finished, leaving gaps at places for bridges. It is proposed to practically test the water-way of the bridges by observation of floods in two seasons. Describe the operations you will take.
5. If you have to do 5000 sup. ft. of green painting, what materials will you collect?
6. What is the maximum gradient you will allow in a metalled road?
7. What slope will you allow on a terraced roof?
8. What is the safe working strain on pucca brickwork?
9. What load per sq. ft. will you allow for structure on a rocky soil?
10. If you have to put in tie-rods on both sides of all the walls of a room, say, 16 ft. $\times$ 12 ft., describe the operations, specifying what precautions you will particularly take, assuming that there are two big cracks on the two longitudinal walls across the arches.

ESTIMATING.

Examiners—{ BABU NETAI GOVINDA CHOWDHURY, B.C.E.
 „ HARIPADA GHOSHAL, B.C.E.

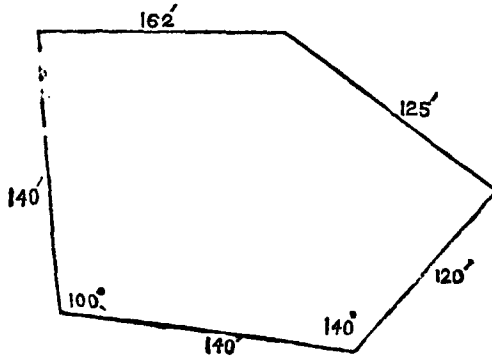
N.B.—*The figures in the margin indicate full marks.*

1. A road passes through a level tract of land. The embankment is to have a formation gradient of one in two hundred and fifty. The width of the bank at the top is 30 feet, the side-slopes are two to one, and the height at the commencement of an ascending gradient is 18 feet. Find the cost of construction of 300 feet of the bank from that point allowing 10 per cent. for settlement, at Rs. 8 per thousand cubic feet, and also the cost of turving the slopes of the same portion at Rs. 3 per thousand square feet. 40
2. A drain, 3 feet wide and 3 feet deep, runs between a road and a house. 30
 A culvert is wanted for access to the house from the road. The main entrance

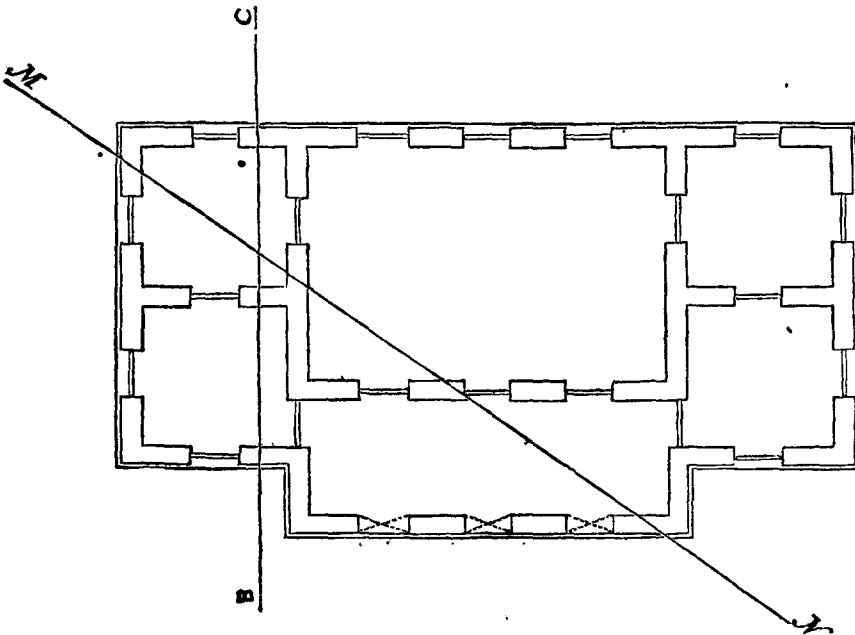
of the house is 5 feet wide. Construct any culvert to serve the purpose and estimate the cost of the same.

3. Estimate the cost of the superstructure brick-work, sand-plaster, and 30 roof, in the building shown in sketch No. 2.

Sketch No. 1.



Sketch No. 2.



Fifth Standard Examination.

1907.

ORIENTAL LANGUAGE.

SANSKRIT.

Paper set by— { BĀBU GOLAP CHANDRA SHASTRI, M.A., B.L.
,, KUNJALAL NAG, M.A.

Examiner—BĀBU KUNJALAL NAG, M.A.

The figures in the margin on the right indicate full marks.

1. Translate accurately into Sanskrit any four of the following 10 passages :—

- (i) The mouse entered its hole and became invisible in an instant.
- (ii) The boy laughs at old people day and night. Old men and women were never thus laughed at by any one.
- (iii) I am not to be killed if I be not death-deserving.
- (iv) Where there are openings for evils, evils will multiply.
- (v) I shall do all I can for you.
- (vi) Is not the knave's behaviour like the mosquito's ?
- (vii) The sun rises in the east and sets in the west.
- (viii) Tired, I fell asleep.
- (ix) He is kind by nature and will never cause pain to the meanest creature that lives.

2. Discuss the statement—"The singular number, in all languages, denotes a single individual, while the plural number expresses more individuals than one, e.g. दशः दाराः, दशं दारा." 2

3. "अस्ति गोदावरीतीरे विशालः शास्त्रालीतम् । तत्र नानादिग्देष्टाद्यागत्य रात्रौ पक्षिणो निवसन्ति ।" 3

(a) How need you alter the first sentence in order to qualify 'शास्त्रालीतम्' by 'रात्रौ'? Given that अधिष् is transitive, replace नि by अधि in 'तत्र रात्रौ निवसन्ति.' 3

(b) Lay your finger on all the कर्मधारय compounds in the extract and single out an example of द्वान्द्वसमाहार. Give the feminine of 'पक्षिणः'. 2

(c) Distinguish between दिक् and देश and give examples of either. 2
What is the gender, as also the form, of नाना in connection with दिग्भ्यः and देशेभ्यः ?

(d) How are the verbs in the second sentence related, one to another? 3
What कारक's are connected with either, and how ?

4. (a) Amend the following verse with comments, taking care to make no more alterations than are indispensable. 2

हि सर्वस्य परीक्ष्यन्ते स्वभावा नेतरे गुणाः ।

वर्तन्ते हि गुणान् सर्वान् स्वभावोऽतीत्य मूर्द्धनि ॥

(b) Derive परीक्ष्यन्ते and point out its nominative. Give the singular of इतरे in the other genders. Derive अतीत्य and take out अति. 3

(c) Is स्वभाव included in or excluded from गुण in either half of the verse? 2

5. (1) अस्म्य यस्त्वमिदं प्राप्य प्रशमाय वचो मम ।

नैतद्वचसा भिन्ने हृदये मम तिष्ठति ॥

(2) भवितव्यं तथा तच्च नानुशीचितुमर्हसि ।

(a) Explain "नैतत् ... तिष्ठति". What are 'एतत्' and 'हृदय' compared to? 3

(b) What case is अस्म्य? Compound जगतः अस्म्य. 1

(c) Express 'नानुशीचितुमर्हसि' in English. Derive and parse 'तथा.' 2

6. Explain in Sanskrit any two of the following extracts :— 5

(a) व्याधितस्योषधं पथ्यं नीरुजस्य किमोषधेः ।

(b) एक एव सुहृदुर्म्मो निधनेऽप्यनुयाति यः ।

(c) कालधूलमिदं सर्वं भावाभावो सुखासुखे ।

(d) निम्नं यथापः प्रवणाः पात्रमायान्ति सम्पदः ।

7. Explain in English any two of the following extracts :— 5

(a) सर्वैरेकत्र विस्त्रम्भालापेः सुखमनुभवद्भिः स्थीयताम् ।

(b) आत्मपरित्यागेन यदाश्रितानां परिरक्षणं तन्न नीतिवेदिनां सम्मतम् ।

(c) शोच्या गान्धारी पुत्रपौत्रैर्विहीना तथा बन्धुभिः पितृभिर्जातुमिच्छ ।

(d) उत्तमोत्तममप्राप्यमविवेकोऽभिवाञ्छसि ।

For Composition and Style. 5

PERSIAN.

Paper set by—MOULVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—MOULVI MAINUDDIN.

The figures in the margin indicate full marks.

1. (a) Translate into English :—

8

سطر سوم نیست بجز چار حرف * درج بهر چار رموز شگرف
هرچه بود در خم طاق سپهر * جماله ازین چار نمود ست چهر
قدرتش آن را بهم آمیخته * هردم ازان نقش نو انگیخته
نقش نخستین چه بود زان جماد * کز حرکت بر در او ایستاد
کوه نشستہ بمقام وقار * یافته در تعدد طاعت قرار
کانکہ بود خازن گنجینه اش * ساخته پر لعل و گمـرسینہ اش
هر گمـبرے دیدہ رواج دگر * گشتہ فرو زندہ قاج دگر
نوبت ازین پس بہ نبات آمدہ * چابک و شیرین حرکات آمدہ

(b) Translate into English :—

5

شنیدم کہ روزے سلیمان زگشت * سوارہ بسوراخ مورے گذشت
فوس تا نہد بر سر مور پای * فرود آمد و بر گرفتش ز جاے
در آزدہ آن بی زبان را بدست * شد از رخس و بر تخت شاهی نشست
پـرسش بر آن خردہ شد خردمند * کہ چون بینی این تخت گاہ بلند
بدانندگی داد مورش جواب * کہ اے ذرہ را بر آفتاب

2. Give the root and meaning of the following words :—

2

مکارم - ارامل - سپاس - محکم - درویش - ذخیرہ -

3. State in how many senses الف is used in Persian. Illustrate them with examples.

3

4. What is ماضی استمراری and how is it formed ?

4

5. Translate into English :—

5

در کتاب دیدہ ام - کہ خداوند تعالی چون نفس را بیافرید - از وی پرسید -
کہ تو کیستی و من کیستم - گفت تو توئی و من منم - صد سال او را در سموم
دوزخ بداشت - و عذاب کرد و پرسید - کہ تو کیستی و من کیستم - همان
جواب نخستین اعادت کرد - صد سال دیگر در زمهریر دوزخ او را بداشت -
چون سوال اول مکرر فرمود باز همین گفت - سه روز بروے گرسنگی را گماشت

پرسید تو کسئی و من کیستم - گفت تو خدا بزرگ و من بنده ضعیف
گفته اند که سگ را به بند منقاد دار - و نفس را به گرسنگی و بندگی
معتاد - تا آن صید کند و این صید شود *

6. Translate into English :—

8

اگر قدرت جود سمت - و اگر قدرت سجود - توانگران را بهتر میسر میشود -
که مال مرثا دارند - و جامه پاک و عرق مصون - و دل فارغ - و عاقلان
دانند - که قوت طاعت در لقمه لطیف است - و صحت عبادت در کسوت
قطیف - پیدا است که از معده خالی چه قوه آید - و از دست تہی چه
مروت - و از پای بسته چه سیر - و از دست گرسنه چه خیر * * قطعه *
شب پراگنده خسپد آنکہ پدید * نبود وجه بامدادانش
مور گرد آورد بتابستان * تا فراغت بود زمستانش
فراغت با فاقہ تہ پیوند - و جمعیت در تنگدستی صورت نبند - یکی
تکریمہ عشا بستہ - و دیگرے منتظر عشا نشسته - هرگز این بدان کی ماند

* بیت *

خداوند نعمت بحق مشغول * پراگنده روزی پراگنده دل

7. Translate into Persian :—

11

Once on a time, a fox had the ill-luck to be caught in a steel-trap, and was glad to get out of it with the loss of his tail. Yet in a short time, the shame which this loss brought on him was so great, that he would have been glad if he had lost his life.

Poor wretch, what could he do? Why, he spoke first to this fox, and then to that; and told them that his tail was so long, he could not run with it easily.

BENGALI.

Full marks—50.

Paper set by—BABU RABINDRA NATH TAGORE.

Examiners—{ BABU KSHIROD PROSAD VIDYABINODE, M.A.
„ AMULYA CHARAN VIDYABHUSHAN.

১। “রাম রাজপদে প্রতিষ্ঠিত হইলেন এবং অপ্রতিহতভাবে রাজ্যশাসন ও অপত্য-
নির্বিশেষে অত্যাপালন করিতে লাগিলেন।”

সমস্ত সমাসগুলি ভাঙিয়া উল্লিখিত বাক্যটিকে লিখ।

অথবা—

সমাস ব্যবহার দ্বারা ও সৰ্ব্বশ্রুত্রে নিম্নলিখিত বাক্যটিকে সংহত কর :—

যাঁহার হৃদয় সরল, যাঁহার আচার শুদ্ধ, পতিই যাঁহার প্রাণ এমন স্ত্রীলোককে, কোনো অপরাধ করেন নাই জানিয়াও, যখন আমি অনায়াসে বিসর্জন দিতে উদ্যত হইয়াছি, তখন এমন কে আছে যে আমা অপেক্ষা মহাপাতকী ।

২। সীতার বনবাস গ্রন্থে বর্ণিত ঘটনাটিকে অল্প কয়েক ছত্রের মধ্যে লিখ ।

অথবা—

পুরাণে গঙ্গার উৎপত্তিসম্বন্ধে যে প্রবাদ আছে, তাহার সহিত কবি হেমচন্দ্রের বর্ণনার কি প্রভেদ দেখাইয়া দাও ।

৩। অনুবাদ কর :—

These old Greeks learnt from all the nations round. From the Phoenicians they learnt shipbuilding; and from the Assyrians they learnt painting and carving, and building in wood and stone; and from the Egyptians they learnt astronomy, and many things which you would not understand. Therefore God rewarded these Greeks, and made them wiser than the people who taught them in everything they learnt; for He loves to see men and children open-hearted, and willing to be taught; and to him who uses what he has got, He gives more and more day by day. So these Greeks grew wise and powerful, and wrote poems which will live till the world's end. And they learnt to carve statues, and build temples, which are still among the wonders of the world; and many other wondrous things God taught them, for which we are wiser this day.

৪। (ক), (খ), (গ) ও (ঘ) চিহ্নিত প্রশ্নগুলির মধ্যে যে কোনো দুইটির উত্তর লিখ ।

(ক) “পড়ে থাকে দূরগত
জীর্ণ অভিশাপ যত
ছিন্ন পতাকার মত ভগ্ন দুর্গপ্রাকারে ।”

মনের কিরূপ ভাব অবলম্বন করিয়া উক্ত উপমাটি ব্যবহার করা হইয়াছে ।

অথবা—

হাস্যে শরৎ চাঁদ কিরণ বিস্তারি ।
পথে মাঠে কি বাহার চেয়ে দেখ একবার
পদব্রজে পথিকের সারি ।

এই বর্ণনাটি ফলাইয়া লিখ ।

(খ) পল্লীগ্রামে অন্ধকার রাত্রিতে ঝড়বৃষ্টি হইতেছিল; বিধবা স্ত্রীলোকের ক্রয় ছেলেটির জন্য ডাক্তার ডাকিবার কোনো লোক নাই জানিয়া অবিনাশ ভীতস্বভাব হইলেও ভয় সম্বরণ করিয়া ডাক্তারের বাড়ী গেল ।

এই ঘটনাটিকে বর্ণনা করিয়া লিখ ।

অথবা—

কলিকাতার অথবা পরিচিত কোনো গ্রাম বা সহরের কোনো একটি পথের কিয়দংশ যথাযথরূপে বর্ণনা কর ।

(গ) মনে কর একশো টাকা লাভ করিয়াছ, এই টাকা লইয়া কি করিতে চাও, তাহা বন্ধুকে জানাইয়া লিখ ।

অথবা—

তোমার পাঠ্যবিষয়গুলির মধ্যে কোন্ কোন্টা তোমার বিশেষ ভাবে ভাল লাগে বা লাগে না, তাহার আলোচনা করিয়া পত্র লিখ ।

(ঘ) কবি হেমচন্দ্রের যে কবিতা তোমার সর্বাপেক্ষা ভাল লাগিয়াছে, তাহার ভাষা, ছন্দ ও কবিত্ব বিচার কর ।

(কবিতাবলী দেখিয়া লিখিতে পার)

৫। নিম্নোক্ত অংশ সরল ভাষায় লিখ—

তদনন্তর মুনিশ্রেষ্ঠ বাল্মীকি সীতাসহিত জনবৃন্দ মধ্যে প্রবিষ্ট হইয়া রামকে এইরূপ বলিতে লাগিলেন—“হে দাশরথ্যে, ধর্মচারিণী এই সীতা লোকাপবাদহেতু আমার আশ্রমসমীপে পরিত্যক্তা হইয়াছিলেন । এই অপাপা পতিপরায়ণা তোমার নিকট প্রত্যয় প্রদান করিবেন ।” রাম বাল্মীকিকর্তৃক এইরূপ কথিত হইয়া এবং সেই দেববর্গিনী জানকীকে দেখিয়া, কৃতজ্ঞ-পূর্বক, জনগণের সমক্ষে এইরূপ বলিতে লাগিলেন, “হে ধর্মজ্ঞ, আপনি যাহা বলিতেছেন তাহাই সত্য । আপনার পবিত্র বাক্যেই আমার প্রত্যয় হইতেছে । এই জানকীকে আমি পবিত্রা মনে জানিয়াও শুদ্ধ লোকাপবাদভয়ে ত্যাগ করিয়াছি । কিন্তু আপনি আমাকে ক্ষমা করিবেন, সীতাশপথ দর্শনজন্ত কোতূহলাক্রান্ত হইয়া সকলে সমাগত হইয়াছেন ।” তখন কাব্যবস্ত্রপরিধানা সীতা সকলকে সমাগত দেখিয়া অধোমুখী, অধোদৃষ্টি এবং কৃতজ্ঞ লি হইয়া এইরূপ কহিতে লাগিলেন, “আমি রাম ভিন্ন জানি না, আমার এই বাক্য যদি সত্য হয়, তবে পৃথিবীদেবী আমাকে বিবর প্রদান করুন !” বৈদেহী এইরূপ শপথ করিলে দিব্য সিংহাসন সহসা রসাতল হইতে আবির্ভূত হইল এবং সেই স্থলে পৃথিবীদেবী সীতাকে দুই বাহুদ্বারা গ্রহণ করিলেন । সিংহাসনা-রূঢ়া সীতাকে রসাতলে প্রবেশ করিতে দেখিয়া তদুপরি স্বর্গ হইতে পুষ্পবৃষ্টি হইতে লাগিল ।

অথবা—

নিম্নলিখিত কাব্যংশ গদ্য করিয়া লিখ :—

বিলাপ করেন রাম লক্ষণের আগে,
ভুলিতে না পারি সীতা সদা মনে আগে ।
রাজ্যচ্যুত আমাকে দেখিয়া চিন্তাবিতা
হরিলেন পৃথিবী কি আপন দুহিতা ?
রাজ্যহীন যদ্যপি হয়েছি আমি বটে
রাজলক্ষ্মী তথাপি ছিলেন সন্নিকটে ।
আমার সে রাজলক্ষ্মী হারাইল বনে,
কৈকেয়ীর মনোভীষ্ট সিদ্ধ এতদিনে ।
সৌদামিনী যেমন লুকার জলধরে
লুকাইল তেমন জানকী বনান্তরে ।
কনকলতার প্রায় জনকদুহিতা
বনে ছিল কে করিল তারে উৎপাটিতা ।
দিবাকর নিশাকর দীপ্ত তারাগণ
দিবানিশি করিতেছে তমো নিবারণ,
তারি না হরিতে পারে তিমির আমার
এক সীতা বিহনে সকল অন্ধকার ॥

উল্লিখিত কবিতার তৃতীয় ছন্দে চিন্তাবিতা শব্দটি কাহার বিশেষণ ?

HINDI.

*Full marks—50.**Paper set by—PANDIT UMAPATI DATTA SARMA PANDEYA, B.A.**Examiner—PANDIT UMAPATI DATTA SARMA PANDEYA, B.A.*

(अ) कहाँ करुणा निधि केशव सोए ।

जागत नेकु न यदपि बहुत बिधि भारतवासी रोए ॥

इक दिन बह हो जब तुम दिन नहिँ भारतहित विसराए ।

इतको पसु गजकोँ आरत लखि आतुर प्यादे घाए ॥

प्रलयकाल सम जौन सुदरसन असुर प्रान संहारी ।

ताकी धार भई अब कुछित हमरी केर मुरारी ॥

हाय सुनत नहिँ नितुर भए क्यों परम दयाल कहाई ।

सब बिधि बूझत लखि निज देसहिँ लेहु न अबहिँ बचाई ॥

(इ) निज भाषा निज धर्म निज, मान करम व्यवहार ।

सबै बड़ावहु बेगि मिलि, कहत पुकार पुकार ॥ -

(१) सरल हिन्दी गद्यांश ऊपर के पद्याँका अर्थ लिखो ।

(२) प्रसंग जनाकर व्याख्या करो : -

(क) लाल कोकनद सरिस भए दौहुनको लोचन ।

हिलैँ केशको बन्ध कोपसन काँपत सब तन ॥

नाचि उठीँ दोउ झुकुटि क्रोध नहिँ सकत संभारी ।

चञ्चल भङ्ग समेत कल्लकी कृषि मुखधारी ॥

(ख) सुनत सुमङ्गल बचन, मन प्रसोद तन पुलक भर ।

सरब सरोरुह नयन, तुलसी भरे सनेह जल ॥

(ग) देखि पाय सुनि राय तुम्हारे ।

भये सुकृत सब सुफल हमारे ॥

अब जहँ राउर आयसु होई ।

सुनि उद्वेग न पावइ कोई ॥

सुनि तापस जिन्हते दुख लहहीँ ।

ते नरेस विनु पावक दहहीँ ॥

मङ्गल मूल विप्रपरितोषू ।

दहइ कोटि कुल भूसुर रोषू ॥

(३) "भारतमें गौकी उपयोगिता" - पर एक लेख लिखो ।

(8) प्रचलित हिन्दीमें नीचे के वाक्यों को फिरसे लिखो: -

मैं अत्यन्त खेद होते हैं कि यह विषयका प्राप्य सामग्री बहुत नून है और यह हेतु हम लालक्षित हो रहा कि कविका सहवासी पत्तानिवासी बेणीमाधवदासकृत "गोसाईं चरित्र" नामक पुस्तक जो मैं उसके पूर्ण जीवनवृत्त लिखा हुआ होगी उसे प्राप्त करता, मैं यह को बहुत खोजवाये परन्तु उसकी प्रति नहीं मिली। यह कारण मैं अगत्य होकर प्रिया दास प्रभृति कृत टीका सहित भक्तमालका संदिग्धार्थ कन्दोपर निर्भर होना पड़ा। ग्राउस साहब जो रामायण का अनुवाद किहिन हैं वह की भूमिके मैं वह कन्दोका मूल और शब्दार्थ लिखा हैं यह लिये मैं भी सोही से लिया हैं। एहमें कौनो शकना कि हम बड़ा खोज से वह किताब पाये और पढ़ें।

(4) अपने बड़े भाई को एक पत्र लिखो जिसमें अपनी यात्रामें देखे हुये किसी शहरका वर्णन अति संक्षेप से लिखो।

(5) कुछ हिन्दीमें अनुवाद करो :-

One of the great events of the Bentinck administration was the successful application of steam to the voyage between Europe and India, and the subsequent establishment of the regular route by Egypt. A vessel called the *Enterprise*, under steam and canvas, had made the first trial voyage round the Cape of Good Hope, but not satisfactorily. She left Falmouth on the 16th of August, 1825, and did not reach Diamond Harbour, in the Hooghly, till the 7th of December. A route by the Euphrates to the Persian Gulf was then attempted, after which it was ascertained that the ancient line across the Isthmus of Suez, from the Mediterranean to the Red Sea, was entitled to the preference; and an old work, written by Colonel James Capper ("Observations on the Passage to India," 1784), tells us that it was the most frequented route to India in ancient times; but, after the discovery of the way round the Cape, was neglected by most European nations. The first steam voyage by this line was made by the *Hugh Lindsay*, which left Bombay on the 20th of March, 1830, and arrived at Suez on the 22nd of April, an interval of thirty-two days. In her next voyage she reduced the period to twenty-two days; and in 1836, the Government of Bombay congratulated the Court of Directors on the arrival of despatches from London in sixty-four days; and since then, as is universally known, the distance has been performed in less than half of that time (now 15 days only).

MARATHI.

*Paper set by—*PANDIT DHARMANAND Koushambi.

*Examiner—*PANDIT DHARMANAND Koushambi.

The figures in the margin indicate full marks.

1. अन्वया सह सरल भाषेत अर्थ लिहा : — 17
 - (a) साधूनी बचनाग खातो तोला तोला ।
आशिकांतें डोलां न पाहवे ॥
साधूनी भुजङ्ग धरितील हातीं ।
आशिकें कांपतीं देखानियां ॥
असाध्य तें साध्य करितां सायास ।
कारण अभ्यास तुका म्हणें ॥
 - (b) येनां असें भरत देखुनि रामराया
गंगातटीं रघुनि दर्भ बसे मराया ।
पांचे वसिष्ठ मुनि-बक्त्र-सरोरुहातें
श्रीराम, आणि खुण दाखवि हो स्वहातें ॥
कीं सांग गुह्य अवतारचरित्र याला
जें तरितें चहुं युगांत जगत्रयाला ।
बोले वसिष्ठ मृग सन्निध जाउनीयां
कां ग्राह्य टाकिसि म्हणें समजाउनीयां ॥
 - (c) अर्जुन म्हणें सख्या जें कीर्तिकर असेल तेंचि करु जा मा ।
सागावें काय तुम्हा प्रणतत्राणीं असेचि कर जागा ॥
2. “इंग्रजी राज्यापासून आमची पहिली मोठी हानि कोणती झाली म्हणाल तर स्वतंत्रनाश । स्वातंत्र्याची स्थिति पारतंत्र्या पेक्षां किती सुखावह असते हें कोणालाही सांगायला नकोच । यदृच्छेनें अंतर्गालांत क्रिष्णार्च्या व वनगहनांत यथेच्छ आहारविहार करण्याच्या पद्ध्यांत, आणि मोठ्या सोन्याच्या किंवा रत्नखचित पिंजऱ्यात कोंडलेल्या पोपटांत किति अंतर !” 8
 - (a) ह्याचा सारांश तुमच्या शब्दांनीं सांगा, (b) वरील पोपटाची उपमा ह्यादेशास कशी लागू पडते ?
3. (a) स्वदेशभक्ति (b) गुरुभक्ति (c) अथवा मातृभक्ति यां पैकीं एका 10
द्विषयावर लहानसा निबंध लिहा ।
- *4. खालील वाक्यें शुद्ध करा : — 5
शालेंस जाण्याची वेलीं मला मार्गे पुस्तकें घेवून, दूसरा मुलांनीं बांदण न करतो शालेचीं जातो । गोवींदराव मार्गे सौत्र आहे । ते आपणाच्या अभ्यास भट्टुन करितो । विद्याभाषाचीं मन करा ।

5. Translate into Marathi :—

10

These old Greeks learnt from all the nations round. From the Phoenicians they learnt shipbuilding ; and from the Assyrians they learnt painting and carving and building in wood and stone ; and from the Egyptians they learnt astronomy, and many things which you would not understand. Therefore God rewarded these Greeks, and made them wiser than the people who taught them in everything they learnt ; for He loves to see men and children open-hearted, and willing to be taught ; and to him who uses what he has got, He gives more and more day by day. So these Greeks grew wise and powerful, and wrote poems which will live till the world's end. And they learnt to carve statues, and build temples which are still among the wonders of the world ; and many other wondrous things God taught them, for which we are wiser this day.

URDU.

Full marks—50.

Paper set by—MOULAVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—MOULAVI MAINUDDIN.

1. Give a brief summary in Urdu of any one of the following :—

10

- (a) The story of the first Dervesh درویش اول.
 (b) The story of the birth of شاهزادہ ہرمز.
 (c) The story of Tajul Maluk in winning دلبر بیسوا.

2. Explain in English :—

12

(a) جب محمد شاہ بن تغلق شاہ سرپر آرای سلطنت ہوئے ظلم و ستم میں انکا شہرہ ہوا باشندگان دہلی پر یہ ایک تازہ ظلم کیا کہ انکو شہر میں رہنے ندیاں دیوگیر معروف بدولت آباد میں بھیج دیا اور پھر قبل اپنے سلطنت کے زوال کے آنلوگوں کو دہلی میں منگوا لیا اس نقل و حرکت کی باعث بہت سے الفاظ دکنی بھی زبان دہلی میں مل گئے ۔ زبان میں ایک نقص پیدا ہوا اور وہی انداز گفتگو آخر عہد جہانگیر شاہ تک رہا *

(b) نک آنکہ ملاتے ہی کیا کام ہمارا * تمہر یہ غضب پوچھتے ہونام ہمارا
 تمنے تو نہیں خیر یہ فرمائے بارے * پھر کن نے لیا راحت و آرام ہمارا
 میں نے جو کہا آئے پاس تو بولے * کیوں کسلئے کسواسطے کیا کام ہمارا
 چشم اوسکی نشہ سے جب گلابی ہو جاتی
 صوفی اسے دیکھے شرابی ہو جاتے

دکھلائے جو روئے کتابی ای ذوق
شب مدرسه کافر کتابی ہو جائے

3. Translate into idiomatic Urdu the following story :—

8

Two women were quarrelling for a child, but neither had any evidence. They both went before the Qazee, and demanded justice. The Qazee sent for the executioner and said to him, "Divide the child into two equal parts and give one to each of these women." One of the women, when she heard these words, continued silent; but the other began to cry aloud, and exclaimed, "For God's sake, don't divide my child in halves; although such is strict justice, I relinquish my claim." The Qazee being fully convinced of this being the mother of the child, delivered it to her, and after ordering the other a whipping sent her away.

4. Write a short essay of about 20 lines in Urdu on any one of the following subjects :—

- (a) The life of any great man of modern India.
- (b) The necessity for technical education for Indian youths.
- (c) Any memorable event that has taken place in your lifetime in India.

5. Write a letter in Urdu to some friend of yours in answer to any one of the following queries :—

- (a) What do you propose to do for the improvement of your native village during the holidays ?
- (b) After finishing your education in what way do you wish to work for your country ?

ENGLISH.

FIRST PAPER.

Full marks—50.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
BABU SATIS CHANDRA MUKERJI, M.A., B.L.

*Examiner—*G. SIRCAR, Esq., M.A., B.L.

Directions to candidates.

1. Candidates are permitted to make their choice of questions from among the several groups, A, B, C, and D, given below; but they are required to note that the total value of the questions attempted should in no case exceed 50.
2. The figures in the margin on the right indicate full marks.
3. Answers must be in English.

GROUP A.

1. "Look round and tell me which of your wants is without supply; if you want nothing, how are you unhappy?"

Turn the above into the indirect form of speech.

2. Fill up the blanks in :—

5

My father originally intended that I should have no other education—such—might qualify me—commerce; and often declared his hope that I—be the richest man in Abyssinia.

3. Fill up the blanks in :—

5

If men—all virtuous, I—with great alacrity teach them all to fly. But what—be the security of the good, if the bad—at pleasure invade them from the sky?

GROUP B.

1. Supposing you were required to choose between (1) spending your whole life in a *Happy Valley* in the midst of perpetual pleasures and enjoyments; and (2) living a life of struggle and pain in the world outside,—how would you exercise your choice? 20

2. “Nor can I believe but that if I had the choice of life, I should be able to fill every day with pleasure,” said the Prince (Rasselas, Chapter XII). 20

(a) What sort of “pleasure” did the prince refer to here?

(b) Was it the same as, or was it something different from, the kind of “pleasure” referred to in the following statement made by the Prince?—

“I fly from pleasure because pleasure has ceased to please!” (Rasselas, Chapter III).

3. “Every beast that strays beside me has the same corporeal necessities with myself. I am hungry and thirsty like him, but when hunger and thirst cease, I am not at rest : I am like him pained with want, but am not like him satisfied with fulness.” 20

What, then, is the secret of “this difference between man and all the rest of the animal creation”?

4. “Ye who pursue with eagerness the *phantoms of hope*, attend to the history of Rasselas.” 20

(a) How do you distinguish between a “hope” proper, and a “phantom of hope”?

(b) What *phantom of hope* did Rasselas pursue, and why should that be called a *phantom*?

5. “Why,” said Rasselas, “should you envy others so great an advantage? All skill ought to be exerted for universal good; every man has owed much to others, and ought to repay the kindness that he has received.” 20

(a) What is your estimate of the character of Rasselas, and how is it borne out by the above?

6. “Human life is everywhere a state in which much is to be endured and little to be enjoyed.” 20

(a) How far is this borne out by Imlac’s experiences, and how far by Rasselas’s?

GROUP C.

1. In his *Elegy* Gray seems to have poured forth his whole soul in sing- 10
ing the praises of the rural poor of England.

(a) Do you like these praises? If so, try to explain what you feel.

(b) In answering the question, quote, where you can, lines and expres-
sions from Gray, to enforce your meaning.

2. "Perhaps in this neglected spot is laid 10

* * * *

"Some village Hampden, that with dauntless breast

"The little tyrant of his fields withstood,

* * * *

"Some Cromwell, guiltless of his country's blood."

(a) Give the reference to *Hampden* and *Cromwell*.

(b) Give the substance of the lines quoted, in simple English.

(c) How far is it true to say that there are *Hampdens* and *Cromwells*
amongst the rude tenantry of our Indian villages?

3. "*My days among the Dead are past.*" 10

"Southey lived a scholar's life throughout; but he must not be
regarded merely in the light of a learned man,—of a man possessed only of a
vast deal of erudition."

Prove this from the poet's own statements in the *Scholar*.

4. In the quarrel between Antonio and Shylock, did the fault lie wholly 10
on one side? Attempt a full answer.

GROUP D.

1. "No man can ever be great by imitation." Why? 5

2. "To a poet nothing can be useless." Why? 5

3. "The equity of Providence has balanced peculiar sufferings with
peculiar enjoyments." Explain. 5

4. Explain clearly:— 5

(a) "The paths of glory lead but to the grave."

(b) "Pleasures can never be so multiplied or continued as not to leave 5
much of life unemployed."

5. Explain clearly:—

(a) "Fair Science frown'd not on his humble birth,

"And Melancholy mark'd him for her own."

(b) "Thou shalt be the companion of my flight, the guide of my ram-
bles, the partner of my fortune and my sole director in the choice of life."

6. Give a short description of the *Happy Valley* and of the private place 5
in which the Abyssinian princes were kept confined.

7. In what connexion were the following said ? 5
 (a) "Sufferance is the badge of all our tribe."
 (b) "You teach me, sir, how a beggar should be answered."
8. In what connexion were the following said ? 5
 (a) "As we all pray for mercy, that same prayer should teach us to show mercy."
 (b) "If your love for me do not persuade you to come, let not my letter."
9. Give the meanings of :— 5
Trophy ; smiling land ; the inevitable hour ; ignoble strife ; memorial ; precincts ; kindred spirit ; noon-tide ; crazed ; forlorn ; lingering look and unlettered.
10. Give the meanings of :— 5
 (a) To apply oneself to a thing ; (b) cold indifference ; (c) a man of high credit ; (d) beyond the malice and pursuit of man ; (e) where man preyed upon man ; (f) diversities of the world ; (g) Father of Waters ; (h) communicative ; (i) negotiate ; (j) replete ; (k) aperture ; and (l) a penalty.

ENGLISH.

SECOND PAPER.

GROUP A.

Full marks—30.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
 { BABU SATIS CHANDRA MUKERJI, M.A., B.L.

*Examiner—*BABU RADHAKUMUD MUKERJI, M.A., P.R.S.

1. Give in your own words the substance of any two of the following :—
 (a) The usefulness of a man depends on his knowing and doing the duties belonging to his place in life.
 (b) Best men are moulded out of faults.
 (c) Hard work is a great police agent. If everybody were worked from morning till night, and then carefully locked up, the register of crimes might be greatly diminished.
 (d) Trust no future, howe'er pleasant,
 Let the dead Past bury its dead !
 Act—act in the living Present,
 Heart within, and God o'erhead.
2. Give an account of the village, town or district in which you have been born or bred up, with special reference to the following points :—(1) geographical position ;

(2) past history; (3) classes and castes; (4) varieties of occupation; (5) education; (6) social life; (7) industries; (8) religious beliefs; (9) manners and customs; (10) any other special feature or features; (11) future possibilities.

3. Express in your own words the substance of the following dialogue between Uddalak Rishi and his son, Svetaketu :—

Uddalaka to Svetaketu :—As these rivers, my son, the Ganges, the Indus, etc., all pour their waters into the sea and become one with it, just so all creatures are in the end merged in Him from whom they originally proceeded. Place this salt in water, and then wait on me in the morning.

Svetaketu did as commanded and appeared before Uddalaka next morning, and the following conversation ensued :—Uddalaka—Bring me the salt which you placed in water last night. Svetaketu looked for the salt, but found it not, for, of course, it had been melted. Said Uddalaka—Taste it from the surface. How is it? Svetaketu—It is salt. Uddalaka—Taste it from the middle. How is it? Svetaketu—It is salt. Uddalaka—Taste it from the bottom. How is it? Svetaketu—It is salt. Uddalaka—Throw it away and then wait on me.

The son waited on the father who explained to him that the Universal Being, though invisible, dwells in us, as the salt is in the water.

ENGLISH.

SECOND PAPER.

GROUP B.

BENGALI.

Full marks—20.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
BABU SATIS CHANDRA MUKERJI, M.A., B.L.

*Examiner—*BABU RADHAKUMUD MUKERJI, M.A., P.R.S.

Translate into English any *one* of the following :—

(1) ১৮৪২ খৃঃ অঃ ১৮ই জাল্লিয়ারী মঙ্গলবার মাধবরাও গোবিন্দ রাণাড়ে মহোদয়ের জন্ম হয়। মাধবরাও তাঁহার দ্বন্দ্ব জননীর দ্বিতীয় সন্তান। সম্প্রতি তাঁহার বয়ঃক্রম ৫৯ বৎসর হইয়াছিল। রাজকার্য্যে নিয়ত ব্যাপৃত থাকিয়াও তিনি স্বদেশ ও সমাজের মঙ্গলবিধানে তৎপর ছিলেন। তিনি প্রায় প্রত্যেক কংগ্রেসে উপস্থিত থাকিতেন। তাঁহার উপদেশক্রমে কংগ্রেসের অনেক কার্য্যই পরিচালিত হইত। তিনি ছাত্রগণের একান্ত বন্ধু ছিলেন, অবসর পাইলেই ছাত্রদের সভা-সমিতিতে যোগদান করিতে বিশেষ আগ্রহ প্রকাশ করিতেন। তাঁহাকে হারাইয়া আমাদের যে অসীম ক্ষতি হইয়াছে তাহা কতদিনে পূর্ণ হইবে, অথবা তখনও পূর্ণ হইবে কিনা, কে বলিতে পারে?

(2) রানী ভবানী অতি ধর্মপ্রাণা রমণী ছিলেন। তিনি প্রতিদিন প্রভাতে শয্যা হইতে উঠিয়া নিজে পুষ্পচয়ন করিতেন। যখন গঙ্গাতীরে বরানগরে নিজবাটীতে বাস করিতেন, তখন প্রাতে গঙ্গাস্নান করিয়া সন্ধ্যাবন্দনাদি করিতেন, মধ্যাহ্নে দেবতাদের পূজা দিতেন; অবকাশ-মত পুরাণাদি পাঠ করিতেন। এসকল কার্য্য করাতেও তাঁহার রাজকার্য্য পরিদর্শনে ব্যাঘাত হইত না। তিনি একবারমাত্র হবিষ্যার আহার করিতেন। আপন স্বথের জন্ত তিনি কিছুই ব্যয় করিতেন না। কেবল লোকের উপকারের জন্যই সর্বদা ব্যস্ত ছিলেন, হিন্দু বিধবারমণীর এইরূপে দিন যাপন করাই প্রশংসনীয়।

(3) বিগত পূজার বন্ধে আমি কাণপুরে গিয়াছিলাম। কাণপুর এখন পশ্চিমাঞ্চলে সর্ব-প্রধান ব্যবসায় স্থান হইয়া পড়িয়াছে। তাহার কারণ এই স্থানে তিনটি রেলওয়ে লাইন মিলিত হইয়াছে। ইষ্ট ইণ্ডিয়া রেলওয়ে লাইন কাণপুর দিয়া গিয়াছে এবং আউদ ও রোহিল-খণ্ড লাইন কাণপুর হইতে ছাড়িয়াছে। একারণে উত্তর-পশ্চিমাঞ্চলে কাণপুর ব্যবসায়ের একটি কেন্দ্রস্থান হইয়া দাঁড়াইয়াছে। দেশীয় ও বিদেশীয় জব্যজাতের দ্বারা দোকান সকল পরিপূর্ণ রহিয়াছে। এখানে বিশ্বর তুলার কারবার আছে। গাড়ী গাড়ী কার্পাস তুলার আমদানি হইতেছে এবং সহজেই বিক্রয় হইয়া যাইতেছে। কারণ আমদানি যেমন বেশী, খরিদারও তেমনই বেশী। কাণপুরে দেখিবার জিনিস তিনটি, কাণপুর সহর, গঙ্গার বাঁধান খাল এবং সিপাহীবিদ্রোহের সময়ের হত্যাকাণ্ডের বাগান।

ENGLISH.

SECOND PAPER.

GROUP B.

HINDI.

Full marks—20.

Paper set by—BANDIT UMAPATI DATTA SARMA PANDEYA, B.A.

Examiner—BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.

Translation from Hindi into English.

Translate into English any two of the following passages :—

1. शरीरको चिकना और सुन्दर बनानेका यह लुभखा है—घी खाओ, दूध पियो, फल तरकारियाँ खूब खाओ, साफ और ठण्डा जल पियो, पुष्टिकारक सायही जल्द हजम होनेवाले सादे भोजन करो। थोड़ी कसरत भी नेमसे करना उचित है। इसमें परहेज करो—चाय शराब और दूधरी नशीली चीजोंसे, माँस खानेसे, मेदे आदिकी चीजोंसे, बहुत मीठेसे, खट्टे मिरच और आचार आदिसे। नमक तन्दुरुस्तीकेलिये बहुत जरूरी है। डाक्यूरेने साबित किया है कि नमक खानेसे अधिक प्यास लगती है। उस समय जो जल पिया जाता है वह बहुत गुणकारी होता है। इससे शरीर मुलायम और सुडौल होता है।—“भारतमित्र” कलकत्ता ता० ४ मई १९०७ ई०।

2. दक्षिणमें पूर्वभागको पश्चिम तटसे बारह कोस दूर तैलोरदेशमें मृतपूरी नामक नगरी है। वहाँ हारीत गोत्रको केशव नामक एक ब्राह्मण रहते थे। यह सन्तान-

हीनहीनेके कारण बहुत दुखी रह जाते । एक बेर चन्द्रग्रहणमें पुत्र प्राप्तिके हेतु उन्होंने यज्ञ किया था । कहते हैं स्वप्नमें शेषजीने दर्शन देकर इनको आज्ञा किया कि हम तुम्हारे घरमें अवतार लेंगे । तदनुसार श्रीरामानुजाचार्यका केशवके घर चैतु सुदी ५ को जन्म हुआ ।

3. प्रेम एक सुगन्धित कली है, जो हृदयके बगीचेको प्रसुदित करती है । इसकी जड़ बहुत ही नीचे है । यह अत्यन्त कोमल है किन्तु नीले पुष्पके समान रङ्गमें नहीं सुरभाती । एकान्त और चिन्ता ओससे दोनों समय विजित होती है । सुधि और वियोगके प्रातः समीरणसे यह पुष्ट होती है, प्रखर इच्छाकी सूर्य किरणोंसे इसकी आशाकी पंखड़ियाँ खिलती हैं । इसके आस पास अनेक प्रकार मनोरथके वृक्ष हैं जिनमें कई ऐसे हैं जो फूलते हैं, किसीकी पत्तीही सुगन्ध देती है और किसीका अंकुर ही उत्पन्न होकर रह जाता है । इसका सुकुलित दृश्य सौन्दर्य है और खिलनेकी दशा अनिर्वचनीय है ।

ENGLISH.

SECOND PAPER.

GROUP B.

MARATHI.

Full marks—20.

Paper set by—PANDIT DHARMANAND Koushambi.

Examiner—BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.

Translate any two of the following passages into English :—

1. “वया, क्षमा आणि शांति हीं नाथांचीं (एकनाथांचीं) शब्दें होतीं । त्यानीं ज्ञानाभिमानावर हल्लाकडून त्यास जेरीस आणले, आणि वर्णाभिमानाचाही तड मोडकोलीस आणला । वर्णाभिमानास धुलीस भिलविण्याचें काम तुकारामाचें होतें । नाथांनीं आपल्या परमशुद्ध आचरणानें व भागवतावरील ठीके सारखे सुरस ग्रंथ रचून भागवत धर्माच्या इमारतीचा प्खज उभारला ।”

2. “मी सुमारे १५ वर्षांचां होतो, तेव्हां माझ्या अन्तःकरणांत एकप्रकारची जागृति उत्पन्न झाली । एके दिवशीं एका रस्त्यावर मीं आज्ञापामून वाईट शब्द कधीही उच्चारणार नाहीं, अशी प्रपथ वाहिली, तिचें मला एवढें स्मरण आचे कीं, जणूं काय मीं ती कालच वाहिली असं मला वाटत आचे । या वेलेपामून जसजसें माझें शिक्षण वाढत चालेलें, तसतसा असुक गोष्ट करावयाची असुक करावयाची नाहीं वगैरे निश्चय मीं करीत गेलों, आणि हे सर्व निश्चय मीं तंतोतंत पालले, असें म्हणण्यास हरकत नाहीं ।”

3. “तो म्हणाला “वडील हो ! ठायवर नदी ओलांडून शत्रूच्या छावणींत शिरकाव

करण्याची मला उत्कट इच्छा झाली आहे। तेथे चोर किंवा दरोडेखोर होऊन जाण्याचा माझा इरादा नाही; परंतु देवाची मजवर कृपा होईल तर काही तरी अलौकिक कृत्य करण्याचा माझा निश्चय झाला आहे। तर आपण मला आपली परवानगी व आशीर्वाद द्यावा।”

ENGLISH.

SECOND PAPER.

GROUP B:

URDU.

Full marks—20.

Paper set by—MOULAVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.

Translate into English any two of the following :—

(a) خدا تعالیٰ نے جتنے جانور پیدا کئے ہیں - وہ سب انسان کے فائدے کے لئے ہیں کوئی سواری کے کام آتا ہی - کوئی بوجھ دھونے کے - کسی کا گوشت کھاتے ہیں - کسی کا دودھ پیتے ہیں دود سے ربڑی - کھویا - دھئی اور پنیر بناتے ہیں ملائی مکھن اور گھی نکالتے ہیں - اور ان چیزوں سے طرح طرح کی میٹھائیاں بناتے ہیں - اور مزے مزے کے کھانے پکاتے ہیں - بعض جانور اندے دیتے ہیں - اُن کو بھی طرح طرح سے کھاتے ہیں - اگد جانوروں کا چمڑا بڑا کام آتا ہے - اُس کے موزے - جوتیاں - تھیلے - تھیلیاں - دستانے - کاغذ - مشکین - قوڑ - چرے - بکھی اور گھوڑے کے ساز - کپے - کپیاں - رے اور قسم قسم کی چیزیں بنتی ہیں *

(b) بعض جانوروں کے بالوں اور اون سے چمے کمل - قالین - لوٹیاں - باناٹ - شال - دوشالے - پشمینہ بناتے ہیں - اور انہیں اور عہ کر جازے میں سردی سے بچتے ہیں سرد ملکوں میں چھوٹے چھوٹے جانور ایسے بھی ہوتے ہیں کہ اُن کا روان نرم نرم چمکیلا اور خوش رنگ ہوتا ہے - اُن کی کھال سے پوستیں اور ٹوپیاں بنائی جاتی ہیں - جنہیں پہن کر ہم گرم ہوتے ہیں - بعض جانوروں کے سینگوں اور ہڈیوں کے کنگے - کنگھیاں - چاقوڑوں کے دستے - بوتام - چھوٹی چھوٹی ڈبیاں *

بہر کیف محمد شاہ بادشاہ کے اوائل عہد یعنی سنہ ۱۱۳۳ گیارہ (۵)
سو تینتیس ہجری میں جب دیوان ولی دکن سے شاہجہان آباد میں آیا
اوسکی شہرت ہوئی - ہر جگہ مشہور ہوا - سبھوں نے اسکو دیکھا بہالا راج شعر
ہندی کا بہ نسبت سابق کے بہت زیادہ ہو گیا *

MATHEMATICS.

FIRST PAPER.

ARITHMETIC AND ALGEBRA.

Full marks—50.

Paper set by— $\left\{ \begin{array}{l} \text{SIR GOORODAS BANERJEE, KT., M.A., D.L.} \\ \text{A. CHAUDHURI, Esq., M.A. (CAL.), B.A. (CANTAB.),} \\ \text{BAR-AT-LAW.} \\ \text{BABU GAURISANKAR DEY, M.A., B.L., P.R.S.} \end{array} \right.$

Examiner—BABU MAHENDRA NATH DE, M.A., B.Sc.

The figures in the margin indicate full marks.

1. (a) Give the Indian and English Numeration Tables. 2
How many millions are there in a crore, and how many crores in a billion? 1
(b) Define the term *local value of a digit*, and explain the use of 0 1
in our system of Notation.
2. (a) Define the terms *measure* and *multiple* of a number. 1
State the rules for ascertaining by inspection whether a number is 2
divisible by 4 or 5, and give the reasons for those rules.
- (b) Mercury makes a complete revolution round the Sun in 18 days, 2
Venus in 224 days, and Jupiter in 4,380 days. Supposing all three to be in
the same straight line through the Sun's centre at a certain time, what is the
least time after which they will all simultaneously come again to their original
positions?
3. (a) What is an *improper fraction* and why is it so called? What 1
is a recurring decimal?
- (b) i. Simplify— 2

$$\frac{\frac{1}{2} - \frac{1}{6} + \frac{1}{8}}{\frac{1}{2} + \frac{1}{4} + \frac{1}{8}} \div \frac{1}{2} + \frac{3}{21} + \frac{5}{7},$$
- and reduce the result to a decimal.
- ii. Find the value of $(1 + .02 + .003)$ of $£1 + .045$ of $\frac{1}{20}$ of 66 Rs. 2
(supposing $£1 = 15$ Rs.).
4. (a) If four quantities are proportionals, prove that the product of 1
the extremes is equal to the product of the means.

Shew that the arithmetical rule called the Rule of Three is based upon the property of proportional quantities. 3

(b) If 12 men can do a piece of work in a certain time, how many men working at the same rate will be required to finish in half the time a piece of work three times as great? 2

5. (a) State and prove the rule of signs in algebraical subtraction. 3

(b) Simplify the expression— 2

$$(a + b + c)^2 - \{a(b + c - a) + b(a + c - b) + c(a + b - c)\}.$$

6. (a) If m and n are any positive integers, shew that 2

$$a^m \div a^n = a^{m-n} \text{ or } \frac{1}{a^{n-m}}$$

according as m is greater or less than n . Hence deduce the meaning of a^{-m} . 1

(b) Resolve into elementary factors—

(1) $x^4 - 16a^4$. 1

(2) $8x^3 - 4x - 24$. 2

7. (a) Write down the square of $a + b - c + d + e$. 2

(b) Extract the square root of $9x^2 + 16y^2 + 25z^2 - 24xy - 30xz + 40yz$. 3

8. Solve the equations— 2

(1) $\frac{2x-3}{4x-5} = \frac{5x-6}{10x-8}$.

(2) $\left. \begin{array}{l} \frac{x}{2} + \frac{y}{3} = \frac{1}{4} \\ \frac{x}{3} + \frac{y}{6} = \frac{1}{9} \end{array} \right\}$. 3

9. A number composed of two digits is such that if the digits change places, the number is increased by one-fifth of its original value; and the sum of the digits is 9. Find the number. 4

10. (a) Shew that fractions are to one another as the numerators of their equivalent fractions with a common denominator. 2

(b) An estate is to be divided among three persons whose shares are as $\frac{1}{2} : \frac{1}{3} : \frac{1}{4}$. What is the least number of equal parts into which the estate must be divided so that each sharer may have an integral number of parts? 3

MATHEMATICS.

SECOND PAPER.

ARITHMETIC AND GEOMETRY.

Full marks—50.

Paper set by— { SIR GOOROODASS BANERJEE, KT., M.A., D.L.
 A. CHAUDHURI, ESQ., M.A., (CAL.), B.A., (CANTAB.), BAR-AT-LAW.
 BABU GOURISANKAR DE, M.A., P.R.S.

*Examiner—*BABU ARAVINDA PRAKASH GHOSE, M.A.

(*The figures in the margin on the right indicate full marks.*)

1. (a) Explain clearly what is meant by the proposition that the area of a rectangle is equal to the product of its length and its breadth. 4

(b) The price of a piece of land 20 cubits in length and 16 cubits in breadth is 350 rupees. What is the price of another piece of land of the same quality, four times as long and five times as broad? 2

2. Find correctly to four places of decimals the length of the diagonal of a square which measures 20 cubits along its side. 3

3. If the $3\frac{1}{2}$ per cent. Government Securities are at $97\frac{1}{8}$ and the 5 per cent. Municipal Debentures at $106\frac{1}{2}$, which is the better investment so far as income is concerned? 3

4. Define the terms *interest* and *discount*. 1

If Rs. 20 be the interest on Rs. 180 for a certain time, find the discount on the same sum for the same time. 3

5. (a) Enunciate the propositions relating to the equality of two triangles in every respect. 4

Prove any one of those propositions. 3

(b) If two right-angled triangles have an acute angle of the one equal to an acute angle of the other, and the perpendicular from the right angle on the opposite side of the one equal to the perpendicular from the right angle on the opposite side of the other, shew that the two triangles are equal in every respect. 2

6. If a straight line falls on two other straight lines, shew that the two interior angles on the same side of it are together equal or not equal to two right angles according as the two straight lines are or are not parallel. 5

7. (a) If a straight line is divided into any two parts, shew that the square on the whole line is equal to the sum of the squares on the two parts together with twice the rectangle contained by those parts. 3

Give the algebraical formula corresponding to this proposition. 1

(b) Shew that the area of a rectangle with a given perimeter is the greatest when its sides are equal. 2

8. In an obtuse-angled triangle, shew that the square on the side 4

subtending the obtuse angle is greater than the sum of the squares on the sides containing that angle by twice the rectangle contained by either of those two sides and the straight line intercepted between the foot of the perpendicular on it from the opposite angle and the obtuse angle.

9. (a) Shew that angles in the same segment of a circle are equal. 2

(b) Given the base and the vertical angle of a triangle, find the locus of the vertex. 2

Construct the triangle when the altitude also is given. 1

10. If two chords of a circle intersect either within or without the circle, shew that the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other. 5

HISTORY.

Full marks—50.

*Paper set by—*ARAVINDA GHOSE, Esq., B.A. (CANTAB.).

Examiners— { BABU PRASANNA KUMAR BOSE, M.A.
PANDEYA UMAPATI DATTA SARMA, B.A.

GROUP A.

(Candidates are required to answer not more than one question of Group A).

1. Give some idea of the effect of the Black Death on the condition of the labouring classes in England in the 14th century.

2. What was the mercantile system? Narrate the steps by which it was replaced by a system of Free Trade.

3. Describe the policy of Aurangzeb and its effects on the permanence of the Mogul Empire.

4. Describe the organization of the Mahratta power under the Peshwas and state its advantages and defects.

GROUP B.

(Candidates are required to answer not more than two questions of Group B).

1. Describe the model Parliament of Edward I.

2. Describe briefly the part which Henry VIII took in the Reformation in England.

3. Write a short account of the career of the elder Pitt.

4. State the causes which led up to the American War of Independence.

5. State what you know of any two of the following :—(1) The Gunpowder Plot ; (2) The Treaty of Utrecht ; (3) The Massacre of Glencoe ; (4) The Darien Scheme.

GROUP C.

(Only three questions to be answered).

1. State briefly what you know of the following :—Chandragupta, Adisur, Shankaracharya.
2. Describe the conquests of Alauddin Khilji.
3. Give some account of the origin of the Bahamani kingdom and its final break-up.
4. Narrate briefly the career of Hyder Ali.
5. Name the states and principalities annexed by Lord Dalhousie and give the reasons alleged for annexation in each case.

GEOGRAPHY.

Full marks—50.

Paper set by—BABU SATISH CHANDRA MUKERJI, M.A., B.L.

Examiners— { BABU RABINDRA NARAYAN GHOSE, M.A.
 { PANDEYA UMAPATI DATTA SARMMA, B.A.

NOTE.—Candidates are required to attempt *one* (and not more than one) question of group A; *three* (and not more than three) questions of group B; and *four* (and not more than four) questions of group C.

GROUP A.

1. "India is an epitome of the whole world." Explain how.
2. Enumerate the current political divisions of India. What districts are comprised in the "North-Western Frontier Province"?
3. Write as fully as you can on one only of the Indian Feudatory States.
4. The Bengal and North-Western Railway runs from Katihar in the Purneah District along the north bank of the Ganges to Cawnpore. Name in order the important rivers and tributaries that it has to cross.
5. Write as fully as you can about one of the great aboriginal races of India.
6. Mention the principal vernaculars of India, and the area over which each is spoken. Which of them are Aryan, and which Dravidian?

GROUP B.

1. Egypt is sometimes called the "Gift of the Nile." Explain why.
2. Describe the physical features of India and account for the fact that India represents every variety of climate.
3. Explain the cause of change from summer to winter and *vice versa*. What season is it (a) in England and (b) in Australia when it is summer in India?

4. What are the monsoons? How do they affect the rainfall and climate of India? How is it that Bengal is one of the wettest regions on the globe, while Tibet, in its immediate neighbourhood to the north, is an arid and dry region?

5. Explain the formation of *chars* and deltas in large rivers, taking as an example any one of the great Indian rivers.

6. In digging wells, mines or other excavations it has been found that the lower one descends, the greater is the heat. What can we infer from this as to the nature of the interior of the earth? What other evidences point towards the same conclusion?

7. The following are some of the rising towns of modern Bengal:—Ranee-gunge, Howrah, Serajunge, Narayungunge. Explain in each case the circumstances to which they owe their rising importance.

GROUP C.

1. Name some of the leading industries of modern India and mention the places where each is pursued.

2. What is a Colony? Name the principal European Colonies in Asia, and the mother countries from which they started.

3. (a) Name (i) three sanitary stations, (ii) three manufacturing centres, and (iii) three well-known ports of India.

(b) Name (i) three manufacturing centres, (ii) three most notable ports, and (iii) three University towns of the United Kingdom of Great Britain and Ireland.

4. Where are the following and what do you know of them?

Port Arthur, Tokyo, Lhasa, Gyantse, Rawalpindi, Ajanta, Lyallpur, Madura, Navadwip, Poona, Haldighat, Comilla, Dacca, Barisal, Shillong, Raigarh, Mandalay.

5. Where are the following and what do you know of them?

Sheffield, Dundee, Cologne, Sebastopol, Colombo, Venice, Constantinople, Marseilles, Westminster, Transvaal, Mauritius, Cairo, Morocco, Ashanti, Bloemfontien, Cape Town.

PHYSICS AND CHEMISTRY.

The figures in the margin indicate full marks.

Paper set by—BABU RAMENDRA SUNDAR TRIVEDI, M.A., B.P.R.S.

Examiners— { BABU JAGADINDU RAY.
 „ MANINDRA NATH BANERJI.

1. What is the amount of the ordinary pressure of the atmosphere? 10
Describe an experiment proving the existence of atmospheric pressure.

2. Forty grains of charcoal are burnt in air. What will be the weight of 10
the product of combustion?

3. How much of oxygen or hydrogen will be obtained by decomposing twenty grains of water ? What will be the comparative volumes of the gases at same temperature and pressure ? 10
4. Describe the chief physical properties of the gas obtained by heating sal-ammoniac with lime. What is sal-ammoniac called in your vernacular ? 10
5. State Boyle's law. Some air is compressed to one-tenth of its volume ; what will be the change of pressure ? 8
6. Explain the formation of images in an ordinary looking-glass. 12
7. Explain by help of a neat diagram the formation of a lunar eclipse. 15



Seventh Standard Examination.

1907.

ORIENTAL LANGUAGE.

SANSKRIT.

Paper set by—{ BABU GOLAP CHANDRA SHASTRI, M.A., B.L.
,, KUNJALAL NAG, M.A.

Examiner—BABU KUNJALAL NAG, M.A.

1. Translate accurately and idiomatically into Sanskrit any four of the 10, following passages :—

- (a) He lay on the ground looking for death every moment.
- (b) There fell upon him a shower of flowers dropped from above by unseen hands.
- (c) Character stands at the head of virtues by transcending all other virtues.
- (d) How can I repose confidence in a creature of murderous instincts?
- (e) The boy has read through the poem in a year ; his younger brother has read it for a couple of months.
- (f) I alone have sung ; there has been no singing on my brother's part.
- (g) Who except सरस्वती herself can compose verses like these.
- (h) The poor woman's life was one long chain of grief ; her eyes were never dry.

2. Explain any two of the following passages in Sanskrit :—

7

- (a) न पादपोन्मूलनशक्तिरंहः शिलोच्चये सूच्छति मासतश्च ।
- (b) प्रणिपातप्रतीकारः संरम्भो हि महात्मनाम् ।
- (c) आदानं हि विसर्गाय सतां वारिमुचामिव ।
- (d) प्रतिवध्नाति हि श्रेयः पूज्यपूजाव्यतिक्रमः ।

3. Explain any two of the following passages in English :—

7

- (a) पयोधरीभूतचतुःसमुद्रां जुगोप गोरुपधराभिधोर्वी ।
- (b) राजा स्वतेजोभिरदह्यतान्तर्भोगीव मन्त्रौघधिरुद्योयः ।
- (c) संह्रीतलस्यर्शनमात्रभिन्नमृदं हि राज्यं पदमेन्द्रमाहूः ।
- (d) एकान्तविध्यंसिषु मद्भिधानां पिण्डेध्वनास्या खलु भौतिकेषु ।

4. कं सूर्यप्रभवो वंशः कं चाल्पविषया मतिः ।
तितीर्षुर्दुस्तरं मोहादुद्धुपेनास्मि सागरम् ॥

- (a) 'हौ कौ महदन्तरं सूचयतः'—how? 3
(b) Render literally into English 'सूर्यः प्रभवो यस्य' and 'सूर्यात् प्रभवो यस्य'. 2
How need you alter the expressions 'सूर्यः प्रभवो यस्य सः' and 'चाल्पो विषयो यस्याः सा' in order to substitute कारण for प्रभव, मति for विषय, कुल for वंश and बोध for मति ?
(c) In the above verse what things are compared to what other things ? 3
What adjuncts are either applied or suggested as applicable to either side of the comparison ?
5. पथः श्रुतेर्दशयितार ईश्वरा मलीमसामाददते न पट्टतिम् ।
(a) Express the idea briefly in your own words in Sanskrit. 33
(b) Derive दर्शयिह. Give the corresponding forms, in other genders, of दशयितारः. Singularise the hemistich (स्त्रीकादौ).
(c) Explain all the विसर्ग suppressions in the extract. 1
(d) In what cases is the word पथिन् declined as पथः ? What is there 2
to determine case-termination (विभक्ति) of the word 'पथः' in the verse ?
6. Examine critically, with apt examples, the following proposition : 4
'कारक in Sanskrit is the exact equivalent, in every detail, of case in English.'

Or

Expound the idea in any one of the following passages in simple English or in your vernacular :—

- (a) पदं हि सर्वत्र गुणेर्निधीयते ।
(b) क्रियाहि वस्तूपहिता प्रसीदति ।

For composition and style.

PERSIAN.

Paper set by—MOULAVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—MOULAVI MAINUDDIN.

The figures in the margin indicate full marks.

1. Translate into English :—

بنام بزرگ آیزد داد بخش * که مارا ز هر دانش او داد بخش
خداوند روزی ده و دستگیر * پناهنده را از درش ناگزیر
فرزند کوب تابناک * منور کن مردم از تیره خاک
توانا و دانا بهر بودنی * گنه بخش و بسیار بخشودنی

ازو هر زمان روح را مایه * خورد را دگر گونه پیورایه
 یکی را چنان تنگی آرد به پیش * که نانی نه بیند در انبان خویش
 یکی را بدست افکند کوه گنج * نه سنجیدهای دهد کوه سنج
 نه آن کس گنه کرد او رنج یافت * نه سنگی نمود آنکه او گنج یافت
 کند هرچه خواهد بود حکم نیست * که جان نادن و کشتن او یکبست
 نشاید سر از حکم او تافتن * جز او حاکمی کی توان یافتن
 درود خدا باد بر بنده * که افکنده شد با هر افکنده
 چه سود ست کاین قوم حق ناشناس * کفند آفرین را بنفرین قیاس
 بجائی که بدخواه خون بود * تواضع نمودن زبونی بود
 نکو داستانی زد آن شیر مست * که با زبردستان مشو زبردست
 توای طفل ناپخته و خام رای * مرز پنجه بر شیر جنگ آزمای
 بهم پنجگی با منت یار کو * سپاهت کجا و سپه دار کو

2. Translate into English :—

8

سکه حکمش ز تغییر برون * عرصه ملکش ز تصور برون
 عرصه که هستی همه سنجد درو * لیک سر موی نگذجد درو
 زان نمطی کامد ازو نقش کس * غایت آن نقش همانست و بس
 هرچه نبشته خط خویش اندرو * باز نخوانده کم و بیش اندرو
 دیده کن کور دلان خیال * سرمه کش دیده وران کمال
 معرفت آموز شناسندگان * معصیت آموز هراسندگان
 پرده کش جلوه نگران نیاز * جلوه گر پرده نشینان راز
 شمع نه زاویه بی کسان * روز رساننده روزی رسان

3. State in how many senses معروف is used in Persian. Illustrate them with examples. 3

4. What is حاصل مصدر and how is it formed ? 4

5. Give the meaning and مضارع of the following words :—

توانستن - تافتن - شکستن - مردن

6. Translate into English :—

وزیر راست تدبیر زبان بیان برکشاد و گفت اکثر از طوطیان شکریستان
 سخنوری و بلبان گلستان هنر پروری شنیده ام - که در یکی از نواحی سواد
 اعظم هندوستان که خال رخساره عالم است پادشاهی بود - بیدار بخت -

فیروز رای - جهان آرای - رعیت فواز - ظالم سوز - تخت شاہی بزیور عدالت
روز نیت گرفته - و چتر دولت بگوهر وجود او آرایش یافته - و این بادشاہ را
رای دابشلیم میگفتند - یعنی بادشاہ بزرگ و اولشکری داشت آراستہ -
از مردان کار - و دلبران کارزار - و دہ ہزار فیل ژیان در لشکر او بود -
و با اینہمہ بزرگی بغور کار رعیت رسیدی - و خود معاملہ ہر یکی
از داد خواہان بہر سیدے *

غم زیر دستان بخور زینہار * بترس از زبردستی روزگار
بجائی منہ مسند بارگاہ * کہ خود نشنود فالہ داد خواہ

7. Translate into English :—

شاہزادہ گفت آوردہ اند کہ در شہر اندلس دہقانی بود با دست و دلی
کشادہ و اسباب زراعتش دست درہم دادہ - وقتی از اوقات دخلش ہر خرچ
ببغزود و سہ صد دینار زر جمع کرد - و بدان مایہ زر نیک دل شاد بودے
و بہیچ وجہ قدرے ازان در وجہ نفقات خود صرف نہ نمودے - ہر روز
صرے زر پیش آوردے و شمار کردے - و بدان زعفران طرب افزا لب عیش را
خندان ساختی *

ازان میوے زعفران ریز شد * کہ چون زعفران شادی انگیز شد

8. Translate into Persian :—

Humayun succeeded to his father's throne at Delhi, while his brother Kamran got the Western Punjab and Afghanistan. This division of the infant empire was an injudicious step, especially as Kamran entertained no brotherly feeling towards Humayun. Baber had drawn his troops from the countries beyond the Indus, but as these were now in the hands of his hostile brothers, Humayun could hardly expect to get any help from that quarter.

BENGALI.

Full marks—50.

Paper set by—BABU RABINDRA NATH TAGORE.

Examiner—BABU KSHIROD PRASAD VIDYABINODE, M.A.

১ (ক), (খ), (গ) ও (ঘ) চিহ্নিত প্রশ্নচারিটির মধ্যে যে কোনো দুইটির উত্তর লিখ।

(ক) “কি সুন্দর মালা আজি পরিয়াছ গলে

প্রচেষ্টা ! হা ষিকু ওহে জলদলপতি !

এই কি সাজে তোমারে, অলজ্বা, অজ্জয়
 তুমি ? হায়, এই কিহে তোমার ভূষণ
 রত্নাকর ? কোন্ গুণে কহ, দেব, শুনি,
 কোন্ গুণে দাশরথি কিনেছে তোমারে ?
 প্রভঞ্জন-বৈরী তুমি, প্রভঞ্জনসম
 ভীম পরাক্রমে ! কহ এ নিগড় তবে
 পর তুমি কোন্ পাপে ? অধম ভালুকে •
 শৃঙ্খলিয়া বাহুকর খেলে তারে লয়ে ;
 কেশরীর রাজপদ কার সাধ্য বাঁধে
 বীতংসে ? এই যে লক্ষা হৈমবতী পুরী
 শোভে তব বক্ষঃস্থলে, হে নীলান্বসামী,
 কোমলভরতন যথা মাধবের বুকে,
 কেন হে নির্দয় এবে তুমি এর প্রতি ?
 উঠ, বলি, বীরবলে এ জাঙাল ভাঙি,
 দূর কর অপবাদ ; জুড়াও এ জালা,
 ডুবায়ে অভল জলে এ প্রবল রিপু।
 রেখোনা গো তব ভালে এ কলঙ্ক রেখা,
 হে বারীন্দ্র, তব পদে এ মম মিনতি ।”

উল্লিখিত কাব্যংশকে গদ্য কর। যতদূর সম্ভব সংস্কৃত শব্দ পরিত্যাগ করিয়া ভাষা সরল
 করিতে হইবে।

- (খ) অনিন্দ্য, পেলব, ক্ষুদ্র অবয়ব ;
 অনিন্দ্যসুন্দর কোমল আশা ;
 ক্ষুদ্রকণ্ঠে তোর কলকণ্ঠরব ;
 • ক্ষুদ্রদন্তে তোর যোহন হাস্য ;
 কচি বাহু দুটি প্রসারিয়া, ছুটি’
 আদিস্, কাঁপিয়া আমার বক্ষে ;
 ক্ষুদ্র মুষ্টি তোর ক্ষুদ্র করণুটে ;
 দুই দৃষ্টি তোর উজ্জল চক্ষে ;
 ক্ষুদ্র ছুটি ওই চরণ-বিক্ষেপে,
 কক্ষ হতে কক্ষান্তরে প্রলম্ব ;
 ধরিয়া আমার অঙ্গুলিটি চেপে,
 সোপান হইতে সোপানে বক্ষ ।

উহ শব্দগুলির পূরণ করিয়া উল্লিখিত কাব্যংশটিকে গদ্যে লিখ।

(গ) যথাসম্ভবরূপে সংস্কৃত শব্দের বাংলা প্রতিশব্দ ব্যবহার করিয়া নিম্নলিখিত গদ্যকে
 সরল কর :—

“সূর্য্যমুখী পূর্ণচন্দ্রতুলা তপ্তকাঞ্চনবর্ণা। তাঁহার চক্ষু সুন্দর বটে, কিন্তু কুন্দ যে প্রকৃতির
 চক্ষু স্বপ্নে দেখিয়াছিলেন; এ সে চক্ষু নহে। সূর্য্যমুখীর চক্ষু সুদীর্ঘ, অলকম্পাশীক্রিয়ুগলমণিশিত,
 কমলীয় বক্ষিম পল্লব-রেখার মধ্যস্থ, স্থলকৃষ্ণতারাসনাথ, উজ্জল অথচ মন্দগতিবিশিষ্ট। স্বপ্নদৃষ্ট
 শ্রোমাদীর চক্ষুর এরূপ অলৌকিক মনোহারিত্ব ছিল না। সূর্য্যমুখীর অবয়বও সেরূপ নহে।

স্বপ্নদৃষ্টা খর্তুকৃতি, সূর্য্যামুখীর আকার কিঞ্চিৎ দীর্ঘ, বাতান্দোলিতলতার স্তায় শৌন্দর্য্যভরে তুলিতেছে।”

(ঘ) চাকুপাঠের যে কোনো গদ্যপ্রবন্ধের মর্ম্ম সরল ভাষায় সংক্ষেপে লিখ।

২। মধুসূদন তাহার কাব্যের ভাষায় কোনো নূতন প্রথা প্রবর্ত্তন করিতে চেষ্টা করিয়াছেন কিনা? যদি করিয়া থাকেন, তাহার উদ্দেশ্য কি এবং সে প্রথা পরবর্ত্তী কাব্যে প্রচলিত হইয়াছে কিনা?

৩। মেঘনাদবধ ও বৃত্তসংহারের ছন্দ, ভাষা, ও কাব্যরীতির তুলনা করিয়া আলোচনা কর। (এস্থ দেখিয়া লিখিতে হইবে।)

অথবা—

মেঘনাদবধ বা বৃত্তসংহারের যে অংশ তোমার বিশেষ ভাল লাগিয়াছে, সেই অংশের শৌন্দর্য্য বিচার কর। (এস্থ দেখিয়া লিখিতে হইবে।)

অথবা—

অক্ষয়কুমারের সহিত বিদ্যালাগরের রচনাসম্বন্ধে কি পার্থক্য তাহা আলোচনা কর।

৪। নিম্নলিখিত বিষয়টিকে বাংলায় ব্যাখ্যা করিয়া লিখ :—

There is a time in every man's education when he arrives at the conviction that imitation is suicide ; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till.

৫। অনুবাদ কর।—বাংলা ভাষার রীতিরক্ষার জন্য যেটুকু পরিবর্ত্তন আবশ্যক তৎপ্রতি দৃষ্টি রাখিতে হইবে।

(a) The characteristic of heroism is its persistency. All men have wandering impulses, fits, and starts of generosity. But when you have chosen your part, abide by it, and do not weakly try to reconcile yourself with the world. The heroic cannot be the common, nor the common heroic. Yet we have the weakness to expect the sympathy of people in those actions whose excellence is that they outrun sympathy, and appeal to a tardy justice. If you would serve your brother, because it is fit for you to serve him, do not take back your words when you find that prudent people do not commend you. Adhere to your own act, and congratulate yourself if you have done something strange and extravagant and broken the monotony of a decorous age.

অথবা—

(b) We are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness. Wealth we employ, not for talk and ostentation, but when there is a real use for it. To avow poverty with us is no disgrace : the true disgrace is in doing nothing to avoid it. An Athenian citizen does not neglect the state because he takes care of his own household ; and even those of us who are engaged in business have a very fair idea of politics. We alone regard a man who takes no interest in public affairs, not as a harmless, but as a useless character. The great impediment to action is, in our opinion, not discussion, but

the want of that knowledge which is gained by discussion preparatory to action. For we have a peculiar power of thinking before we act and of acting too, whereas other men are courageous from ignorance but hesitate upon reflection.

৬। সাধারণতঃ এদেশে যেকোন নিয়মে ছাত্রগণকে পরীক্ষা দিতে হয়, তাহার কোনো পরিবর্তন প্রার্থনীয় কি না; ছাত্রগণ কি পরিমাণ জ্ঞানলাভ করিয়াছে, এরূপ উপায়ে তাহার যথার্থ পরীক্ষা হয় কিনা তৎসম্বন্ধে আলোচনা কর।

অথবা—

মফঃস্বলের ছাত্রগণকে কলিকাতায় মেসে থাকিতে হইলে স্মারক অশ্রুবিধা বিঘ্ন বিপদ কি ঘটে তাহার বিচার কর।

অথবা—

মোল্লাদের চেষ্টায় সম্প্রতি পারস্যদেশে রাষ্ট্রকার্য চালনার ক্ষমতা প্রজাদের প্রতিনিধিত্ব স্থাপিত হইয়াছে। তৎসম্বন্ধে নিম্নলিখিত আলোচনা পাঠ করিয়া আমাদের দেশের অবস্থার সহিত তুলনা করঃ—

The question is whether the whole nation can now transform itself with something of Japan's spirit. The Persians are an intellectual people, full of charm and brilliant qualities, but imitation brings them unusual dangers. Instead of their own beautiful carpets, they turn out rugs representing motors or lions in aniline dyes. Instead of their own beautiful music, they listen to comic operas on musical boxes and gramophones. Will their last experiment in borrowing from Europe be as uncritical? There is reason to hope not. The very influence of the priests in the movement seems to show that it is a determined stand for nationality against the predominance of outside interference. We cannot doubt that it is part of that strange movement throughout the east which is borrowing European methods to oppose European exploitation.

৭। নিম্নলিখিত কোনো একটি বিষয় আলোচনা করিয়া বন্ধুকে পত্র লিখঃ—

(ক) যে পল্লীতে বাস কর, তাহার উন্নতির জন্য ছুটির সময় তুমি কি করিতে ইচ্ছা কর।

(খ) শিক্ষার কাল অতীত হইলে নিজের স্বভাব ও সাধ্য অনুসারে দেশের হিতসাধনের জন্য তুমি কি কাজে কিরূপে প্রবৃত্ত হইতে চাও।

HINDI.

Full marks—50.

Paper set by—PANDIT UMAPATI DATTA SARMA PANDEYA, B.A.

Examiner—PANDIT UMAPATI DATTA SARMA PANDEYA, B.A.

फूटलैरको बुरकारि, बाँधि कमर मज़बूत ।

भारतमाता को बनी, छाता पूत सपूत ।

कवलोँ दुख सहिहो सवै, रहिहो बने गुलाम ।

पाहू “मूढ़” “काला” “अरध शित्तित” “काफिर” नाम ।

(१) भारतेन्दु बाबू हरिश्चन्द्रके ऊपरके वाक्यके आशयपर अपना एक स्वतन्त्र लेख लिखो ।

(२) स्पष्टरूपसे व्याख्या करो :—

(क) दूर भजत प्रभु पीठ दै, गुणविस्तारन काल ।

प्रगटत निर्गुण निकट ही, चंग रंग भूपाल ॥

(ख) ब्रह्मान जग्य उत्पन्न सूर ।

चहुँवान अनल अरि मलन सूर ॥

उतंग अंग प्रखंड बाह ।

पहुँसौ इह अरिगलन राह ॥

(ग) ब्रह्मज्ञान विनु नारिनर, कहहिँ न वूसरि बात ।

कौड़ीलागि लोभवश, करहिँ विप्रगुसधात ॥

बादहिँ शूद्र द्विजन्ह सन, हम तुमते कहु घाटि ।

जानहिँ ब्रह्म सो विप्रवर, आँखि दिखावहिँ डाढि ॥

(घ) बहुरि शक्र सम विनवौँ तेही ।

सन्तत सुरानीकहतु जेही ॥

बचन बज्र जेहि सदा पियारा ।

सहस नयन परदोष निहारा ॥

(ङ) जो प्रबन्ध बुध नहिँ आदरहौँ ।

सो अस बादि बालकवि करहौँ ॥

कीरति कलित भूति भलि सोई ।

सुरसरि सम सबकहँ हित होई ॥

(च) शङ्कर चाप जहाज, सागर रघुवर बाहुबल ।

बूढ़े सकल समाज, चक्रे जे प्रथमहिँ लोभवश ॥

(छ) चाप शुद्धा सर आहुति जानू ।

कोप मोर अति घोर कृषानू ॥

समिध सेन सतुरंग सोहाई ।

महा महीप भये पशु आई ॥

मैं यह परसु काटि बलि दीना ।

समर जग्य जग कोटिक कौन्हा ॥

(ज) तेहिपुर बसत भरत बिनु रागा ।

चंचरीक जिमि चम्पक जागा ॥

रमाविलासु राम अनुरागी ।

तजत बसन जिमि जन बड़भागी ॥

(३) अपने किसी मित्रके पास एक पत्र लिखो जिसमें उन्हें स्वदेशी का पक्षपाती होनेका युक्तियुक्त परामर्श दो ।

(४) श्रुत करो:—लंदनका कालिज आफ फिजिशियन भी अपना राय और सलाह सरकार से प्रगट किया है । हालमें डाक्टर रडर फोर्ड पार्लिमेण्ट से माली साहबमें यह विषय प्रश्न किया सो वह कहिन हूं भारत सरकार अपने पड़नतिय सरकारों से वें रिपोर्ट अवर रायोंके सम्बन्ध वातचित कर रहा है ।

(५) श्रुत हिन्दी में अनुवाद करो:—

(a) National progress is the sum of individual industry, energy, and uprightness, as national decay is of individual idleness, selfishness, and vice. What we are accustomed to deery as great social evils, will, for the most part, be found to be but the outgrowth of man's own perverted life ; and though we may endeavour to cut them down and extirpate them by means of Law, they will only spring up again with fresh luxuriance in some other form, unless the conditions of personal life and character are radically improved. If this view be correct, then it follows that the higher patriotism and philanthropy consist, not so much in altering laws and modifying institutions, as in helping and stimulating men to elevate and improve themselves by their own free and independent individual action.

MARATHI.

Paper set by—PANDIT DHARMANAND Koushambi.

Examiner—PANDIT DHARMANAND Koushambi.

The figures in the margin indicate full marks.

1. अन्वया सह अर्थ लिहा:—

15

(a) भले परिशिले सुरासुरनरीं तसे लक्ष मी
 म्हणोत म्हणणार बा, तुज असा नसेल समी ।
 उरीं भगुपदाहती मिरवितोसि अद्यापि ती
 कवी तवयशःकथानवसुधानवद्या पित्ती ॥
 भवन्मतिष आवडे जरि धनादिकां लासिं ते
 मदीयगुणकीर्तनश्रवण कां तरि त्यागिते ।
 असेंहि म्हणशील बा, जरि तरी तुम्ही मावली ।
 तुज लज्जुनि पाजितां, कशि हुधाकडे धांवली ॥

ह्या श्लोकांतील समासांचे स्पष्टीकरण करा, व “भगुपदाहती” आणि “तुम्ही मावली” ह्या शब्दांवर टीप द्या ।

(b) जयाचिया ठायीं पांडवा । अपेक्षे नाहीं रिगावा ।
 सुखासि चढावा । जयाचें असणें ॥

मोक्ष देऊनि उदार । काशी होय कीर ।
 परि वेचे शरीर । तिथे गांवीं ॥
 हिमवतु दोष खाये । परि जीविताची हानि होय ।
 तेथें शुचित्व नोहे । सज्जनाचें ॥
 शुचित्वें शुचि गंगा होय । आशि पाप तापहि जाये ।
 परि तेथें आहे । बुडयें एक ॥
 खोलिघे पाद नेणिले । तरी भक्तीं न बुडिले ।
 रोकडाचि लाहिले । न मस्तां मोक्षु ॥
 संताचेनि श्रंगलें । पापों जेणें गंगे ।
 तेथें संतसंगें । शुचित्व कैसें ॥

2. “याप्रमाणें सर्व तयारी झाल्यानंतर ‘जय शंकर’ ‘हरहर महादेव’ अशी शर्जना करून सर्व मंडली किल्ल्याखालीं उतरली । प्रथमतः त्यानीं नारोजंकराचा खलका पाहून किल्ल्यांतून वाट करण्यास आरंभ केला, परंतु मध्यरात्रपावेतों तो पडला नाहीं, त्यामुलें त्यांनीं मोठ्या दक्षण्यानें किल्ल्याच्या बुसजावरून इंग्रज सेन्याची हालचाल लक्षांत घेऊन भर शहरांतून उत्तर दरवाज्यानें बाहेर पडण्याचा बेत केला । ज्यावेळीं बाईसाहेबानीं भांशीस शेवटचा नमस्कार करून सर्वसेन्यापुढें आपला उमदा घोडा भरधांव फेंकला, त्यावेळीं सर्वलोक बाईसाहेबांस आपली शेवटची सलामी देण्याकरितां रस्त्याच्या दुतर्फा किल्ल्यामध्यें उभे होते । त्या समयीं त्या शूर-लोकांचें अवसान पाहून सत्यच्या दाढेंत हात घालणारे हे वीरपुरुष शत्रूची फली फोडून खास जातील असा पाहणारांस भरवसा वाटूं लागला ।”

- (a) याचा सारांश मराठींत व इंग्रजींत लिहा ।
 (b) महाराणी लक्ष्मीबाईंची गोष्ट थोडक्यांत लिहा ।

3. (a) इंग्रजी राज्याचे गुणदोष । (b) सत्तावन सालच्या बंडाचा परिणाम । 10
 (c) अथवा आमच्या देशाच्या उन्नतीसाठीं आमचीं कर्तव्ये । ह्या तीन विषयांपैकीं एका विषयावर निबंध लिहा ।

4. खालील वाक्यें शुद्ध करा :—

- (a) साकरावगुंठीत गोट्या ।
 (b) आपले जीव किति लांबउन मोठालीं ब्रह्मावस्ता संपादणें, या संबंदानें थपें दर्शविलें आहे ।

(c) कोणी येक डोक्यावल्यास असें झाल्यें किं, आपणास थोर ज्ञावें त्याच्या जातिचे लोक लाहान । त्यांस सहवासास आपण होवूं नये । याप्रमाणें मनांत ठेउन त्यानें मोराचीं कितेक पिंस गांठविले । आणिक ते आपणांशीं मिलउन तो मोराच्या लोकांत मिराला ।

5. Translate into Marathi any one of the following :—

10

(a) The characteristic of heroism is its persistency. All men have wandering impulses, fits, and starts of generosity. But when you have chosen your part, abide by it, and do not weakly try to reconcile yourself with the world. The heroic cannot be the common, nor the common heroic. Yet we have the weakness to expect the sympathy of people in those actions whose excellence is that they outrun sympathy, and appeal to a tardy justice. If you would serve your brother, because it is fit for you to serve him, do not take back your words when you find that prudent people do not commend you. Adhere to your own act, and congratulate yourself if you have done something strange and extravagant and broken the monotony of a decorous age.

(b) We are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness. Wealth we employ, not for talk and ostentation, but when there is a real use for it. To avow poverty with us is no disgrace: the true disgrace is in doing nothing to avoid it. An Athenian citizen does not neglect the state because he takes care of his own household; and even those of us who are engaged in business have a very fair idea of politics. We alone regard a man who takes no interest in public affairs, not as a harmless, but as a useless character. The great impediment to action is, in our opinion, not discussion, but the want of the knowledge which is gained by discussion preparatory to action. For we have a peculiar power of thinking before we act and of acting too, whereas other men are courageous from ignorance but hesitate upon reflection.

URDU.

Full marks—50.

Paper set by—MOULAVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—MOULAVI MAINUDDIN.

1. Explain in English any two of the following extracts :—

(a) ہنر کا جہان گرم بازار ہے اب * جہان عقل و دانش کا بہار ہے اب
جہان ابر رحمت گہر بار ہے اب * جہان ہن برستا لگا تار ہے اب

تمدن کا پیدا نہ تھا وان نشان تک
سمندر کی آئی نہ تھی موج وان تک

(b) سنے گوش عبرت سے گر جا کے اسمان
تو وان ذرہ ذرہ یہ کرتا ہے اعلان

کہ تھا جن دنوں مہر اسلام تابان
ہوایاں کی تھی زندگی بخش دوران
پڑی خاک ایتھنز میں جاں پہن سے
ہوا زندہ پھر نام یونان پہن سے

غرض فن ہیں جو مایہ دین و دولت * طبیعی - الہی - ریاضی و حکمت (c)
طب اور کیمیا ہند سے اور ہیئت * سیاحت تجارت عمارت فلاح

لگاؤ گے کھوج انکا جاکر جہاں تم
نشان انکے قدموں کے پاؤ گے وان تم

فنی نے کہا تھا جنہیں فخر امت * جنہیں خلد کی مل چکی تھی بشارت
مسلم تھی عالم میں جنکی عدالت * رہا مفتخر جنسے تخت خلافت
وہ پھرتے تھے راتوں کو چھپ چھپ کے در در
کہ شرمائیں اپنا کہیں عیب سنکر

2. Explain all historical allusions in any two of the following passages :— 9

عرب جسکا چرچا ہے یہہ کچھ وہ کیا تھا * جہاں سے الگ اک جزیرہ نما تھا (a)
زمانے سے پیوند جسکا جدا تھا * نہ کشورستان تھا نہ کشورکشا تھا

تمدن کا اوسپر پڑا تھا نہ سایا
ترقی کا تھا وان قدم تک نہ آیا

پھر اک باغ دیکھیگا آجڑا سراسر * جہاں خاک اور تپتی ہے ہر سو برابر
نہیں تازگی کا کہیں نام جسپر * ہری ٹہنیاں جھڑ گئیں جسکی جلکر

نہیں پھول پھل جسمیں آنے کے قابل
ہوئی روکھ جسکے جلانے کے قابل

اردو کس زبان کو کہتے ہیں اور وجہ تسمیہ اُسکی کیا ہے اور نظم (e)
اردو کو ریختہ کیوں کہتے ہیں اور کب سے یہ زبان اقلیم ہند میں مروج
ہوئی ہے اور کیونکر اصل ہندی میں تصرف ہوتا گیا اور کس طرح پر تغیر
و تبدل واقع ہوا - اور کس عہد کے شعرا کی زبان کا کیا طرز؟

میری جاں - تم کو بیکاری میں خط لکھنے کا ایک شغل ہے - قلم (d)
و دوات لے بیٹھے اگر خط پہونچا ہے تو جواب ورنہ شکوہ و شکایت و عتاب
و خطاب لکھنے لگے *

3. جملہ فعلیہ اور انشائیہ کی فرق بیان کرو اور اقسام مفعول کا نام لو
اونکی بیان کرو مع امثال *

(a) Derive :—

حاصل :— ناظر — حضور — اطلاع

(b) Give the plural forms of :—

حکم — قصیدہ — باب — فرد — عالم — صالح — طیب — حکیم

4. Translate into idiomatic Urdu :—

8

The late Professor Newton was an eminent and widely travelled zoologist whose scientific enthusiasm had been exercised over a long period of time and in every quarter of the world. Half a century ago, while in the enjoyment of a travelling fellowship from Cambridge, he visited Iceland, Greenland, and other parts of the Far North, and in 1864 he accompanied Sir Edward Birkbeck's expedition to Spitsbergen. Always keenly interested in the preservation of wild birds, he brought the subject before the British Association, and to him perhaps more than to any other man was due the passing of the Acts of Parliament for bird protection.

5. Write a short essay of about 30 lines in Urdu on one of the following subjects :— 10

(a) The industrial improvement of your province.

(b) The usefulness of technical education for Indian youths.

(c) Any memorable event that has taken place in your life-time in India.

6. Write a letter in Urdu to some friend of yours in answer to any one of the following queries :— 10

(a) What do you propose to do for the improvement of your native village during the holidays?

(b) After finishing your education in what way do you wish to work for your country?

ENGLISH.

FIRST PAPER.

Full marks—50.

Paper set by — { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

Examiner—BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.

1. Candidates are permitted to make their choice of questions from among the several groups, A, B, C and D, given below ; but they are required to note that the total value of the questions attempted should in no case exceed 50.

2. The figures in the margin on the right indicate full marks,

3. Answers must be in English.

GROUP A.

1. Give the names of the poems in which the following lines or passages occur :— 5

- (a) ———for there is a spirit in the woods.
- (b) Fair as a star, when only one
Is shining in the sky.
- (c) Never to blend our pleasure or our pride
With sorrow of the meanest thing that feels;
- (d) She gave me eyes, she gave me ears ;
And humble cares, and delicate fears.
- (e) Thy soul was like a star, and dwelt apart.

2. From what poems of Wordsworth are the following taken ?— 5

- (a) They flash upon that inward eye
Which is the bliss of solitude.
- (b) Thou unassuming commonplace of Nature.
- (c) Come, blessed barrier between day and day,
Dear mother of fresh thoughts and joyous health !
- (d) Type of the wise who soar, but never roam ;
True to the kindred points of heaven and home !
- (e) To the last point of vision, and beyond
Mount daring warbler !

3. Give with reference to the context the meaning of the lines marked (c) and (d) in the last preceding question. 5

4. Give the meanings of :— 5

(a) the thread of a discourse ; (b) apt phrases ; (c) solemn offices of religion ; (d) polite authors ; (e) a gallery of portraits ; (f) a speculative statesman, soldier, merchant and artizan ; (g) a prodigious pile fashioned into the shape it now bears.

GROUP B.

1. "There is nothing which more astonishes a foreigner and frights a country squire than the cries of London. These cries may be divided into vocal and instrumental." Give a detailed account of these London cries. 10

Or

Give an account of the street cries of any Indian town with which you are familiar.

2. "I have only considered our language as it shows the genius and natural temper of the English." 10

Show how the English language is adapted to the genius and temper of the English people.

Or

Try to find out if there is any such adaptation between your vernacular and the character of your own people.

3. "The only way, therefore, to try a piece of wit is to translate it into a different language." 10

Give in full your reasons for the statement.

4. "*The vanity of human wishes, which are the natural prayers of the mind*, as well as *many of those secret devotions which they offer to the Supreme Being*, are sufficiently exposed by it" (the fable). 10

(a) Amplify the ideas contained in the two passages in italics.

5. "We can talk of life and death in cold blood and keep our temper in a discourse which turns upon everything that is dear to us." 10

(a) Give the meaning of the above. To what particular people or nation is the above remark intended to apply?

(b) Compare or contrast the above type of character with that of the people from whom you are sprung.

6. What is there in the character of *Rob Roy* that appeals to you most, and why? 10

7. What stanza or stanzas in *The Affliction of Margaret* touch the tenderest chord in your heart? Explain the nature of the feelings that are thus aroused. 10

GROUP C.

1. "We are all guilty in some measure of the same narrow way of thinking, when we fancy the customs, dress and manners of other countries are ridiculous and extravagant, if they do not resemble those of our own." 15

(a) Establish the truth of the above statement by a reference to your own opinions about other people's dress, manners, customs, etc.

2. Refer to Wordsworth's two poems—"The Redbreast chasing the Butterfly" and "To a Butterfly," and show the depth of his sympathy and love for, to us, so insignificant a creature as the butterfly. 15

3. Did Wordsworth's love extend to even plants and flowers? If so, give some illustrations from poems included in your *Selections*. 15

GROUP D.

1. Do you like "the old song of *Chevey-Chase*," and why? If a song or a poem is to "become the delight of the common people," what kind of sentiments must it contain, and what must be the general character of the style in which those sentiments must be expressed? 20

• Compare in this respect the style of Wordsworth's *Hart-Leap Well* with that of *Chevey-Chase*.

2. Name *three* of Wordsworth's sonnets included among the "Poems 20 dedicated to National Independence and Liberty." Can you show that you have caught the spirit of those sonnets by quoting and expounding the most appropriate lines, or in any other way?

3. Sometimes under the influence of extraordinary sights or sounds, Words- 20 worth felt himself sensibly drawn away from the earth. Explain the meaning of the statement by a reference to the following poems :—(1) *The Cuckoo* ; (2) *Stepping Westward* ; and (3) *Composed upon Westminster Bridge*.

ENGLISH.

SECOND PAPER.

GROUP A.

Full marks—30.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
BABU SATIS CHANDRA MUKERJEE, M.A., B.L.

*Examiner—*BABU RADHA KUMUD MUKERJEE, M.A., P.R.S.

1. Give in your own words the substance of any two of the following :—

(a) In all things we do, we must look to other standards than what men may say or think. We must not abjectly bow down before rules and usages ; but must refer to principles and purposes.

(b) Success in life is mostly gained by unity of purpose ; whereas greatness often fails by reason of its having manifold purposes. •

(c) Such is the common destiny of flesh :

The high and low, the good and bad, must die,
And then, 'tis taught, begin anew and live,
Somewhere, somehow—who knows ?—and so again,
The pangs, the parting, and the lighted pile—
Such is man's round.

(d) There is a tongue in every leaf,

A voice in every rill,
A voice that speaketh everywhere,
In flood and fair, through earth and air,
A voice that's never still.

2. Give an account of the village, town or district where you have been born or bred up, with special reference to the following points :—(1) geographical position, (2) past history, (3) classes and castes, (4) varieties of occupation, (5) education, (6) social life, (7) industries, (8) religious beliefs, (9) manners and customs, (10) any other special feature or features, (11) future possibilities.

3. Give in your own words the substance of the following dialogue between Buddha and his charioteer, Channa :

Buddha (pointing to a decrepit old man afflicted with the plague) :—

“ Why is it, Channa, that he pants and moans,
And gasps to speak, and sighs so pitiful ? ”

Then spake the charioteer : “ Great Prince ! this man
Is smitten with some pest ; and he shall die,
When the plague hath done its work in him.”

Buddha : “ And are there others, are there many thus ?

Or might it be to me as now with him ? ”

“ Great Lord ! ” answered the charioteer, “ This comes
In many forms to all men ; griefs and wounds,
Sickness and tetter, palsies, leprosies
Befall all flesh and enter everywhere.”

“ Come such ills unobserved ? ” the Prince enquired.
And Channa said, “ Like the sly snake they come
That stings unseen.”

“ Then all men live in fear ? ”

“ So live they, Prince ! ”

“ And none can say, ‘ I sleep happy and whole to-night
and so shall wake.’ ” “ None say it.”

“ But if they cannot bear their agonies,
Or if they will not bear and seek a term ;
Or if they bear, and be, as this man is,
Too weak except for groans, and so still live,
And growing old, grow older, then what end ? ”
“ They die, Prince.”

“ Die ? ”

“ Yea, at the last comes death,

In whatsoever way, whatever hour.

Some few grow old, most suffer and fall sick,
But all must die.”

ENGLISH.

SECOND PAPER.

GROUP B.

BENGALI.

Full marks—20.

Paper set by— { DR. RASHBEHARY GHOSE, M.A., D.L., C.I.E.
BABU SATISH CHANDRA MUKERJEE, M.A., B.L.

Examiner—BABU RADHAKUMUD MUKERJEE, M.A., P.R.S.

Translate into English any one of the following :—

(a) পূর্বে পারদীক সমাজে পিতামাতা ও আত্মীয়গণ পুত্রকন্যার বিবাহ সম্বন্ধ স্থির করিতেন এবং শৈশবেই পুত্রকন্যার বিবাহার্থ বাগদান করা হইত। কিন্তু এখন উচ্চশিক্ষাপ্রভাবে প্রায় পারদীক বরকন্যার যৌবন প্রাপ্ত হইলে বিবাহ হইয়া থাকে। ইহাদের বিবাহ আপন বাড়ীতে হয় না। প্রত্যেক পারদীক পল্লীর নিকটে এক একটা বিবাহ-মন্দির আছে, তথায় বিবাহকার্য্য সম্পন্ন হয়। বিবাহদিবসে অপরাহ্নে বর ও কন্যা আপন আপন স্নানাগারে প্রবেশ করিয়া প্রথমে গোমূত্র ও তাহার পর বালুকা দ্বারা সর্ব্বশরীর ধোত করতঃ স্নানকার্য্য সম্পন্ন করেন, পরে বরকন্যা বিবাহ-মণ্ডপে আগমন করিলে পুরোহিত সংস্কৃত মন্ত্র উচ্চারণ করিয়া কতকটা হিন্দু প্রথা অনুসারে পরিণয়-কার্য্য সম্পন্ন করাইয়া থাকেন।

(b) রাম। কি বল ভাই যত্ন, দেশের এই দুর্দিনে আমাদের যা'র যে টুকু সাধ্য দেশের হিতে লেগে পড়া উচিত। আমরা অনভিজ্ঞ ছেলে মাছুষ হ'লেও আমাদের দ্বারাও ক্ষুদ্র ক্ষুদ্র বিষয়ে চের কাজ হ'তে পারে।

যত্ন। ভাকি ভাই বলতে? ভেবে দেখলে আমরাই দু'দিন পরে প্রবীণদের স্থান অধিকার করব, এখন থেকে যদি কিছু কিছু দেশের সেবা করতে না শিখি, তাহ'লে একবার বরষ বেড়ে গেলে আর কিছুই করে উঠতে পারব না।

রাম। ভা ভাই ঠিক, একবার স্বভাব দাঁড়িয়ে গেলে পরে তা শোধরান বড় কঠিন। আমার মনে হয় কর্তব্যবুদ্ধিটাকে গোড়ায় দাঁড় করিয়ে সবাই যদি এখন থেকে একটু একটু ভাগ স্বীকার করতে শিখি, তা হলে এমন দিন আসবে, যখন আমাদের সকলের মিলিত চেষ্টাতে দেশের অবস্থার অনেকটা উন্নতি হ'য়ে পড়বেই পড়বে।

(c) দিল্লী দরবারের সময় শরৎসুন্দরী “মহারাগী” উপাধি লাভ করেন; কিন্তু তিনি খেলাত গ্রহণ করেন নাই। গবর্ণমেন্টকে সেই উপলক্ষে জানাইয়াছিলেন, তিনি বিধবা, সে সম্মান তাঁহার গ্রহণীয় নহে। শরৎসুন্দরী হিন্দুধর্মে অভ্যস্ত আস্থাবতী। হিন্দুশাস্ত্রের সকল অনুশাসন তিনি অক্ষরে অক্ষরে প্রতিপালন করিয়া থাকেন। বালবিধবা সেই আজন্ম যথাশাস্ত্র ব্রহ্মচর্য্য অবলম্বন করিয়া জীবন অতিবাহিত করিয়া আসিতেছেন, এক্ষণে তিনি কিছুদিন মধ্যে বোধ হয় কাশীবাস করিবেন। তিনি যেখানেই থাকুন, সমগ্র ভারতবাসীরও প্রীতি তাঁহার সহগামিনী হইবে।

ENGLISH.

SECOND PAPER (continued).

GROUP B.

HINDI.

*Paper set by—*PANDIT UMAPATI DATTA SARMA PANDEY, B.A.

*Examiner—*PANDIT UMAPATI DATTA SARMA PANDEY, B.A.

Translate into English any two of the following :—

(a) लाहौरके जिले सरकपुरके परगनेमें तालवड़ी नाम एक गाँव है। वहाँ कालू और लालू नाम दो खत्री रहते थे। ये उस समय धनी न थे परन्तु प्रतिष्ठित और भले समझे जाते थे। कालू गाँवके पटवारी थे। इन्हींके घर संवत् १५२६ कार्तिककी पूर्णिमाको बाबा नान्दकका जन्म हुआ। इनकी बहनका नाम नान्दकी था। वह मुलतानपुरमें जयराम नामक एक किसानसे व्याही गई थी। नान्दककी शिक्षाका ठीक ठीक वृत्तान्त नहीं जाना जाता, परन्तु इन्होंने कुछ फारसी और हिसाब किताब बहुत शीघ्र सीखा था और बुद्धि बड़ी थी। लड़कपन ही से इनका जी संसारी कामसे विरक्त रहता था। एक दिनकी बात है कि गौओंको चरती छोड़कर सोगये तब पशुओंने खेतको चर डाला। कहते हैं कि एकदिन जब धूपमें सोये थे तब एक सर्पने इनको ऊपर अपने फनसे क़ाता लगाया था।

(b) विद्यार्थियोंको राजनैतिक विषयोंमें हस्तक्षेप करना चाहिये अथवा नहीं, इस विषयमें आजकल बहुत मतभेद हो रहा है और समय समय पर समाचारपत्रोंमें इस विषयपर वाद विवाद छपर रहे हैं। इस पत्रमें जो इस विषयमें लेख निकल चुके हैं और गत संख्यामें भी हमारे एक मित्रका पत्र प्रकाशित हो चुका है। विषय बड़ा गम्भीर है। इस कारण इसका अच्छे प्रकार विचार करना आवश्यक है। हमने लिखा था कि दशविशेषमें जब देशमें एकाएक कोई मारी विपत्ति आपड़े और उसको हटानेके लिये तुरन्त उद्योग करना सब धर्मोंसे बड़ा धर्म होजाय, उस समय बड़े बूढ़ोंके साथ विद्यार्थी और बालकों को भी अपने सामान्य धर्मको छोड़कर उसको लिये उद्योग करना धर्म होगा। पत्रप्रेरक महाशयने लेखके अन्तमें हमसे पूछा है कि क्या वह समय नहीं आगया है जब कि विद्यार्थियोंको भी बड़े लोगोंके साथ राजनैतिक विषयोंमें शामिल होना चाहिये? हम इस बातको मानते हैं कि भारतवर्ष बड़ी ही शोचनीयावस्थाको प्राप्त होगया है पर अभी सारे देशमें ऐसा समय नहीं आगया है कि सब लोगोंको किसी विशेष आपत्तिको हटाने के लिये अपना सामान्य कर्तव्य छोड़नेकी आवश्यकता हो। यह अन्तिम उपाय उस दशमें काममें लाना चाहिये जब किसी उपद्रवके कारण लोगोंका धन और जीवन संशयमें पड़ जाय। “अभ्युदय” इलाहाबाद ता० २३ एप्रिल १९०७।

(c) आशा, अह! यह कैसा सीठा और प्यारा नाम है! इसकी बदौलत संसार

अपनी मर्त्यादापर खड़ा है। जब मनुष्य घोर विपत्तिमें पड़ घबड़ा जाता है और उस घबड़ाहटमें उसे मरजाना या घर छोड़ देशविदेश फिरना अच्छा लगता है तब यही उसको सामने आती है और लाख लाख तरहको दिलासे देती है। जी कहता है पुत्रका विधोग होगया, अब दुनियासे क्या काम ? यह कहती है, तुम सलामत रहो, तो दश बीस हो रहेंगे। जी कहता है धन सम्पत्ति सब नष्ट होगई, दिवाला निकल गया, अब कनी खाकर सोरहो, किसीको मुँह न दिखलाओ, जहां राज रजना, वहाँ भीख नहीं माँगनी। यह राजा रामचन्द्र और युधिष्ठिरकी कहानियाँ पढ़ने लगती है और कहती है कि सम्पत्त गई तुम्हारा भोग नहीं लेगई।

ENGLISH.

SECOND PAPER.

GROUP B.

MARATHI.

Full marks—20.

Paper set by—PANDIT DHARMANAND Koushambi.

Examiner—PANDIT DHARMANAND Koushambi.

1. Translate any one of the following passages into English :—

(a) प्राकृत भाषा म्हणोनै। अव्हेर न करावा पंडितजनीं ॥
जैसीं कृष्णावेणेचीं तीरे दोन्ही। परी उदक जाण एकचि ॥
अबलांश न कले संस्कृतवाणी। जैसें आडांतील गोड पाणी ॥
परी तें दोरपात्रा वांचोनी। अशक्तजना केविं निघे ॥
तोचि तडागासी येतां त्वरे। तारकालचि तृषा हरे ॥
अबलजना तारावया ईश्वरें। प्राकृत ग्रंथ निर्मिले ॥

(b) काहीं दिसे अकस्मात। तेथें वाटे. आलें भूत ॥
वायां पडावें संदेहीं। सुलीं तेथें काहीं नाहीं ॥
भाडभुडूप देखिलें। जिवीं वाटे कोणी आलें ॥
रामदास सांगे खूण। भितो आपणा आपण ॥

2. Translate any one of the following passages into English :—

(a) “दादाभाई नौरोजी यांचें नांव हिंदुस्थानांत कोणास माहित नाहीं असा पुरुष विरलाच सांपडेल। अव्वल इंग्रजींत शिक्षण पुढें आल्यानंतर आपल्या वयांचीं पन्नाससाठ वर्षां यांनीं देशोन्नतीच्या कामांत खर्च केलेलीं आहेत; व हिंदुस्थानांत आणि विलायतेंत अनेक लोकोपयोगी संस्था काढून, त्यांच्या साहाय्यानें देशाचें कल्याण करण्याकरितां यांनीं कायावाचामनें करून निरपेक्ष बुद्धीनें अविभ्रान्त परिश्रम केलेले आहेत।”

(b) खरे थोर पुरुष असतात ते सदां स्वतःच सर्व कमाई करितात । त्यांना उसनवार असें दुसऱ्याचें काहींच आवडत नाही । थोर घराणें, मोठी श्रीमंती किंवा दांडगा वशिला ह्यादोघेकीं कशाची त्यांनां गरज नसते । अंगचा तेजस्वीपणा, धेयांची दांडगी मजबुती, साहसाचें पुरें साहाय्य, हंशरावरील निस्सीम भक्ति, आणि पक्केपणाचा कट्टा दृढ़निश्चय हीच त्यांची एकंदर सामग्री ।”

(c) “अमीरसाहेब हिंदुस्थानांतील मुसलमानांना बंधुत्वाच्या नात्यानें असा सवाल करितात कीं, ज्या दारौकसारीक गोष्टी तुमच्या धर्माचीं प्रधान अगें नाहींत, त्या कोल्याच पाहिजेत, नाहींतर धर्म बुडतो अशी धर्माचा नाहीं, त्या कोल्यानें जर हिंदु नाखुष होत असले व त्यांचीं मनं दुखत असलीं, तर त्या करण्या बदल मुसलमानांनीं विनाकारण इतु कां घरावा? हिंदुमुसलमानांचो आज सांप्रत स्थिति अशी आहे कीं, दोघांनीं मिलून मिसळून एकदिलानें काम केलें तरच दोघांचा उद्धार होण्याचा संभव आहे ।”

ENGLISH.

SECOND PAPER.

GROUP B.

URDU.

Full marks—20.

Paper set by—MOULAVI MUHAMMAD YUSUFF, KHAN BAHADUR, B.L.

Examiner—MOULAVI MAINUDDIN.

Translate into English any two of the following :—

(a) جب محمد شاہ بن تغلق شاہ سرپر آراء سلطنت ہوئے - ظلم و ستم میں اُنکا شہرہ ہوا باشندگان دہلی پر یہ ایک تازہ ظلم کیا کہ انکو شہر میں رہنے ندیا - دیوگیر معروف بدولت آباد میں بھیج دیا - اور پھر قبل اپنے سلطنت کے زوال کے انلوگونکو دہلی میں منگوا لیا اس نقل و حرکت کی باعث بہت سے الفاظ دکھنی بھی زبان دہلی میں مل گئی - زبان میں ایک نقص پیدا ہوا - اور وہی انداز گفتگو آخر عہد جہانگیر شاہ تک رہا *

(b) . ایک بار آدھی رات کو آئی - دو گھوڑے تیار ہاتھ لائی - ایک آپ لیا - دوسرا مجھے دیا - قلعہ سے باہر آئی - جس طرف راہ پائی - چلو ریزی فرمائی - 'میں نے رات دن راہ دراز کو طے کیا - کہیں دم نہ لیا -

اتفاق ایک دریاے عظیم پیش آیا - بے کشتی گذر نپایا - ملکہ ایک درخت کے نیچے فرود آئی - آسائش فرمائی - میں کشتی کی تلاش کیواسطے چند قدم چلا - سراغ نہ ملا - دلمیں گذرا - ملکہ تظاہر ہے - خبر لاوے - پھر اور طرف جاؤں - وہاں جو آیا - اوسے نہ پایا *

حامد میری بات سننے کے لئے علیحدہ اوتھہ کر چلے اور میں بھی (۵) اونکے ساتھ گئی - علیحدہ جاکر میں نے سوال کیا - ”کیوں میان یہ کب سے بیمار ہیں اور کیا حال ہے ؟“ حامد نے کہا - کیا بتاؤں ! تمسے چھپانے کی کیا بات ہے - یہ تو بیچارہ بڑا سیدھا آدمی ہے - مگر خدا جانے کیا بات ہوئی آج تیسرا دن ہے - موتی محل کی طرف سیر کو گئے تھے وہاں کسی بگھی پر کسی کو دیکھ لیا - جسکو دیکھ کر از خود رفتہ ہو گئے *

MATHEMATICS.

Full marks—50.

Paper set by— $\left\{ \begin{array}{l} \text{SIR GOOROO DAS BANERJEE, KT., M.A., D.L.} \\ \text{A. CHAUDHURI, Esq., M.A. (CAL.), B.A. (CANTAB.), BAR-} \\ \text{AT-LAW.} \\ \text{BABU GAURI SANKAR DE, M.A., B.L., P.R.S.} \end{array} \right.$

Examiner—BABU MAHENDRA NATH DE, M.A., B.Sc.

The figures in the margin on the right indicate full marks.

1. (a) State the condition which must be satisfied in order that a vulgar fraction may be reduced to a terminating decimal. 1
Show that when that condition is not satisfied, the equivalent decimal must be a recurring one. 2
- (b) Reduce $\frac{9}{25}$ and $\frac{31}{40}$ to decimals. 1
2. Solve the equations :—
(1) $\sqrt{x+a} + \sqrt{x-a} = \sqrt{b}$. 2
(2) $\frac{a^2 + ax + x^2}{a^3 - ax + x^3} = \frac{a^2}{x^3}$. 2
(3) $x - y = 2, x^3 - y^3 = 8$. 2
3. In how many different ways can 12 men arrange themselves
(1) in a straight line; and 2
(2) in a circle? 2
4. Apply the Binomial Theorem to find the square root of 1.01 correctly to three places of decimals. 3

5. Explain how it is that while an angle being given any of its trigonometrical ratios is definitely given, one of these latter being given the angle is not definitely given. 1

Find the general expression for all angles having a given cosine. 2

6. If A , B and C are the angles of a triangle, show that 3

$$\tan A + \tan B + \tan C = \tan A \tan B \tan C.$$

7. (a) Define the terms *characteristic* and *mantissa* of a logarithm. 1

Explain how the former can be found by inspection; and why the latter is always positive. 2

(b) Given $\log 6 = .77815$ and 4

$$\log 8 = .90309,$$

find the logarithms of the squares of the first five natural numbers.

8. (a) Point out the difference between the geometrical method of constructing a triangle with certain given parts, and the trigonometrical method of solving a triangle with given parts. 2

(b) i. Given two sides and the contained angle, show how to solve the triangle. 2

ii. If $a=13$, $b=7$, and $c=60$, find A and B , having given $\log 3 = .4771213$, $L \tan 27^\circ 27' = 9.715508$, and tabulated difference for $1' = 3087$. 2

9. Enunciate the propositions relating to the similarity of two triangles. 4

Prove any one of those propositions. 3

10. (a) In the parabola, if QV be a semi-ordinate to the diameter PV , and if S be the focus, show that $QV^2 = 4SP \cdot PV$. 4

(b) Show that the parameter to the diameter through $P = 4SP$. 3

PHYSICS.

Full marks—50.

Paper set by—BABU RAMENDRA SUNDAR TRIVEDI, M.A., P.R.S.

Examiner—BABU JAGADINDU RAY.

The figures in the margin indicate full marks.

1. Through what height would a heavy body fall in vacuo in ten seconds? 5

2. Two closed vessels having same volume and same temperature contain equal weights of hydrogen and oxygen. Compare the gaseous pressure in the vessels. 5

3. 'Heat is a form of energy.' What is the full meaning of the statement? 10

4. Define: Principal focus of a curved mirror, real image, virtual image, critical angle, refractive index. 10

5. Describe the construction and mode of action of an electrophorus. 7

6. Describe the construction of a Grove's cell. 7
 7. In what respects does an electric discharge from an electrophorus differ from the current from a Grove's cell? 6

CHEMISTRY.

Paper set by—BABU RAMENDRA SUNDAR TRIVEDI, M.A., P.R.S.

Examiner—BABU MANINDRA NATH BANERJEE.

1. Describe the action of heat on the following substances:—chlorate of potash, chalk, sulphur, iodine, sugar. 10
2. Name the products of combustion of the following substances in oxygen:—sulphur, diamond, phosphorus, sulphuretted hydrogen, marsh gas, kerosene oil, ammonia, sugar. 6
3. Equal weights of sulphur and charcoal are burnt in air. Compare the volumes of the products of combustion under similar conditions of temperature and pressure. 10
4. Describe the ordinary method of preparing *nitric acid*. Describe also its action on the following substances:—copper, zinc, lime, chalk, muriatic acid. 10
5. Describe the actions, physical or chemical, that will take place when 10
 - (a) red oxide of mercury is heated;
 - (b) water is added to strong sulphuric acid;
 - (c) water is added to quick-lime;
 - (d) sal-ammoniac is heated with lime;
 - (e) a jet of hydrogen is burnt in chlorine.
6. What weight of carbon monoxide must be burnt to produce one litre of carbonic acid gas at N.T.P.? 4

HISTORY.

Full marks—50.

Paper set by—ARAVINDA GHOSE, ESQ., B.A. (CANTAB.).

Examiner—BABU PRASANNA KUMAR BOSE, M.A.

GROUP A.

Only one question to be answered.

1. Give an account of the political constitution of Sparta.
2. Narrate briefly the conquests of Alexander and state what were their permanent results.

3. Give an account of the Plebeian Secessions, their causes and results. On what lines was the struggle between Patricians and Plebeians finally settled?
4. Describe the constitution of the three kinds of comitia in Rome, and show how each marked a fresh advance towards democracy.

GROUP B.

Only three questions to be answered.

1. Give some account of the main streams of Greek colonisation in the East and West.
2. State what you know of the following :—(1) Ostracism, (2) the First Sacred War, (3) the Achæan League.
3. Narrate briefly the rise and fall of the power of Thebes.
4. Give an account of the career of Pyrrhus.
5. Name the contending parties and the results of the following battles :—Salamis, Aegospotami, Leuctra, Chaeronea.
6. Give the names and doctrines of the four chief schools of philosophy that rose from the teaching of Socrates.

GROUP C.

Only two questions to be answered.

1. Narrate briefly the march of Hannibal and the course of the Punic war up to Cannæ.
2. State briefly what you know of any two of the following :—Cato the Censor, Scipio Aemilianus, Hamilcar Barca.
3. Describe the intellectual and moral influence of Greece on Rome.
4. Give an account of the spread of Christianity under the Empire.
5. Describe the measures by which Caesar and Augustus turned the Republic into an absolute monarchy.

LOGIC.

Paper set by—BABU HIRENDRA NATH DATTA, M.A., B.L., P.R.S.

Examiner—BABU PRAMATHA NATH MUKERJEE, M.A.

1. Logic has been defined as *the science of the laws of thought*. Explain and criticise this definition. 5
 2. Explain and illustrate the difference between *deduction* and *induction*. 3
 3. What is a *term*? Distinguish a *negative* from a *privative* term. Give four instances of *privative* terms. By what mark do you recognise a *privative* term? Describe the logical characters of the following terms :—Akbar, India, Conscience, Retribution, Chief Justice, Electricity. 8
- Distinguish between the *connotation* and the *denotation* of a term.

4. Define a *proposition*. How are propositions classified? 5
 What are the symbols of the four kinds of *categorical* propositions?
 How far is logic concerned with the truth or the falsity of propositions?
5. What is *conversion*? State the rules of valid conversion and name and 5
 illustrate all the kinds of conversion.
6. Define *sylogism*. State and illustrate the six principal rules of the 5
 sylogism.
7. Show that false premises may give true conclusions. 3
8. What is the use of *reduction*? Reduce the moods *Cesare* and *Camenes* 5
 by the indirect method.
9. Classify fallacies. Can you give the Sanskrit equivalent for fallacy? 8
 Explain what is meant by: *Petitio Principii*; *Non-sequitur*; *Argumentum ad
 hominem*; *Arguing in a circle*.
10. Detect the fallacy, if any, in the following:— 3
 (a) You are not what I am; I am a man. Therefore you are not a man.
 (b) The object of war is durable peace; therefore soldiers are the best
 peace-makers.
 (c) Death being the end of life, is its perfection.

Primary Technical Examination.

1907.

প্রাথমিক শিল্প পরীক্ষা, ১৯০৭।

গণিত—প্রথম প্রশ্নপত্র।

পাটীগণিত ও জ্যামিতি।

Paper set by—SIR GOOROO DAS BANERJEE, KT., M.A., D.L.

Examiner—BABU KISHORIMOHAN GUPTA, M.A.

(দক্ষিণ পার্শ্বের অঙ্কগুলি পূর্ণসংখ্যাজ্ঞাপক।)

১। (ক) কোন সংখ্যা ৪ ও ৫ দ্বারা ঠিক বিভাজ্য কি না তাহা দৃষ্টিমাত্র কিরূপে ৪
জানা যায়, ও কেনই বা তাহা ঐরূপে জানা যায় তাহা লিখ।

(খ) ২, ৪, ৬, ৮, ১০, ১৫, ২০ এই সংখ্যাগুলির লঘিষ্ঠ সাধারণ গুণিতক ৪
বাহির কর।

২। নিম্নলিখিত জটিল রাশিকে সরল কর :— ৬

$$\frac{3}{4} \times \frac{1 + \frac{1}{2} + \frac{3}{4}}{2 + \frac{3}{4} + \frac{3}{4}} \div (1 - \frac{3}{4} + \frac{1}{2})$$

এবং সরল করিয়া যাহা হয়, তাহাকে দশমিক ভগ্নাংশে আন। ৪

৩। এক সভারেণের মূল্য ১৫ টাকা। এক পাউণ্ড অর্থাৎ ৫৭৬০ গ্রেণ সোণায়
৪৬ $\frac{1}{2}$ সভারেণ প্রস্তুত হয় এবং সভারেণের সোণায় ২৪ ভাগের ২২ ভাগ খাঁটি সোণা ও
২ ভাগ খাদ। এক ভরি অর্থাৎ ১৮০ গ্রেণ খাঁটি সোণার মূল্য কত টাকা ও এক ভরি
সভারেণের সোণার মূল্য কত টাকা? ৮ + ৪

৪। নিম্নলিখিত সামান্ত ভগ্নাংশ দুইটিকে দশমিক ভগ্নাংশে আন ও দশমিক
ভগ্নাংশদ্বয়কে সামান্ত ভগ্নাংশে আন—

(১) $\frac{1}{4}, \frac{1}{2} + \frac{1}{4}$ ২ + ২

(২) '০২৫, '০০৪৫ ৩ + ৩

৫। এক ব্যক্তি ১৫ মাসে ১৮৯ মাইল লম্বা রাস্তা প্রস্তুত করিবার চুক্তি করে। সে ৮
২৫৬ জন লোক নিযুক্ত করিয়া ৩ মাস পরে দেখে ২৮ মাইল মাত্র রাস্তা প্রস্তুত হইয়াছে।
এক্ষণে কত লোক নিযুক্ত করিলে মেয়াদ মধ্যে রাস্তা প্রস্তুত হইবে ?

৬। যে সকল ত্রিভুজ একই ভূমির উপর ও একই সমান্তর সরল রেখাঘরের মধ্যে ৮
অবস্থিত তাহাদের ক্ষেত্রফল সমান ইহা প্রতিপন্ন কর।

৭। (ক) সমকোণী ত্রিভুজের কর্ণের উপর অঙ্কিত সমচতুর্ভুজ অন্ত দুই ভুজের ১০
উপর অঙ্কিত সমচতুর্ভুজঘরের সমষ্টির সমান ইহা প্রতিপন্ন কর।

(খ) কোন ত্রিভুজের এক কোণ হইতে তদ্বিপরীত ভুজের উপর যদি লম্ব ৮
টানা যায়, তদ্বারা সেই ভুজ যে দুই খণ্ডে বিভক্ত হয়, তাহাদের উপর অঙ্কিত সমচতুর্ভুজের
ক্ষেত্রফলের অন্তর, ত্রিভুজের অন্ত দুই ভুজের উপর অঙ্কিত সমচতুর্ভুজের ক্ষেত্রফলের
অন্তরের সহিত সমান, ইহা প্রতিপন্ন কর।

৮। একটি নির্দিষ্ট সরল রেখাকে এরূপ দুই ভাগে ভাগ কর যে, সমস্ত রেখাটিকে ১০
দৈর্ঘ্য ও তাহার এক ভাগকে প্রস্থ লইয়া যে সমকোণী সমান্তরিক হয়, তাহার ক্ষেত্রফল
অপর ভাগের উপর অঙ্কিত সমচতুর্ভুজের ক্ষেত্রফলের সহিত সমান হইবে।

৯। (ক) একটি নির্দিষ্ট বৃত্তের কেন্দ্র বাহির কর। ৮

(খ) কোন বৃত্তের একের অধিক কেন্দ্র থাকিতে পারে না, ইহা প্রতিপন্ন কর। ৮

১০। কোন নির্দিষ্ট সমচতুর্ভুজের মধ্যে একটি অন্তর্নিবিষ্ট বৃত্ত অঙ্কিত কর। ৮

গণিত—দ্বিতীয় প্রশ্নপত্র।

পরিমিতি।

Paper set by—SIR GOOROO DAS BANERJEE, Kt., M.A., D.L.

Examiner—BABU KISHORIMOHAN GUPTA, M.A.

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১। একটি বৃত্তের পরিধিস্থ কোন বিন্দু একটি ব্যাসের এক সীমা হইতে ৬ হাত ১০
অন্তর। ব্যাসটি যদি ১০ হাত লম্বা হয়, তাহা হইলে তাহার অপর সীমা হইতে ঐ বিন্দুর
ব্যবধান কত ?

২। একটা সমকোণী ত্রিভুজের ক্ষেত্রফল ২৪০ বর্গ গজ ও কর্ণ ৩২ গজ। সমকোণ ৬
হইতে কর্ণে পাতিত লম্বের পরিমাণ কত ?

৩। প্রথম প্রশ্নে উল্লিখিত বৃত্তের পরিধি কত ? ৬

এবং সেই বৃত্তের চতুর্পার্শ্বে যদি দুই হস্ত পরিসরের একটি পথ থাকে, তবে ৬
সেই পথের বাহিরের পরিধি কত হইবে ?

৪। এক খানি ১৬ ইঞ্চি চওড়া তক্তার দ্বারা যদি ৮ বর্গ ফিট স্থান ঢাকিতে হয়, ৮
তবে ঐ তক্তা লম্বায় কত ফিট লইতে হইবে ?

৫। সমকোণী সমান্তরিক এক খণ্ড ভূমি ১৮০ হাত লম্বা ও ৬০ হাত চওড়া। ১০
তাহার ক্ষেত্রফল বিঘা ও কাঠায় প্রকাশ কর।

৬। একটি সমবাহু ত্রিভুজের ভূজত্রয়ের যোগফল ৩০ হাত। তাহার ক্ষেত্র কত? ৮
এবং কোণ হইতে বিপরীত ভূজে পাতিত লম্বের পরিমাণ কত? ৪

৭। একটি চতুর্ভুজের দুইটি ভূজ সমান্তর এবং ১২০ হাত অন্তর, ও তাহার ক্ষেত্র-
ফল ৩ বিঘা। সমান্তর ভূজদ্বয়ের একটি ২০০ হাত লম্বা। অপরটির দৈর্ঘ্য কত? ৮

৮। (ক) বাঙ্গালা জমিপাণের প্রথানুসারে- বিঘায়, বিঘায় গুণফল, কাঠায় কাঠায়
গুণফল ও কাঠায় বিঘায় গুণফল কিরূপ তাহা লিখ। গুণফল ঐরূপ কেন হয়, তাহা
বুঝাইয়া দাও। ৩
৯

(খ) এক খণ্ড সমকোণী চতুর্ভুজ ভূমি দীর্ঘে ৩ বিঘা ৫ কাঠা ও প্রস্থে ২ বিঘা ৪
কাঠা। তাহার ক্ষেত্রফল কত? ৪

৯। একটি প্রাচীর ১৫ ইঞ্চি চওড়া, ৬ ফিট উচ্চ ও ১২০ ফিট লম্বা। তাহার ঘন
ফল কত? ৫

এবং ১০ ইঞ্চি লম্বা ৫ ইঞ্চি চওড়া ও ৩ ইঞ্চি মোটা ইঁট দিয়া ঐ মাপের একটি
প্রাচীর গাঁথিতে হইলে কতগুলি ইঁট আবশ্যিক? ৫

১০। এক খণ্ড সমচতুর্ভুজ ভূমির ক্ষেত্রফল ১, ২৫,০০০ বর্গ হাত ও তাহার মধ্যে ৮
সমচতুর্ভুজাকার একটি জলাশয় আছে। জলাশয় ভূমিখণ্ডের অর্ধেক ব্যাপিয়া আছে। ঐ
জলাশয়ের দৈর্ঘ্য কত? ৮

অঙ্কণ (Drawing).

Paper set by—
 { BABU NETAI GOVINDA CHOWDHURY, B.C.E.
 „ GAGAN CHANDRA BISWAS, B.C.E.
 „ MANINDRA NATH BANERJEE.

Examiner—BABU MANINDRA NATH BANERJEE.

(পার্শ্বস্থ সংখ্যাগুলি প্রশ্নসমূহের মূল্যজ্ঞাপক)

প্রত্যেক প্রশ্ন উত্তরকালীন অঙ্কণের প্রণালী স্পষ্টরূপে নির্দেশ করিয়া দেখাইতে
হইবে।

১। (ক) কোন একটি নির্দিষ্ট বৃত্তাংশকে (arc) দুই সমভাগে বিভক্ত করিয়া
অঙ্কিত কর।

(খ) একটি নির্দিষ্ট বিন্দুর মধ্য দিয়া একটি সরল রেখা অপর একটি সরল
রেখার সমান্তর (parallel) করিয়া অঙ্কিত কর। ১৫

(গ) একটি ৪ ইঞ্চি সরল রেখাকে পাঁচ সমভাগে বিভক্ত কর।

২। একটি “বেঞ্চ ভাইস” (Bench vice) ও একটি এনভিলের (anvil) চিত্র কোন
যন্ত্রাদির বিনা সাহায্যে (Freehand) অঙ্কিত কর। Scale ৪ ফুট = ১ ইঞ্চি। ২৫

৩। নিম্নলিখিত Field Book এর পরিমাণ হইতে একটি ক্ষেত্রের (ক খ গ ঘ চ ছ জ) চিত্র (Plan) অঙ্কিত করিয়া দেখাও।

		গজ		
		১৫৫	চ	
ছ	৫০	১২৫		
		১১০	৫৫ ঘ	স্কেল ১০ গজ = ১ ইঞ্চি
জ	৬০	৮০		
		৫৫	২৫ গ	এই স্কেলের Representative fraction
		৩০	৪০ খ	লিখিয়া দাও
		০	ক	

১০

৪। একটি Regular Quadrilateral prism $৫ইঃ \times ২\frac{১}{২}ইঃ \times ২\frac{১}{২}ইঃ$ Horizontal plane এ ইহার একটি ছোট মুখের (face) উপর এবং Vertical plane হইতে $৩\frac{১}{২}ইঃ$ দূরে এবং উক্তমুখের কর্ণ (diagonal) উক্ত Vertical plane এর সহিত সমান্তর (Parallel) হইয়া অবস্থিতি করিতেছে। ইহার Projection দেখাও।

২০

৫। Isometric scale কাহাকে বলে? একটি Isometric scale যাহার representative fraction $\frac{১}{২}$ তাহা অঙ্কিত করিয়া দেখাও—একটি ৪ ইঃ কিউবের পূর্ণ পরিমাণে (full size) Isometric চিত্র দেখাও।

৩০

স্থাপত্য। (Engineering).

পূর্ণ মূল্যমান ১০০।

Paper set by— { BABU NETAI GOVINDA CHOWDHURY, B.C.E.
 ,, GAGAN CHANDRA BISWAS, B.C.E.
 ,, MANINDRA NATH BANERJEE.

Examiner—BABU MANINDRA NATH BANERJEE.

পাঠ্যস্থ সংখ্যাগুলি প্রশ্নসমূহের মূল্যজ্ঞাপক।

নিম্নলিখিত “ক” প্রশ্নগুলির মধ্যে যে কোন ৩টি ও “খ” প্রশ্নগুলির মধ্যে যে কোন ১টি অর্থাৎ একুনে ৪টি প্রশ্নের উত্তর করিতে হইবে।

“ক”

১। বঙ্গদেশে ইমারত করিতে যে যে মসলা ব্যবহৃত হয়, তাহার প্রত্যেকটির (নাম দিয়া) বিশেষ বিবরণ ও গুণাগুণ যাহা জান ভাল করিয়া লেখ।

২০

২। বঙ্গদেশে পল্লীগ্রামে সাধারণ করূপ উপায়ে হাঁট প্রস্তুত হয় তাহার বিশেষ বিবরণ কর। প্রথম শ্রেণীর হাঁটের কি কি গুণ থাকার কৰ্তব্য? হাঁট প্রস্তুত করিতে হাঁটের মাটিতে বালি থাকার প্রয়োজনীয়তা কি?

২০

৩। ভাল চূর্ণ কি করিয়া চিনিতে পারা যায়? বাঙ্গালায় যে চূর্ণ ব্যবহার হয়, তাহা কোথায় জন্মায়, এবং কোথা হইতে আমদানি হয়? উত্তম নিমেষের কি কি গুণ থাকা আবশ্যিক? ২০

৪। টিম্বার Season করিবার প্রণালী যে কয়েকটি অবগত আছ, তাহার বিবরণ দাও। বাঁশের ব্যবহার সম্বন্ধে যাহা জান লেখ। ২০

“খ”

১। পূর্ববঙ্গে একটি জাতীয় বিদ্যালয়ের জন্ত পাকা অট্টালিকা আবশ্যিক। প্রত্যেক শ্রেণীতে অন্ততঃ ৩০টি করিয়া ছাত্র বিনা ক্রেশে বসিতে পারে, এমন ঘরের প্রয়োজন। ঐরূপ ৩টি কামরা ও একটি লাইব্রেরি ঘর (ঐ মাপেরই) উক্ত বিদ্যালয়ের আবশ্যিক। যদি উক্ত বিদ্যালয়ের বাটী প্রস্তুত করিবার ভার তোমার উপর অর্পিত হয়, তুমি কিরূপে কার্য্য আরম্ভ করিবে, তাহা চিত্রাদিসহ সংক্ষেপে বর্ণনা কর। ৪০

২। একটি জমিদারি কাঁচা রাস্তা ১৫ ফুট প্রস্থ এবং ৫ ফুট ষাড়াই। উক্ত রাস্তার একটি Section অঙ্কিত কর (Slope এর পরিমাণ সাধারণ) এবং উক্ত রাস্তা প্রস্তুত করিতে মাইল প্রতি কত মাটি লাগিবে? যদি উক্ত রাস্তার এক মাইল পাকা করিতে হয়, তাহা হইলে কি কি দ্রব্যের আবশ্যিক এবং কিরূপে উক্ত কার্য্য করিতে হইবে, তাহা চিত্রাদিসহ বিবৃত কর। ৪০

জরীপ (Surveying).

Paper set by—
 { BABU GAGAN CHANDRA BISWAS, B.C.E.
 „ HARIPADA GHOSHAL, B.C.E.
 „ MANINDRA NATH BANERJEE.

Examiner—BABU MANINDRA NATH BANERJEE.

পাঠ্য সংখ্যাগুলি প্রশ্নসমূহের মূল্যজ্ঞাপক।

১। Offset, Bearing, Reduced level, Datum line, Bench mark, Back-sight, Foresight, check levels—কাহাকে বলে? ১০

একটি scale অঙ্কিত কর ৮ইঞ্চি = ১ মাইল, এবং ইহাতে ১০টি pace দেখাও ১টি pace = ৩০ ইঞ্চি।

২। Chain Error কাহাকে বলে? কি কি উপায় অগ্রহেই অবলম্বন করিলে ইহা নিবারণ করিতে পারা যায়? সাধারণ Chain অপেক্ষা $1\frac{1}{8}$ ইঞ্চি অধিক লম্বা এমন একটি Chain এর দ্বারা দুইটি নির্দিষ্ট স্থানের দূরত্ব স্থিরীকৃত হইল—উক্ত স্থান দুইটির প্রকৃত দূরত্ব বাহির কর, এবং উহার উপর অঙ্কিত সমবাহু ত্রিভুজের কালি অর্থাৎ প্রকৃত পরিমাণ কত?

• নিম্নলিখিত পরিমাণ হইতে এই ক্ষেত্রের (ক খ গ ঘ চ ছ জ) কালি বাহির কর।
 লিখিত পরিমাণগুলি Link এ দেওয়া হইয়াছে। ২৫

	চ	
ছ ১০	৭৮০	০
	৭০০	৮০ ঘ
জ ৬০	৪০০	১০০ গ
	০	২০ খ
	ক	

৩। Chain Survey করিতে হইলে ক্ষেত্রটিকে কতকগুলি ত্রিকোণে বিভক্ত করিতে ২০ হয় কেন? এবং উক্ত ত্রিকোণগুলি যতদূর সম্ভব ততদূর বড় করিলে কি সুবিধা হয়?

Chain Survey ও Compass Survey ইহাদের প্রভেদ কি? কোন একটি Compass যন্ত্রের চিত্রসহ বর্ণনা কর।

৪। Plane Table Survey কাহাকে বলে? Compass এবং Chain Survey ২০ অপেক্ষা ইহার (Plane Table) প্রভেদ কি? এবং কোন কোন জরীপে ইহা উপযুক্ত।

Compass লইয়া এবং Compass এর বিনা সাহায্যে Plane Table Survey কিরূপে করিতে হয় তাহা লেখ।

৫। কেহ কেহ বলেন, Level করিতে হইলে Level যন্ত্রটি দুইটি point এর মধ্যে ২৫ adjustment এর ভ্রম সংশোধনার্থ স্থাপন করিতে হয়। ইহাতে কোন adjustment বুঝায় এবং ভ্রম কিরূপে দূরীভূত হয়, তাহা পরিষ্কাররূপে বুঝাইয়া দাও।

একটি Level Field-Book লিখিয়া দেখাও।

এস্টিমেটিং (Estimating).

পূর্ণ মূল্যমান ১০০।

Paper set by— { BABU GAGAN CHANDRA BISWAS, B.C.E.
 „ HARIPADA GHOSHAL, B.C.E.
 „ MANINDRA NATH BANERJEE.

Examiner—BABU MANINDRA NATH BANERJEE.

প্রশ্ন মাত্রেরই মূল্যমান ২৫।

৫ ফুট খাড়াই একটি ৩ ফুট Culvert এর চিত্র দেওয়া হইল। নিম্নলিখিত প্রশ্নাবলী-
 যারী এস্টিমেট দাও।

১। বনিয়াদ খুঁড়িতে মাটি কাটাই খরচ হিঃ প্রতি ১০০০ Cubic foot ৩।০।

২। পাকা ইটের গাঁথুনী খরচ হিঃ প্রতি ১০০ Cubic foot ২৫।

৩। খিলান করাই খরচ হিঃ প্রতি ১০০ Cubic foot ৩০।

৪। Pointing খরচ হিঃ প্রতি ১০০ Sq. foot ৫।

Secondary Technical Examination.

1907.

MATHEMATICS.

FIRST PAPER.

ARITHMETIC AND ALGEBRA.

Paper set by—SIR GOORODAS BANERJEE, KT., M.A., D.L.

Examiner—BABU KISHORIMOHAN GUPTA, M.A.

The figures in the margin indicate full marks.

1. (i) State the rule for converting a recurring decimal into a vulgar fraction. 4

Give the reason for the rule. 6

- (ii) Convert $\cdot\dot{1}4285\dot{7}$, $\cdot 0\dot{8}$, and $\cdot 012\dot{3}$ to vulgar fractions in their lowest terms. $4+2+2$

2. (i) Simplify the expression 4

$$\frac{1 + \frac{3}{5} - \frac{3}{4} \text{ of } \frac{1}{3}}{\frac{4}{6} + \frac{5}{8} - \frac{6}{7} - \frac{1}{21}} \times \left(\frac{1}{5} + \frac{1}{7}\right).$$

- (ii) Find (correctly to 3 places of decimals) the value of 12

$$1 + \frac{1}{1} + \frac{1}{1 \times 2} + \frac{1}{1 \times 2 \times 3} + \frac{1}{1 \times 2 \times 3 \times 4} + \frac{1}{1 \times 2 \times 3 \times 4 \times 5} + \text{etc.}$$

3. If 27 men working 7 hours a day can do a piece of work in 10 days, how many men will be required to finish in a week a piece of work 3 times as great, supposing them to work 9 hours a day? 10

4. The discount on Rs. 275 due at the end of a certain time is Rs. 25. What would be the discount on the same sum if it had been due at the end of twice that length of time? 12

5. (i) Shew that $a^m \times a^n = a^{m+n}$, and explain the meanings of a^0 and a^{-1} . 6

- (ii) If $2s = a + b + c$, shew that $.2+2$

$$(s-a)^2 + (s-b)^2 + (s-c)^2 + s^2 = a^2 + b^2 + c^2.$$

6. (i) Shew that $a^n - x^n$ is always divisible by $a - x$ if n is a positive integer. 10

(ii) Find the L.C.M. of 6

$$a - x, a^2 - x^2, a^3 - x^3, \text{ and } a^4 - x^4.$$

7. (i) Find the square root of

$$(1) 16x^4 + 16ax^3 + (4a^2 - 8b)x^2 - 4abx + b^2. \quad 5$$

$$(2) 65536. \quad 4$$

$$(3) 655 \cdot 36. \quad 2$$

$$(4) 6553 \cdot 6. \quad 4$$

(ii) Explain why the first two of the last three roots have the same digits and differ only in the position of the decimal point, whereas the third is altogether different. 5

8. Solve the equations :—

$$(1) 12x + 15y = 66, \quad 15x - 12y = 21. \quad 6$$

$$(2) 5x^2 - 6x - 21 = 6. \quad 5$$

$$(3) (x-1)^3 + (2x+3)^3 = 27x^3 + 8. \quad 8$$

9. Two pedestrians start at the same time from two places on the same road 21 miles apart, and after walking towards each other at certain rates, meet at a point which divides the distance between their starting points in the ratio of 4 to 3. If the faster of the two pedestrians had started $\frac{7}{8}$ of an hour after the other, they would have met midway. Find the rates at which they walked. 12

10. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f} = \text{etc.}$, shew that 12

$$\frac{a^n + c^n + e^n + \text{etc.}}{b^n + d^n + f^n + \text{etc.}} = \frac{(a + c + e + \text{etc.})^n}{(b + d + f + \text{etc.})^n}.$$

MATHEMATICS.

SECOND PAPER.

GEOMETRY AND MENSURATION.

Paper set by—SIR GOORODAS BANERJEE, KT., M.A., D.L.

Examiner—BABU KISHORIMOHAN GUPTA, M.A.

The figures in the margin on the right indicate full marks.

1. Define the terms *point*, *line* and *surface*. 6

Shew that it follows from the definitions that the extremities of a line are 4+3 points, and the boundaries of a surface are lines.

2. Enunciate the propositions relating to the equality of two triangles 3 + 3
in area only.

Prove any one of the propositions. 10

3. (i) Describe a square equal to a given rectilineal figure. 10

(ii) Find the locus of the point from which if a perpendicular is drawn 6
to a given finite straight line, the square on the perpendicular shall be equal to
the rectangle contained by the segments into which it divides the straight line.

4. (i) Shew that an angle in a segment of a circle is greater than, equal 10
to, or less than a right angle, according as the segment is less than, equal to, or
greater than a semi-circle.

(ii) In what sense is the proposition—"the angle at the centre of a 4
circle is double of the angle at the circumference standing on the same arc"—
true when the angle at the circumference stands on an arc not less than a semi-
circle ?

5. (i) Inscribe a square in a given circle. 10

(ii) Shew that the area of the square inscribed in a circle is half of the 6
area of the square circumscribed about it.

6. Shew that the straight line bisecting the exterior angle of a triangle 10
adjacent to the vertical angle divides the base externally into segments which
are to one another as the sides.

In what sense is the proposition true when the triangle is isosceles ? 4

7. The perimeter of an isosceles triangle is 64 feet, and its base 24 feet. 12
Find its area.

8. (i) There are 20 linear *kathas* in one linear *bigha* which is 80 cubits in 8
length ; and there are 20 superficial *kathas* in one superficial *bigha* which is 80
cubits long and 80 cubits broad. How many linear cubits are there in a linear
katha, and how many square cubits in one superficial *katha* ?

(ii) Find the number of acres and also the number of square bighas in a 8
plot of land 55 bighas in length and 22 bighas in breadth.

9. (i) Shew how to find the area of a sector of a circle. 10

(ii) A regular hexagon is inscribed in a circle whose radius is 3 feet. Find 12
the area of the segment of the circle cut off by one of its sides.

10. A cylindrical vessel, 3 feet in diameter, is 16 feet long. What will be 10
the reduction in length if the diameter is increased to 4 feet, supposing the
volume to remain the same.

MATHEMATICS.

THIRD PAPER.

TRIGONOMETRY.

Paper set by—SIR GOOROO DAS BANERJEE, KT., M.A., D.L.

Examinees—BABU KISHORIMOHAN GUPTA, M.A.

The figures in the margin on the right indicate full marks.

- (i) Shew that the magnitude of an angle at the centre of a circle standing on an arc equal in length to the radius, remains unchanged whatever the length of the radius may be. 10
- (ii) Find the number of degrees which an angle contains. 5
2. (i) Define the term *trigonometrical ratio* of an angle. 3
- Explain in what sense an angle is determined by any of its trigonometrical ratios. 4
- (ii) Find the general expression for all angles having a given tangent. 8
3. Shew that $\cos (A+B) = \cos A \cos B - \sin A \sin B$,
- (1) When $A+B$ is less than 90° , and 12
- (2) When $A+B$ is greater than 90° but less than 180° . 3
4. (i) Shew that $\cos \frac{A}{2} = \sqrt{\frac{1 + \cos A}{2}}$. 8
- (ii) Find the values of $\cos 15^\circ$ and $\cos 75^\circ$. 4+4
5. Solve the equations— 6
- (1) $\sin 3\theta = \sin 2\theta$.
- (2) $\cos \theta + \cos 3\theta = 2 \cos 2\theta$.
6. Shew that
- (1) $\frac{\sin 2A}{1 + \cos 2A} = \tan A$ 8
- (2) $\tan A + \cot A = 2 \operatorname{cosec} 2A$. 8
7. In any triangle, shew that
- (1) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$. 6
- (2) $\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}$. 10
8. In any triangle, shew that $\tan \frac{B-C}{2} = \frac{b-c}{b+c} \cot \frac{A}{2}$. 14
9. If $a=5$, $b=4$, $A=45^\circ$, find the other angles, having given $\log 2 = .30103$, $L \sin 33^\circ 29' = 9.7520507$, and $L \sin 33^\circ 30' = 9.7530993$. 15
10. Given $\log 2 = .30103$, and $\log 7 = .84509$, find $\log 2744$ and $\log 1225$. 8+8

DRAWING.

Full marks—100.

Paper set by—
 $\left\{ \begin{array}{l} \text{BABU NETAI GOVINDA CHOWDHURY, B.C.E.} \\ \text{,, GAGAN CHANDRA BISWAS, B.C.E.} \\ \text{,, MANINDRA NATH BANERJEE.} \end{array} \right.$

*Examiner—*BABU MANINDRA NATH BANERJEE.

The figures in the margin indicate the value of each question.

1. What is a *representative fraction* so far as it is related to the drawing of scales? Find the representative fraction of a scale $1'' = \text{mile}$. 25

On an old French map a scale of leagues is shown. Upon measuring this scale with an English scale, 30 leagues are found to coincide with 4 inches. Construct a comparative scale of English miles to measure 100 miles.

2. (a) On a given line AB to construct a regular polygon. 20

(b) To describe any regular polygon in a given circle.

(c) To draw a circle which shall pass through the given point A and touch a given line BC in D.

(d) To draw a triangle equivalent to any rectilineal figure, for example, an irregular hexagon ACDEFB.

3. To project in both V.P. (Vertical Plane) and H.P. (Horizontal Plane) a line $4''$ long inclined at an angle of 30° with the H.P. and 60° with the V.P., one end of the line to be on the ground line. 15

4. To project a hexagonal prism $6''$ long lying on one of its longer faces on the H.P. with its longer edges forming an angle of 30° with the V.P. and one of its corners $1\frac{3}{4}''$ from V.P. scale $\frac{1}{4}$ full size. 15

5. Draw a freehand Isometric sketch of a cylinder; diameter of face $4''$, height of cylinder $8''$, scale $\frac{1}{2}$ full size. 25

ENGINEERING.

Full marks—150.

Paper set by—
 $\left\{ \begin{array}{l} \text{BABU NETAI GOVINDA CHOWDHURY, B.C.E.} \\ \text{,, GAGAN CHANDRA BISWAS, B.C.E.} \\ \text{,, MANINDRA NATH BANERJEE.} \end{array} \right.$

*Examiner—*BABU MANINDRA NATH BANERJEE.

The figures in the margin indicate the value of each question.

1. You are required to answer any three of the following questions marked (a), (b), (c) and (d):—

(a) State briefly what you know of the following:—

35

Cast iron, wrought iron, steel, mahogany, sal, teak, pitch-pine, soorkie, ghooting lime, glazed bricks, fire bricks, terra-cotta.

(b) What do you understand by the terms 'aggregate' and 'matrix' as applied to mortar and concrete? Give proportions for the ingredients of *lime-concrete with broken stones* and *cement-concrete with khoa* for hydraulic work.

What is the approximate weight of a cubic foot of brick-work? How to find it out?

(c) How would you distinguish good brick-earth? How would you test good cement and lime? What is the difference between *hydraulic* and *ordinary lime*?

Describe the uses of iron and how it is manufactured.

(d) Explain the methods of (1) mixing of mortar for ordinary building, (2) laying of concrete in foundations, (3) testing of first-class brick and soorkie. State the functions of sand in brick-earth.

2. You are required to answer any one of the following questions (a) and (b):—

(a) Write the requirements of a complete road-project. What is meant by fair weather roads? How can they be improved for traffic during the rainy season? Give an idea of the cost of maintaining an ordinary village road. Describe the process of metalling a road. Give the detailed cross section of a metalled road.

(b) You are required to construct a hall in a National School 24' x 16' inside dimensions with 1'8" brick walls, plinth 1', walls 10½' high, with a pucca roofing. Foundation 3' deep. Adjust doors and windows to proper dimensions. Draw a sketch in pencil of the hall and give an approximate idea of the quantity of bricks and other materials necessary for the construction of it. Describe the means you will adopt in completing the structure.

SURVEYING.

Full marks—100.

Paper set by— $\left\{ \begin{array}{l} \text{BABU HARIPADA GHOSHAI, B.C.E.} \\ \text{,, GAGAN CHANDRA BISWAS, B.C.E.} \\ \text{,, MANINDRA NATH BANERJEE.} \end{array} \right.$

Examiner—BABU MANINDRA NATH BANERJEE.

The figures in the margin indicate the value of each question.

1. Explain, by illustration, two methods of finding out the height of an object the base of which is inaccessible.

2. After measuring 4,560 feet with a hundred feet chain, the chain was found to be $1\frac{1}{2}$ " too long. What is the correct distance measured? A solid pillar has the section 80' square and the height 10' as measured by the above chain—find the difference between the true and the estimated cubic contents. Describe the chain-survey. When can you use it advantageously? 25
3. What are the principal differences between prismatic compass and surveying compass? 10
4. Explain and illustrate briefly— 20
- the process of levelling a piece of rugged ground.
 - the principle of the vernier.
 - the survey with the plane table.
 - the cadastral survey.
5. The annexed sketch is the plan of a National College and School with compound, etc. How would you proceed to survey this place? Prepare complete field-book by scale and protractor. 30

ESTIMATING.

Full marks—100.

Paper set by— { BABU HARIPADA GHOSAL, B.C.E.
 ,, GAGAN CHANDRA BISWAS, B.C.E.
 ,, MANINDRA NATH BANERJEE.

*Examiner—BABU MANINDRA NATH BANERJEE.**The figures in the margin indicate the value of each question.**(Drawing annexed.)*

- Draw the formation line and fill up columns (2), (3) and (4) noting gradients. 30
- Calculate earth work in bank and cutting @ Rs. 5 per 1000 c.ft. 40
- Calculate turfing to slopes @ Rs. 2-4 per 1000 sq. ft. 30

NOTE.—Width of formation surface = 16 feet. Side slopes of bank and cutting = 2 : 1.
 Transverse slope of ground = 0.

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