Promoted to the provincial Directorship of Public Instruction, Sirajuddin left the College in July 1954, but he remained a familiar figure on the campus for he continued to put up in the Principal's Lodge. His successor Qazi Muhammad Aslam retired from Government service after a brief tenure of two and a half months to take up the professorship of Psychology at the University of Karachi. His retirement snapped a strong link with the past. Qazi Sahib, who had served the College for thirty years had known enough of the old order and seen much of the new. His democratic and homely manner endeared him to his pupils and his colleagues and his skill in conducting discussions combined with economy of expression had given him a distinctive place in the institution. Qazi Muhammad Aslam was replaced by Khwaja Manzoor Hosain, the senior-most member of the teaching staff, who had served the College since 1948. A man of few words, Khwaja Manzoor Hosain had a constitutional temper and a deep respect for orderly procedures. He had first of all to attend to the problems of law and order created by the aristocracy of debaters and sportsmen in the College. Intolerant of laxities, he did not hesitate to take firm action against delinquents.

The character of the College, from now on began to be influenced by external factors, the most important being the Panjab University Act of 1954. This University had been governed for half a century by the Indian Universities Act of 1904. At the time of its passage, this latter statute had been denounced as a reactionary measure calculated to stifle academic freedom. But the growth of political consciousness had reduced the mischievous potentialities of this law. A strong party claiming to represent the intelligentsia of the province had entrenched itself into the decision-
KHWAJA MANZOOR HUSAIN
making organs of the University in the 20's and the 30's and it was strong enough to give short shrift to any measure that could be remotely construed to disturb its own ascendency. Consequently, the influence of Government College in the University counsels began to wane steadily, and its representation in the various University bodies to shrink in spite of the fact that it did more University work than all other colleges put together. A typical example of party tactics was the rejection of an Intermediate Philosophy syllabus proposed by a Government College professor on the ground that it was only half a page in length whereas the existing syllabus prepared by a protege of the ruling party was spread over more than two pages! The University had been proceeding ahead with its plans of expansion and had begun to gather strength from before Partition. Its teaching departments largely manned by non-Muslims, practically closed down with the coming of independence. New teachers had to be found and this took time. Local colleges came to help and their teachers enabled the University to tide over a difficult period.

The newly organized Panjab University and the reorganised Government College were both very different from what they had been in the past. But both regarded themselves as rightful inheritors of old attitudes, the University using the authority of its name to enlarge its jurisdiction and the College reluctant to be dislodged from its pre-eminence. A state of crisis was reached in 1949 when a high dignitary chose to "expose" the designs of the "other fellow" before a press conference.

However, the Act of 1954 reduced the area of University operations by handing over the control of
secondary education to a new organisation called the Board of Secondary Education. This educationally wholesome measure crippled the University by depriving it of a good part of its revenues coming from the Intermediate and Matriculation examinees. The separation of the Secondary from the University stage, underlined once more the anomaly of the continued existence of the Intermediate classes in the College. The corporate character of the institution, that had already suffered from the growth of departmental autonomy, was further impaired by the dualism ushered in by the Act of 1954. This was most noticeable in the sphere of sports. Formerly a single team in every game had played for the College. It became necessary now to maintain two teams for every game, a Board team and a University team. Two presidents had to be found for every game, one for the Board and the other for the University. In effect, it meant the establishment of two separate institutions under the same roof. The removal of the Intermediate classes from the College appeared to be only a question of time.

Khwaja Manzoor Hosain did not feel happy with these developments. He stood for extracting the maximum good from the existing arrangements. He did not approve of removal from the institution of its Intermediate classes, as this would deprive the College of a good feeder. Nor did he see eye to eye with those who pinned their hopes on a three years' degree course as the only hope of raising academic standards. A remodelled two years' course, in his way of thinking, could serve the same purpose as the proposed longer course. Khwaja Manzoor Hosain also pleaded with the University authorities to respect the autonomy of the College. He observed: ‘We of this College seek no new privileges. All we seek for is to be left unhampered
to cultivate our own garden and to resist intrusive pressure hostile to or incompatible with the functions and pursuits for which we exist.'

An important feature of the Act of 1954 was to reduce or eliminate elective elements in the various University bodies. Persons of influence had been found to get themselves elected to positions for which their qualifications were not always quite apparent. The membership of the various Boards of Studies illustrates the abuse of the elective principle in the University. Primarily constituted to frame the syllabi and prescribe courses of reading, these Boards also enjoyed a certain amount of patronage as they appointed paper-setters and examiners for the various examinations. It was discovered in the course of an investigation that a single individual could be elected to as many as eight Boards of Studies dealing with such varied subjects as Statistics, Persian, Latin, Greek, German, etc., under the existing rules. The abolition of elections, which could produce such grotesque results, was welcomed in the College. A brief permissive clause believed to have been inserted into the Act at the last moment contemplated the grant of post-graduate teaching to the colleges. But the College was not anxious then to add to its post-graduate teaching responsibilities.

A notable departure during the year of Khwaja Manzoor Hosain's principalship was that of Mauritian-born Abdur Rahman Bhunoo, who had been attached to the College for about seven years as a whole-time student and part-time teacher of French at one and the same time. He had taken his M. A. degree in Political Science before he went back home. Qazi Muhammad Aslam's place as Professor of Philosophy and Psychology was taken by Muhammad Hamiduddin who had recently added a
doctorate in Vocational Guidance from Columbia University to his M.A. degrees in Philosophy, Psychology, Arabic and Education. An old boy of the College, he is son of Muhammad Sadruddin, who had headed the Department of Arabic at this College till his retirement in 1940. Lal Muhammad Chawla and Tahir Hussain joined the College after completing the requirements of their D. Phil. degrees at Oxford in Mathematics and Physics respectively. Muhammad Rashid who had to break his studies at the London School of Economics in 1952 obtained his M.Sc. degree after finishing his work on the banking system of Pakistan and was appointed against a newly created professorship of Economics. Muhammad Abdul Azim had already availed himself of two years' study leave to qualify for a doctorate in Chemistry from the London University. Fizaur-Rahman with M.A. degrees in Economics from the Panjab and Columbia Universities joined as Lecturer in 1954.

During 1954-55 two students of the College, Shahzad Jahangir and Aslam Iqbal, represented the Pakistani student community in an assembly of Moral Rearmament in Switzerland. Another student, Mahmud Saleem Jilani, joined the World Assembly of Youth in Singapore. A five man goodwill student mission was sent to India and a party of students from Government College, Ludhiana, opposite number since 1947 of this College in the Indian Punjab, paid a visit to West Pakistan as guests of this College at the end of 1953.

The Nuclear Research Laboratory of the College, situated near the Civil Secretariat, which had already made a start, was formally declared open by Professor Oliphant, Australian Physicist of world-wide renown.

The Union passed through an uneventful year. The
subjects debated were: ‘political liberty without economic security is not worth having’; ‘continent of Europe should be submerged in the sea’. Occasionally, abstruse subjects like:

میں اتر جہان کورذوزی
کہ پڑان دارد وشیطان ندارد

did not lend themselves to a piquant treatment expected by a debating audience. The activity of other societies was mostly confined to educational tours, the most important being the Geographical Society’s winter trip to Iran in which the severity of the climate added to the difficulties of inexperienced travellers.

The integration of West Pakistan was followed by far-reaching administrative changes and Sirajuddin was back in the College towards the end of 1955. He described his return as the return of the native. Relieved of his duties at the Government College, Khwaja Manzoor Hosain took over as Principal, Central Training College. Perhaps, he is the only member of the educational service to have presided over both of these institutions. Sirajuddin’s second term lasted two and a half years. The ideas that he had advocated and the policies he had pursued in the second term were not materially different from those of the first. He laboured hard to give a better appearance to the College and continued to emphasise that this institution stood not for scholastic culture only but also for an all-round culture. This tradition, he deplored, was exposed to the danger of extinction.

The census figure of the College broke all previous records. It stood at 1,635 in 1956. Increased numbers with limited accommodation naturally raised difficult problems of discipline, not only for this College but also for other educational institutions in the city. A vocal
section of educationists attributed student effervescence to lack of recreational facilities. It is difficult to venture an opinion on this subject in the absence of a worthwhile study of it in our own times. It is possible to fix the greater part of the responsibility for the doings of students on factors outside educational institutions.

In his efforts to give a more dignified tone to the College, Sirajuddin revived the Seniors' Club now composed of his nominees. Membership of the body came to be regarded as a decoration for distinctions achieved rather than a token of responsibilities assumed. The establishment of a College Proctorial Board, which did some good work, did not prove to be the restraining influence that the Principal had expected it to be. The most widespread form of indiscipline in the College was truancy. The Oval, the Open Air Theatre and the Milk Bar were the haunts of absenteeism. Two student contributors to The Ravi tried to explain the causes of this malady; one tried to fix the blame on the parents, the other on teachers. The former stated that no student will take to his scholastic pursuits seriously unless he sweated to pay his way through the College and the latter suggested that it was the teacher who failed to make his lectures attractive to the students. The former would have the parents withdraw financial support from their children and the latter would make the continued retention of teachers in employment depend upon their earning good reports from their pupils on their punctuality, style of dressing, methods of teaching and treatment towards students. Neither of these two remedies would appear to be practicable in the present circumstances, but the articles point to the direction in which the student mind was moving.

The Annual Reports of former principals were packed with information about the working of the
various College departments. Garrett’s reports would occupy as many as 100 foolscap typewritten pages. Dunnicliff managed to compress this complex subject into about half of this size. Sondhi gave no place to academic departments in his reports and utilised the space thus saved to expound his educational doctrines. Reports written by succeeding Principals take no notice of what has been achieved during the year, and tend to dwell exclusively on the problems and difficulties facing the College. A typical report by Sirajuddin opens like this:

I do not intend to bore you with a recital of the triumphs of Government College in the sphere of academic studies or sport. Suffice it to say that we have had our usual successes and no more than our usual failures.

The same absence of detail from the pages of The Ravi makes it difficult to reconstruct the College record, even though it is so recent. Passages in Sirajuddin’s reports read like brilliant pieces of literature. For instance:

No epoch was ever more anti-spiritual, for none was so concerned with eliminating evil at a discount, instead of compensated by a superior good. Ignorant of protective magic, neglecting the forces of the soul, we seek salvation in flight. Life insurance for us takes the place of education ........I can very well imagine the devil as a general insurance agent who has offered health, happiness, prosperity, peace without struggle and virtue without temptations, order by anaesthesia and health through antibiotics.

No less characteristic was the report of 1957 in which the Principal appeared to be advising his colleagues to put up with their difficulties and disabilities in the College in a spirit of stoicism. He began by stating, ‘I may be pardoned if I say it is not a bad place, this College, my friends’. The argument was reinforced by the language of parables and embellished with a wealth of imagery.
The College Hall was now proving too small for the Union functions. Filled to capacity, it still left groups of students crowded in front of the Tower Room trying to gain admission. The proposal of restricting admission to Union functions to the B.A. and M.A. students was resented by the Intermediate students. The staff versus students and boys versus girls debates were discontinued. Old Ravians versus Ravians debates were started in 1957, 'Quacks are the backbone of civilisation' being the subject of the first in a series. Other debates related mostly to the role of women in society and the dangers of matrimony to unsuspecting males!

The centenary of the rising of 1857 was celebrated by the Garrett Historical Society in the second week of May by an exhibition of periodicals and books available on the subject. Later in the month, the same society arranged an essay competition on the various aspects of the 'Mutiny'. The best essay written by a woman student was published in The Ravi. The Photographic Society succeeded in equipping its dark room with the needed accessories and the Film Society acquired a respectable stock of classical European films. Other societies undertook tours and trips to places of interest for their respective subjects. Tour-mindedness proved a drain on the Union fund. A Fine Arts exhibition had become an annual feature by this time.

The performance of the College in the sphere of sports was as follows: The tennis trophy and cricket championship were retained throughout; the University shield in boxing came to the College after seven years in 1957, but the Club was dissolved on account of a boxer receiving a grievous injury in the course of a bout; in February, 1956, a women's cricket match
was played in the Oval, but was not popular and was not repeated. The women’s cricket ball throw was introduced in the Gymkhana events in 1958.

Cricketers became leaders of the College community. Classrooms would be deserted when an important cricket match was being played in the city. Those who could not go to the playing field would sit by the wireless listening to a commentary on the game. The College won a distinctive place on the cricket map of the country; some of our cricketers became household names in the province. In order to give the advantages of systematic and intensive training to promising cricketers, Sirajuddin managed to send abroad one or two College cricketers every year out of funds made available either by the College or some outside club with resources. A Youth Hostelling Club came into existence in the College in response to the Youth Hostelling Movement launched by the Government Department of Education. The Mountaineering Club was organized in 1959 in co-operation with the Rovers Crew whose Annual Camp Fire had become a College festival.

A shortage of better qualified teachers so acutely felt in the years following the partition was overcome by a large number of College teachers going abroad either for training in specific fields or studies leading to degrees. Among these were: Mohammad Saeed Sheikh, Mohammad Ahmad Khan, M. Y. Uppal, Qayyum Nazar, Zahuruddin, Maqbul Beg Badakhshani, Ashfaq Ahmad, Khalid Khan, Mohammad Siddiq Kalim, Fayyazuddin and K. K. Aziz. In many cases they were posted back to the College after successfully completing their work in foreign countries.
The departures included Mohammad Ashraf Siddiqi and Inayatullah of the Physics and Arabic Departments respectively, the latter taking up the professorship of Arabic at the Panjab University. Gymnastic Instructor, M. Feroze, moved into the film industry after 27 years’ service to the College. Sayed Ghulam Raza, an enthusiastic teacher of English who has imbibed some of the best in our traditional teacher-pupil relationship left the College in 1958. He was shortly followed by Sayed Karamat Husain Jafari who had taught Philosophy, looked after the Quadrangle and the New Hostel, managed the cricket teams, commanded our U. O. T. C. detachment and stood, for over a decade, on the fringe of numerous extra-curricular activities of the College. Ashfaq Ali Khan, a popular teacher of English, who was later to carry out detailed researches in the economics of steel industry, left to take over as Principal, Government College, Campbellpur.

The professorship of History lying vacant since the transfer to Lyallpur of Namdar Khan (1954) was filled by Abdul Hamid (1956), Lecturer in Political Science, who continued to head the combined Department of History and Political Science, for a decade (1954-64), while Mohammad Abdul Azim took Rifaat Husain Siddiqi’s place as Professor of Chemistry. Lal Mohammad Chawla was similarly promoted Professor of Mathematics in place of Abdus Salam. Khwaja Manzoor Hosain, who succeeded Sirajuddin once again, retired in May, 1959.