

GENERAL REPORT

ON

PUBLIC INSTRUCTION,

IN THE

LOWER PROVINCES

OF THE

BENGAL PRESIDENCY,

FOR

1844-45.

✓ *Spurgo.*

CALCUTTA:

PRINTED BY SANDERS AND CONES, NO. 4, TANK-SQUARE.

1845.

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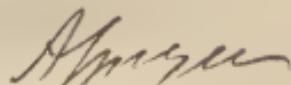
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GENERAL REPORT,

§c. §c.

ON the 15th June the Supreme Government sanctioned the appointment of an Inspector of Colleges and Schools in the Lower Regulation Provinces. The necessity for this arrangement had been repeatedly and strongly urged by the Council of Education, and the experience of past years had left no room to doubt that without regular, strict, and systematic supervision by a responsible and highly qualified officer, having his attention directed to no other object, the means appropriated for the education of the people could not be applied with a prospect of adequate success. Mr. Ireland, the Principal of the Dacca College, who was employed last year to inspect some of the Zillah Schools, and had performed his duty in this, as in other respects, in an able and satisfactory manner, was selected to fill the situation of Inspector; and on the death of this deserving officer which took place in August, Mr. E. Lodge, Principal of the Agra College, was nominated to succeed him. Mr. Lodge entered upon his duties on the 27th November, and extracts from his first reports will be found in the Appendix No. 5.

The appointment of an inspector rendered it necessary to modify in some degree the functions of the Local Committees. The Circular Order of the 25th July 1844, No. 16, conveying the intimation of these changes to the several Committees will be found in the Appendix No. 1. Opportunity was also taken to explain the general views entertained by the Government on the subject of education, which may be gathered from the annexed extract:—

The principal objects had in view by the Government, to the accomplishment of which your efforts will be mainly directed are,

1st. The provision of means for imparting a high standard of moral and intellectual education through the medium of English in the Colleges of Dacca and Moorshedabad, as well as at any other institutions of a similar character which it may hereafter be expedient or practicable to establish.

2nd. The acquisition by the students, at the same time, of a sufficient mastery of the Vernacular to enable them to communicate with facility and correctness in the language of the people the knowledge obtained by them at the Central College.

3rd. The extension of the means of instruction in the zillahs by the

establishment of Vernacular schools, or the improvement of those which already exist, in the more populous towns throughout the Presidency.

4th. The preparation of a complete series of Vernacular class books.

5th. The introduction of a more uniform and systematic course of study, and the improvement of discipline at all the Government Institutions.

The Balance at credit of the Education Fund at the close of last year arising partly from the increased payments by scholars for their tuition, partly from private contributions, and partly from the saving effected in consequence of vacancies in authorised establishments, was so considerable as to allow of the investment of Rs. 75,000 in Government securities, the interest of which adds Rs. 3,000 to the annual resources of the department.

The School at Patna has been erected into a Central College for the Behar Province, and a Zillah School has been established at Mozufferpore. Both these objects, as well as the foundation of Vernacular Schools in each of the regulation districts, have been attained with the funds at the disposal of the Local Government, and no additional grant of public money has been required for the purpose. The Patna College and Mozufferpore School will be more particularly noticed in their proper place, and the correspondence regarding the Vernacular Schools will be found in the Appendix No. 2. Numerous applications have been submitted to the Government by the Inhabitants of Towns and Villages in the interior for the establishment of Schools, and these have been transferred for consideration and disposal to the Local Revenue Authorities.

Great inconvenience and abuse having been found to attend the practice of allowing each Institution a certain monthly sum for the purchase of books at the discretion of the Local Management, it was determined with the advice of the Council of Education, to revert to the previously existing system of supplying books by means of a Central Agency at the Presidency. The correspondence connected with this subject, was circulated to the Local Committees, and will be found in the Appendix No. 1, (Circular No. 24, dated 20th November 1844.)

On the 10th October, the Governor-General passed the following Resolution :

The Governor-General having taken into his consideration the existing state of education in Bengal, and being of opinion that it is highly desirable to afford it every reasonable encouragement by holding out to those who have taken advantage of the opportunity of instruction afforded to them, a fair prospect of employment in the public service, and thereby not only to reward individual merit, but to enable the State to profit

as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people as well by the Government as by private individuals and societies, has resolved that in every possible case a preference shall be given in the selection of candidates for public employment to those who have been educated in the institutions thus established, and especially to those, who have distinguished themselves therein by a more than ordinary degree of merit and attainment.

The Governor-General is accordingly pleased to direct that it be an instruction to the Council of Education and to the several Local Committees and other authorities charged with the duty of superintending public instruction throughout the provinces subject to the Government of Bengal to submit to that Government at an early date, and subsequently on the 1st of January in each year returns (prepared according to the form appended to this resolution) of students who may be fitted, according to their several degrees of merit and capacity, for such of the various public offices as, with reference to their age, abilities, and other circumstances, they may be deemed qualified to fill.

The Governor-General is further pleased to direct that the Council of Education be requested to receive from the Governors or Managers of all scholastic establishments, other than those supported out of the public funds, similar returns of meritorious students, and to incorporate them after due and sufficient enquiry with those of Government Institutions, and also that the managers of such establishments be publicly invited to furnish returns of that description periodically to the Council of Education.

The returns when received, will be printed and circulated to the heads of all Government offices both in and out of Calcutta, with instructions to omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation of whatever grade, in their gift, to shew them an invariable preference over others not possessed of superior qualifications. The appointment of all such candidates to situations under the Government will be immediately communicated by the appointing officer, to the Council of Education, and will by them be brought to the notice of Government and the public in their annual reports. It will be the duty of controlling officers with whom rests the confirmation of appointments made by their subordinates to see that a sufficient explanation is afforded in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns.

With a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people, the Governor-General is also pleased to direct that even in the selection of persons to fill the lowest offices under the Government, respect be had to the relative acquirements of the candidates, and that in every instance a man who can read and write be preferred to one who cannot.

Name of Candidate.	Age.	Residence District, Pernah, and Village.	Institution at which educated.	Extent of acquirement.	Character and Abilities.	Class attained and honorary distinctions & tokens of merit acquired.	Remarks.
1	2	3	4	5	6	7	8

This resolution was published in the *Calcutta Gazette*, and the Council of Education were instructed to carry it into immediate effect. Great and in some respects unforeseen difficulties arose to prevent the desire of the Government from being accomplished so speedily as was desired, but the subject has now been fully considered, and subsidiary instructions issued which will be found to have removed all obstacles to the due preparation and submission of the required returns after the next annual Scholarship examination. Extracts from the orders of Government on the subject, of the 13th November 1844 and 30th April 1845 are subjoined :

Nov. 13th, 1844.—The resolution passed by the Right Hon'ble the Governor of Bengal on the 10th ultimo, applies to all students educated in the Lower Provinces without reference to creed or colour.

April 30th, 1845.—It appears to His Excellency desirable that these Returns should be limited as far as may be consistent with the objects of the resolution to a record of really meritorious and distinguished youths, in order that the honor of insertion may be more highly prized and more keenly competed for by the students themselves, and that the lists should stand high in the estimation of the public, as affording a guarantee of the ability of those who are therein held forth as having earned academical distinction.

With this view it is of course necessary to lay down a minimum standard of qualification which shall entitle students to have their names inscribed in the annual returns. The Governor is disposed to agree with you in thinking that the English senior scholarship examination forms an exceedingly proper test for that purpose, and he would accordingly suggest for your consideration and adoption the following rules :

That no one shall be allowed to become a candidate for insertion in the annual returns who is less than 18 years of age, and who is not at the time a student either of a Government College or of a private Institution recognized and approved by the Council of Education.

That every candidate whether he belong to a Government College or a private Institution be required to undergo the usual annual Examination for senior English Scholarships, a Latin being substituted for a Vernacular Essay at the option of each candidate.

That only those shall be inserted in the Council's returns who come up to the senior scholarship standard, and bring satisfactory proof of good moral character.

That the successful competitors shall be classed in the returns in their order of merit.

With reference to the last rule suggested above, His Excellency is of opinion that the classification of the successful students should proceed on the principle observed in awarding honors at the English Universities, or at least on as near an approximation thereto as the different circumstances of the case may admit of.

The Council might determine the number of classes, which probably ought not to exceed three.

It seems necessary to demand a registration fee from those who are desirous of competing for the honor of having their names recorded in the returns, more especially as it will afford the means of remunerating

the Examiners for the increased labor and responsibility imposed on them, but as there are no other funds available for this purpose, it may be thought expedient by the Council to fix the sum at Rs. 5 instead of Rs. 3 for each candidate.

The Scholarship examination of the pupils of the Calcutta Colleges and of the candidates from private seminaries may take place simultaneously at the Town Hall, but it will be as well that the examination of the Hooghly students should be held as usual at their own College.

It has occurred to the Governor that inconvenience may be felt in consequence of the same persons offering themselves as candidates for insertion year after year, thereby causing unnecessary trouble to the examiners and injustice to younger students. The fee of Rs. 5 will hardly prove a sufficient check to this practice, and it may therefore be thought expedient by the Council to limit the number of years in which a candidate may compete, and also to prohibit students whose names have once appeared in the returns from competing again with a view to obtain a higher place.

Instead of warning candidates that they are not to expect upon their admission to the service of Government posts of high responsibility or emolument, it will probably be sufficient to inform them that insertion in the returns is by no means a certain passport to employment, and that the preference to be given in their selection is not independent of other qualifications more essential even than the acquirement of literary and scientific knowledge.

The Governor finds himself unable to concur in the propriety of the restriction which the Council propose to lay upon Scholarship holders by prohibiting them from competing for insertion in the returns until the last year of their scholarship. This his Excellency observes would have the effect of discouraging pupils from competing for the scholarships themselves. If it be thought an object of importance, as undoubtedly it is, that scholarship holders should remain the full period of the tenure in pursuit of their academical studies, the way to accomplish this is by raising the value of the scholarships, and not by compelling the holders to retain them when they have an opportunity of turning their talents to what they consider more profitable account.

You will be so good as to invite the managers of the institutions not under your control, which are to partake of the advantages offered by the terms of the resolution of the 10th October, to send in their returns in the form prescribed at an early date, so that their candidates may be prepared for the ensuing scholarship examination in October next. As suggested in your Secretary's letter under reply, means may be taken to make known as widely as necessary the scholarship standard and the rules which the Council may adopt on further consideration of the subject.

It only remains to advert to the case of the ex-students for whose examination the Council have thought it necessary to make provision. In the Governor's opinion this part of the subject is beset with so many difficulties, especially as regards the unfairness of subjecting men who have left College for ten or perhaps twenty years to an examination in subjects with which they must have long ceased to be familiar, and the equal impossibility of laying down any other general test of ability, that it will be best to avoid all allusion to it. The resolution does not require such a measure, and the ex-students will have nothing to complain of, if it be not adopted, whereas any attempt of the kind could hardly be expected to produce any good result, and would assuredly give rise to much jealousy and discontent.

The attention of the Government has been directed to the necessity of engaging in England the services of well-educated and able men to fill vacancies in the higher situations of the department, on terms similar to those on which Messrs. Ireland and Lodge were employed by the late General Committee. The Hon'ble Mr. Cameron has undertaken to open a communication on the subject with Sir Edward Ryan, Mr. Macaulay and Dr. Mill.

Mr. Marshman is still employed in writing, and translating into Bengali, the works he has engaged to provide. Some Oreah class Books have been prepared at Cuttack under the superintendence of the local Committee which will be more particularly noticed under the proper head. In the North Western Provinces, Mr. Boutros, the Principal of the Delhi College, has, with the assistance of a private Society, succeeded in forming a most valuable series of class Books, both in English and Ordoo, adapted for the use of native students, most of which will at once be introduced into the Government Institutions in the Province of Behar. The correspondence on this subject is contained in the Appendix No. 3.

The Government of Agra having thrown open the Oriental scholarships in the Agra and Delhi Colleges "to the competition of all who are of a suitable age, wherever they may have been educated, on the sole condition of future conformity with the rules of the College," the Council of Education were consulted as to the propriety of adopting a similar course with regard to the scholarships in the Calcutta and Hooghly Mudrussahs and in the Sanscrit College. The Council however thought that the plan was not adapted for these Institutions, the open scholarships already attached to them having never been gained by out competitors and the standard of Oriental Education generally in Calcutta and its neighbourhood appearing to be much lower in private schools than in the Government Colleges.

The Council of Education on the 30th April 1845, was composed as follows:—

President—The Hon'ble C. H. CAMERON.

Members.

The Hon'ble F. MILLETT.

JAMES ALEXANDER, Esq.

C. C. EGERTON, Esq.

RUSSOMOY DUTT, Esq.

PROSUNNOCOOMAR TAGORE, Esq.

F. J. MOUAT, Esq., M. D., *Member and Secy.*

The Report of their proceedings during the year is subjoined at length.

TO THE RIGHT HON'BLE LIEUTENANT GENERAL
SIR HENRY HARDINGE, G. C. B. &c.

Governor-General of India.

RIGHT HON'BLE SIR,

Our last Report contained a narrative of our proceedings for the year 1843-44.

2. Our present report will be devoted to the occurrences of the past year, extending from the 1st of May 1844 to the present date, and will be divided as usual, into a general introductory view of the subjects which have occupied our attention during the time specified, together with special accounts of the Hindoo, Sanscrit, Medical and Hooghly Colleges, with the Calcutta Mudrussa: as well as an appendix containing such detailed documents, as cannot be introduced into the body of the report itself.

3. During the past year we have
Changes during the past year. had to deplore the loss by death of
Messrs. Lyall and Griffith, and to
regret the resignation of Mr. Halliday, as well as the departure for Europe of Drs. Goodeve and Raleigh with the transfer to another department of the valuable services of Mr. James Sutherland, Principal of the College of Mohamed Mohsin, at Hooghly.

The late Advocate-General had been but a short time a member of our body, and during his connection with us had devoted himself so earnestly and zealously to the cause of education, as to render his premature decease a matter of deep regret. His private as well as his public character were marked by so much urbanity, courtesy, and sincere desire to do good, that his loss is one which cannot be easily supplied.

In Mr. Griffith who officiated as Professor of Botany in the Medical College during the absence of Dr. Wallich, science in India has been deprived of one of her most eminent and gifted followers, who at an early age had acquired an European reputation of the highest order as a Botanist, and who was unequalled in this country for the extent of his researches, the value and accuracy of his observations, and the devoted earnestness with which his professional duties were performed.

The unavoidable pressure of public business deprived us

during the past year of one of the most zealous, efficient and accomplished members of our body, who had been connected for several years with the cause of education and had aided materially in its advancement by his extended knowledge of the country and people, as well as his unremitting zeal in the discharge of the duties entrusted to him. Our extreme regret on account of his secession was for the above reasons communicated to Mr. Halliday, who was succeeded in this office by Mr. James Alexander of the Civil Service, Superintendent and Remembrancer of Legal affairs, and a gentleman of much experience on the subject of education in this country.

The services of Dr. Goodeve, and Messrs. Raleigh and Sutherland are more particularly referred to in the respective reports of the Medical and Hooghly Colleges. The zeal and ability of all those gentlemen in their various capacities, were such as to demand, and obtain the best thanks of the Council.

4. Upon the lamented death of
Law Professor. Mr. Lyall we addressed a communication
to the Bengal government upon
the subject of appointing a successor in the chair of Law, of
which the following extract will explain the nature and
purport:

With reference to the appointment of a successor to Mr. Lyall, I am directed by the Council to forward for the information of Government the enclosed minute upon the subject of the nature and objects of a course of lectures upon Law in this country originally drawn up by the Hon'ble President, prior to the appointment of our late lamented Colleague and in the sentiments and views contained in which the Council fully coincided then, and still do so.

The minute is published in the Annual Report of the Council, para. 44, page 18, Report 1842-43.

With reference to the appointment of a successor, the Council are of opinion that the Office should be a paid one, and that the terms upon which it should be held, ought to be similar to those already recommended in the case of the Professors of Natural Philosophy and Civil engineering, viz. a guarantee for Co.'s Rs. 300 per mensem from the Education or any other available funds, and half the fees raised from students attending the lectures, the other half being devoted to the purchase of a Law Library; that the course should be thrown open to all who wish to attend it, upon payment of a fee of Co.'s Rs. 16 for each complete course, but that the present senior pupils of the Hindoo and Hooghly Colleges, should be allowed to attend it gratuitously.

The plan and objects of the course, being the same as those already specified in the minute of our Hon'ble President, in which the Council fully coincided, will be carried out by Mr. Lyall's successor; and as jurisprudence has become an extremely popular subject with the senior pupils of our Colleges, some of whom have highly distinguished themselves in this difficult branch of professional study, we have every reason to hope, that it will be equally successful, and ultimately become of much service to the native community.

Want of professional education. 5. The absence of any efficient mode of affording an extended professional education to our advanced students, who have passed through the regular College curriculum, is now beginning to be severely felt and to force itself upon our attention. The establishment of an University, with faculties of Law, Arts and Civil Engineering, could supply this desideratum, and fit our more proficient pupils for devoting themselves to the pursuit of learned and practical professions in this country, of which their industry, talents and acquirements would render them useful and valuable members. The eminent success of the medical education afforded by the Bengal College, where by no means a high scale of literary or scientific information is required from the pupils, is an earnest of that which could not fail to follow the devotion of our scholarship holders to some particular branch of study.

There are many difficulties, however, attending the carrying out of these views, which render it inexpedient to dilate upon them, until we are prepared to submit a detailed scheme, embracing the financial and other important considerations connected with the subject.

Attendance of the Students of the College of Fort William at the Law Lectures. 6. With reference to para : 5 p. 7 of our last report, recommending that the students of the College of Fort William should be required to attend the lectures of the Advocate General, the following extract from a despatch received from the Hon'ble Court of Directors, has been communicated to us, and is now published, both as expressing the sentiments entertained by the Hon'ble Court concerning our lamented colleague's zeal and public spirit, as well as conveying their opinions upon the proposal referred to :

" We give Mr. Lyall great credit for the zeal and public spirit which induced him to offer his gratuitous services for the communication of legal knowledge to the students of the Hindoo and Hooghly Colleges, and doubt not that they will derive valuable information from his instruc-

tions; but we can scarcely suppose that lectures which are adapted to that stage of previous information which the native youth can have attained, are equally well suited to the previous knowledge acquired by our Junior Civil Servants either from general reading, familiarity with the institutions of their native country, or the lectures on the same subject, the principles of law, and their application to India, which form a part of their course of Education in our College of Haileybury. We are not prepared to anticipate, therefore, for them equal advantages with those obtained by the native students from attendance upon the Calcutta lectures, and we think it not unlikely to be productive of more than equivalent disadvantages.

We are apprehensive that an additional object of study, and a further period of time granted for its prosecution will be attended with little other result in the case of a considerable portion of the students, than to give them an excuse for lingering longer than they ought, amidst the unprofitable and expensive amusements of the society of Calcutta.

There is also an obvious cause of delay for which even the extension you propose, may fail sufficiently to provide. The lectures can be given in all probability, only during the months of the cold weather from November to February; a student may qualify for the public service in March, or in any other early intervening month.

It will scarcely be advisable to permit or require him to remain idle in Calcutta for the rest of the interval upon the plea that he is waiting for the commencement of the lectures on Law. This inconvenience may be guarded against by inducing Mr. Lyall to lecture throughout the year, but it will not be in your power to prescribe arrangements to a course of gratuitous instruction. If the lectures are to be given, not at Mr. Lyall's convenience but at the convenience of Government, it will be but equitable to grant him remuneration for such a demand upon his time.

Under these considerations, we must withhold our concurrence in your purpose of requiring the attendance of the students of the College of Fort William.

We have no objection to their attendance if it be left entirely optional and consequently no examination can be insisted on, although we should not object to your granting honorary or pecuniary rewards to those students who successfully pass voluntary examinations."

Governor-General's Resolution of the 10th October 1844.

7. Among the most important and eventful occurrences of the past year connected with education is the

Resolution of the 10th of October 1844, concerning the employment of educated persons in the service of Government, and the holding out an equal prospect of provision to all who are qualified in whatever school or place they may have been educated. The impetus given to English Education by this measure, the degree of satisfaction with which it has been received by both the Native and European community, the high expectations of being enabled to attain eminence and success which it has raised in the minds of the youths, frequenting our Schools and Colleges, with the stimulus to exertion thus afforded by it, are all regarded as earnest

of its success, in advancing the best interests of the cause to which our attention is directed.

Much difficulty has been experienced in framing a series of rules upon this subject, from the necessity of limiting the application of the order, and of avoiding the numerous objections liable to be raised to any regulations that might be proposed, which would have the effect of excluding all persons of moderate or inferior qualifications, from being included in the list required to be furnished annually by the Council.

The subject is therefore still under consideration.

In connection with this matter the necessity of providing the means of obtaining a professional education has again become so striking and apparent, as to induce us to believe that the time has arrived for the establishment of an University in which Faculties of Law, Civil Engineering, and Arts, similar to those connected with the modern institutions of Great Britain, will enable the young men educated in our Colleges, to fit themselves for the practical duties of a professional life.

8. Next in importance to the Vernacular Schools. measure above mentioned, has been

the determination of the Bengal Government to establish a large number of Village Schools, in Bengal, Behar, and Cuttack, in which sound and useful elementary instruction may be imparted in the vernacular language.

We have been called upon to supply the schools with Masters and Books, objects of some importance in the success of the scheme, and which shall receive our best attention.

9. The plan and mode of carrying out the scholarship examinations of the past year were the same as those mentioned in our last report.

The Council were indebted to the following gentlemen for the preparation of the questions in the senior and junior English scholarships, as well as both grades of those for the Sanscrit College and Mudrussa.

ENGLISH SCHOLARSHIPS.

SENIOR.

Essay,.....	The Rt. Hon'ble the Govr. General.
Literature,	The Hon'ble C. H. Cameron.

History,	The Hon'ble Sir H. W. Seton.
Mathematics,	Dr. F. J. Mouat.
Natural Philosophy,	Ditto.
Bengalee Essay,	Captain G. T. Marshall.

JUNIOR.

History,	Dr. F. J. Mouat.
Grammar,	The late J. E. Lyall, Esq.
Geography,	Dr. F. J. Mouat.
Arithmetic,	Ditto.
Vernacular & English Translation,..	Captain G. T. Marshall.

ARABIC SCHOLARSHIPS.

Senior and Junior	Lieut. Colonel Riley.
in all subjects,...	

SANSKRIT SCHOLARSHIPS.

Both Grades in all	Capt. G. T. Marshall.
Departments, ...	

The scholarship questions will be found in Appendix A.

The answers were again examined by Messrs. Kerr and Clint, who performed this laborious and responsible duty gratuitously, to the entire satisfaction of the Council. Our thanks are also due to Dr. Sprenger for examining and reporting upon the papers of the Arabic department of the Hooghly Mudrussa, as well as conducting its annual general examinations: to Captain Marshall for the trouble taken by him, in connection with the Sanscrit College: to Col. Riley for undertaking the duty in his own institution: and to the Revd. Messrs. Mack, F. Fisher, and Bradbury, for taking a great deal of trouble and interest in the examinations, as well as examining some of the papers of the Hooghly College and reporting upon them.

The standard of scholarships, which was under consideration when our last report was published, has since been revised and adopted, and will come into effect at the next scholarship examination.

The amount of information required in science has been considerably raised—the range of history and literature for each year's study has been defined and limited—a vernacular essay has been added for the senior pupils, and the whole

has been revised to such extent as was deemed necessary in the present advanced state of our institutions.

The following subjects have been selected in Literature and History for the present year's study, and ensuing examinations:

Poetry.—Milton's *Paradise Lost*, Shakespere's *Hamlet*, *Lear*, *Othello* and *Macbeth*, and Gray's Poems, as far as they are contained in Richardson's Selections.

Prose.—The first four volumes of the *Spectator*. Bacon's Essays.

History.—The History of England from the reign of Henry the 7th to the Revolution of 1688. The 3rd Book of Mills' History of India, and Macfarlane's "Indian Empire" by Knight as far as already published.

The new Rules are contained in Appendix No. 1 (Circular No. 22) to the Report of the Mofussil Institutions.

The general result of the recent examinations, has been on the whole, satisfactory, in all our Colleges, few having failed in retaining their Scholarships, and all the vacancies having been gained by fresh competitors. In the Calcutta Mudrussa no senior English scholarship has yet been obtained, but the improvement visible in that institution, is such as to lead us to hope that the Mahomedans are becoming more sensible of the advantages of English knowledge, and will pursue its acquisition with a greater degree of zeal and energy than have heretofore characterized their proceedings. The prolonged illness, and consequent absence of the Head Master, were a serious cause of detriment to the pupils which it is hoped will not recur.

Special Scholarship Exami-
nations.

10. The special *viva voce* examination of candidates to whom senior scholarships were awarded for the first time, was again conducted by the Honourable Messrs. Cameron and Millett, and Dr. Mouat. In this the candidates acquitted themselves creditably with one exception, but this individual in the summing up of the results of the two examinations, obtained rather more than the proportion of marks, which according to the standard then in use, entitled him to retain his junior scholarship.

In the College of Mahomed Mohsin, two pupils of the Mudrussa were expelled for resorting to unfair practices in the examination, of which they were detected in *flagrante delictu*.

Book Agency.

11. In consequence of the want of uniformity, as respects the text books used in the various classes of the same grades in our schools and colleges, as well as

the advisability of introducing none but the most esteemed works in every branch of study, we solicited the re-establishment of the book Agency, in order that as respects our own institutions the entire controul and management of this extrcmely important department, should again be vested in us. Our recommendation was complied with, and our Secretary appointed Book Agent, for all schools and colleges, under the Government of Bengal, as well as those entrusted to our care. The sum now allotted for the purchase of library, prize and class books, as well as all other implements of instruction is Rs. 1168 per mensem, or Rs. 14,016 per annum, including Rupees 840 for the Medical College which is not defrayed out of the Education funds.

The whole expense of conducting the agency is Rupees 816 per annum, lcaving Rupees, 13,200 to be expended in books, &c., in the manner detailed in Appendix No. 1 (Circular, No. 24) to the report of the Mofussil Institutions, which contains in addition the rules under which the Agency is to be carried on.

In connection with this subject, we have directed the Book Agent to call for returns from every institution of the books in their respective libraries, as well as those used in the different classes, in order that their deficiencies may be supplied to the extent of the means assigned to each, and likewise to enable us to prepare a complete scheme of the text books to be adopted in every class according to a properly graduated scale both in English and the vernaculars. A provisional list has been drawn up by our Secretary, and is now in circulation for the opinions of the authorities in all the schools and colleges included in the operations of the Book Agency. As soon as the various reports shall have been received and examined, a revised scheme will be adopted and submitted for the information and orders of Government.

12. In September last our attention was directed to the subject of the examination of persons desiring employment in the Education department, as well as the promotion of those already employed in it, and as the sub-committee upon whom this duty formerly devolved, had been dissolved, and our diminished numbers rendered it impossible for us as a body to undertake so responsible, and at times, laborious a task, we addressed the following communication to Government embodying our views of the best means of accomplishing the object, in the most efficient and satisfactory manner :

In consequence of the present very imperfect and unsatisfactory

method of examining candidates for the vacant masterships under the Council of Education, and the great importance of instituting such an ordeal as will not only secure the services of the best qualified individuals, but prevent incompetent persons from obtaining positions of trust and responsibility, the Council addressed a circular to the principals of the Hindoo and Hooghly Colleges, the professors of Mathematics and Literature in those Institutions, and the Head Masters, enquiring if they had any objection to form a Committee of examination for school-masters, without any additional remuneration, and submitting the following propositions for their consideration and report :

That every candidate for a particular vacancy or general employment in the Education department should be subjected by the Committee of Examiners to a written and *verbis roce* examination, upon all the subjects he would be required to teach, in the event of his being employed, and that the written replies of the competitors should be submitted to the Council of Education for their information and final decision.

That in all cases of Head and Second Masters, where the duties to be performed are extended and important, and the amount of qualification requires to be proportionately great, the successful candidate should, in addition to the trial above mentioned, be required to teach the 1st or 2nd Classes of the Hindoo College, in the presence of two or more of the Committee of Examiners, in all their ordinary branches of study, so as to exhibit the capacity possessed by him in communicating his own knowledge to others, and the general manner in which he would be likely to conduct his duties.

That the meetings of the Committee should be held in the Hindoo College, upon due notice being given by the Council of Education, and that either the Principal of the Hooghly College or the Professor of Literature should attend alternately, both never being absent from their special duties at the same time, and that three members of the Committee should form a quorum, appointing one of their own body to draw up and report the proceedings.

That the Committee should be presided over by the senior Principal or Professor present, or by the Secretary to the Council of Education when his other duties will permit, the latter Officer being *ex-officio* a member of the Committee.

That all real and necessary expenses incurred should be paid from the education funds.

That all native and other masters should be examined by the Committee, whenever it may be deemed advisable or necessary by the Council of Education, and that no teacher be promoted to a higher grade unless he exhibits the qualifications necessary for the performance of all its duties, failing which he will be passed over, or if found at any time to have retrograded in information and to conduct his duties in an inefficient manner, that he may be removed from a position, in which his retention would be injurious to the class and the institution.

* Mr. J. Kerr, Principal Hindoo College.

Mr. L. Clint, ditto Hooghly College.

Mr. M. Rochfort, Professor of Literature, ditto.

Mr. V. L. Rees, Professor of Mathematics, Hindoo College.

Mr. G. Lewis, Head Master, Senior Department, ditto.

Mr. R. Jones, ditto, Junior Department, ditto.

The gentlemen noted in the margin* all expressed their perfect willingness to act as members of the proposed Committee upon the terms mentioned, and entertained a favourable opinion of the scheme itself and of the necessity for adopting it.

Should the Government likewise be pleased to approve of the plan

suggested, its operation can be extended with no additional expense to supplying masters for every institution throughout the Presidency, by directing every candidate for educational employment to report himself to the office of the Council of Education and undergo the proposed examination, so that his name, claims, character, and qualifications can be registered for immediate reference, when Government may require a teacher of a particular class or standard for any of their institutions.

It is the intention of the Council to institute occasional examinations of all the teachers of the junior classes in their employ, to exhibit their mode of communicating information, and their knowledge of the art of instruction itself. For instance in arithmetic, the teacher will be required to treat before a class some such subject as the idea of "number," or the principles of "numeration" and "notation"; in geography he will be called upon to explain to his class the true nature, intent and use of a "map" or "artificial globe;" in grammar to treat some such difficulty as "case," and to make etymological deductions, always questioning his class after the discourse that his success or failure may be seen by the examiners. Every such teacher will also be called upon occasionally to give evidence of his ability to communicate moral instruction, for which the daily events of a class and their course of reading in history, poetry, &c., afforded ample scope.

The Council have been partly influenced in thus remodelling the whole system of examining masters from a knowledge, that some of the most advanced students in their colleges have discontinued their studies after obtaining employment in the department, and when promoted to a higher grade in regular succession, without previous examination, have not fulfilled their expectations.

It is by no means intended by these rules to exclude men of eminent acquirements, acknowledged ability, or possessed of European degrees in literature or science from the higher offices under the Council, without being subjected to examination, provided they can produce satisfactory evidence and testimonials of their acquirements and fitness for the offices of Principal or Professor, from persons of authority in such matters.

The plan was approved, and the following rules founded chiefly upon those which obtain in the selection and promotion of masters in the Dutch Schools of primary instruction, as detailed in Victor Cousin's report, were adopted and ordered to be carried into effect.*

The present list of Masters existing in the office of the Council is cancelled from this date, as all vacancies in the institutions under the Government of Bengal and Council of Education, will be filled up in strict accordance with the above rules.

The day selected for the examination will be duly made known to all candidates at least one week prior to the meeting of the Committee.

The first meeting of the Committee was held in the Hindoo College on Saturday, the 5th of April, when seven candidates presented themselves for examination.

* The rules will be found in the Appendix No. 1 (Circular No. 27) to the Report of the Mofussil Institutions.

A copy of the Register will annually be forwarded for the information of Government.

13. The Natural Philosophy Apparatus referred to in para: 10, p. 12, of our last report, has since been received from the Right Hon'ble Sir Edward Ryan, who stated that he had not trusted to his own judgment in the selection, but had received the kind assistance of Professor Challis and Messrs. Wheatstone and Babbage. The articles were directed to be so constructed as to suffer as little as possible from combined heat and moisture; for which purpose, as often as it was practicable, zinc, brass and slate were substituted for wood. The whole arrived in the Ship *Queen* in excellent condition, with some very trifling exceptions, which could readily be remedied and repaired in Calcutta. A balance of £30-10-9, which remained in Sir Edward's hands, was, at his suggestion, in which the Council fully coincided, recommended to be appropriated to the purchase of a second sectional model of the Steam Engine, one having already been forwarded and assigned to the Hindoo College. A complete list of the apparatus is contained in Appendix B. It was divided in equal proportions (five sets having been sent) between the Hindoo, Hooghly, Dacca, Agra, and Delhie Colleges, and the best thanks of the Council returned to Sir Edward Ryan, for the continued interest exhibited by him, in a cause already so deeply indebted to him, as well as for the great trouble which had been taken in the selection and dispatch of the Instruments.

Professor of Natural Philosophy and Civil Engineering. 14. The establishment, in connection with the Hindoo College, of Chairs of Natural Philosophy and Civil Engineering was sanctioned during the past year, upon condition of the lectures being thrown open to all who wished to attend upon payment of a regulated fee. A salary of Rs. 300 per mensem was guaranteed to each of the Professors and half the fees of pupils attending the courses, the remaining half to be devoted to the purchase of books, apparatus, and such means of instruction as may be necessary. The fee for each course has been fixed at Co.'s Rs. 16, and the Hindoo College liberally thrown open by the management of the Institution, to all persons desirous of obtaining such instruction within its walls. The subject of the selection of fit and qualified incumbents for the offices is still under your Excellency's consideration, our report and recommendation having already been submitted for orders.

Conduct of Masters, &c., during the year.

Professors, Teachers, and other persons employed in the Institutions under our controul, we have every reason to be satisfied as well as with the valuable and continued aid afforded to us in the performance of our own duties, by the Council of the Medical College and management of the Hindoo College.

15. With the zealous and efficient discharge of the various duties assigned to them by the Principals,

Books from Egypt. 16. The Works sent from Cairo, and mentioned in our two last annual reports, were carefully examined and ably analyzed by Dr. Aloys Sprenger, now Principal of the Delhie College, who favoured us with an elaborate and excellent report upon the subject. This is too extended for publication, nor does the intrinsic merit of the works entitle them to a special record. They were pronounced to be generally unsuited for introduction into our Colleges, in some cases to be badly translated by persons equally unacquainted with Arabic and the true significance of the scientific terms employed in the original French authors, and in no instance appeared to be worth the expense of reprinting in Calcutta, although some of them were meritorious performances, and could be read with advantage by the pupils who have passed through the regular curriculum of study pursued in our Mudrussas.

Masters from England. 17. In October last a communication was addressed to us concerning the advisability of obtaining from England the services of two qualified persons for the education department upon terms similar to the engagement of Messrs. Lodge and Ireland, and the Hon'ble Mr. Cameron was requested to place himself in communication with the Right Hon'ble Sir Edward Ryan, the Right Hon'ble T. B. Macaulay, Dr. Mill and Mr. Trevelyan, for the purpose of carrying the proposal into effect. The standard of education and qualification of many persons now resorting to this country, is so high as to induce us to hope that ere long it will be quite unnecessary to send to Europe for qualified and able men to occupy any offices and perform duties of the highest order in our Colleges. Indeed one of the candidates for the Professorship of Natural Philosophy, Mr. John Newmarch, B. A., of Trinity College, Cambridge, occupied a high position among the wranglers of a difficult year. The Hon'ble President has taken the neccssary stcps for carrying into effect the above recommendation.

Benefactors.

18. During the past year the Council have been indebted to the following gentlemen for the great interest taken in and encouragement given by them to the cause of native education. To Dwarkanauth Tagore for his munificence and public spirit in taking to England with him and educating at his own expence two pupils of the Medical College, an event in the history of that useful and successful institution surpassed only by the primary introduction of human anatomy and dissection into British India. In connection with the same triumph, may be mentioned the names of His Highness the Nawab Nazim of Bengal, who contributed Rs. 4,000 towards the expenses of a third pupil; Maharaja Pertab Sing Bahadoor of Burdwan and several other Native Gentlemen, among whom is particularly distinguished Ramgopal Ghose, Esq. of this city, whose active interest and incessant exertions in the cause, with the friendly feelings evinced towards the pupils, were not a little conducive to the successful termination of the first stage of their important experiment, the detailed particulars connected with which will be found in the special report of the Medical College. Our thanks were also due to Mr. W. W. Bird, late Governor-General of India, for again placing at our disposal a gold medal for the most proficient student in *Materia Medica* of the Medical College; to Messrs. Donnelly, D. Money, W. Palmer, Louis Jackson, Seton Karr, the late W. P. Goad, and J. J. Harvey, of the Civil Service, for direct encouragement to our pupils by presenting them with medals and other rewards, as well as exhibiting a desire to provide for them in the various departments and offices under their charge. Likewise to Dwarkanauth Tagore, Rustomjee Cowasjee, and the late Dewan Ramcomul Sen, an eminent friend and patron of education, for the presentation of prizes and medals to the Medical College. As indirectly connected with education may be mentioned the munificent subscriptions of every class of the community towards the erection of a Fever Hospital in connection with the Medical College, the valuable donation of land in the immediate vicinity of that institution by Baboo Mooteclall Seal, and the zealous co-operation of all classes of the clergy in the same cause, the details of which will be found in the report of the Medical College above referred to.

The Council trust that before long, so great and valuable an addition to the benevolent institutions of this city will be in existence, and productive of as much good to the native

community, as it will of positive benefit to the School of Medicine, with which it is to be connected.

The liberal and generous advocacy of the cause by the presses of Calcutta and Serampore, with the gratuitous advertisement for several months of all notices connected with the Fever Hospital, are also deemed deserving of special thanks and record.

Works published.

19. The works published under the immediate sanction of the Council during the past year, and connected with the institutions under their charge, were a descriptive catalogue of the Medical College museum, entitled "Pathologia Indica," drawn up by Professor Allan Webb, a Hindustanee version of the London Pharmacopea, prepared in the Persian character by our Secretary, with considerable additions; of which 1,000 copies were printed for distribution throughout the service. In addition to the above one hundred copies of a monograph upon diseases of the jaws, by Professor R. O'Shaughnessy, and fifty copies of the late Dr. Voight's posthumous works, were placed in the library of the same institution.

There are at present in the press a new edition of Dr. Shaw's translation of Bacon's *Novum Organum*, edited by Mr. Kerr, Principal of the Hindoo College, with a fresh body of notes; as well as a Bengalee translation of the London Pharmacopœa prepared by Pundit Mudusuden Goopta, Native demonstrator of anatomy in the Medical College.

Powers of the Council. 20. In January of the present year, we brought to your Excellency's notice, the following circumstances connected with our present position and working, with a view to their being modified in such manner and to such an extent as might be deemed most conducive to the public service, and the efficient discharge of the important and responsible duties entrusted to us:

In January 1842, the late General Committee of Public Instruction was abolished by the Governor-General, and all the institutions connected with education brought more immediately under the control of Government, aided by a Council of Education, the former conducting the general and financial business of the Education department, the latter being maintained for purposes of reference and advice upon all matters of important administration and correspondence, retaining under the directions of the Government, the supervision now established over the institutions at the Presidency. The Deputy Secretary to Government in the General Department was at the same time appointed Ex-officio Secretary to the Council of Education.

In April 1842 the above arrangements were somewhat modified, by

the appointment of a special Secretary to the Council of Education, and the transfer of Schools and Colleges in the N. W. Provinces to the Government of Agra; the Government of Bengal still retaining all the institutions in Bengal (with the exception of those at the Presidency and Hooghly,) under its immediate controul and management.

By these plans the Council of Education has been placed in a position of great responsibility, but of no real power, in as much as it is unable to effect any arrangement involving financial considerations or any change in the system of management and internal economy. Thus the selection of masters, their dismissal for misconduct and inefficiency, the standard of examinations adopted, the time for determining them, any changes in the rules and regulations of the Colleges, the reward of meritorious services, and in fact, every item of expense incurred, even within the limits of the contingent bills sanctioned by Government, are subject to higher authority, and can in no instance be carried into effect at once by the Council.

Another defect of the present system is the want of uniformity in the instruction pursued, and the class books used in the various educational institutions.

As it is of the greatest consequence that education in India should be placed upon the most sure and satisfactory footing, both as regards its extension and the standard of superiority and excellence which it is capable of attaining in the central Colleges, consistent with the means at the disposal of Government for such purposes, it is respectfully submitted that all these objects can be best attained by placing it in all respects, as regards the Presidency institutions, directly and without reference to higher authority under the Council of Education. It would ensure uniformity of system in all respects in every institution, it would facilitate and expedite considerably the despatch of business, the issue of orders, as well as the promptitude of carrying them into effect, together with augmenting the wholesome restraint that would be exercised over each institution by a knowledge that the power now supposed to check and control could immediately punish and enforce obedience to its orders.

In all questions involving radical changes not previously provided for, or in opposition to the existing rules, a direct reference to the Government should be required, which would not interfere with the ordinary executive management of the Council of Education, or impair their efficiency as a controlling power.

With respect to the appointment of persons to offices under the Council, this should in all cases rest with that body, except as respects that appointments of Professors in the Medical College, all of whom being commissioned Officers, could only be placed at the disposal of the Council by order of Government: and likewise Principals of the Hindoo and Hoogly Colleges.

The system of instruction, examination, selection of books and Masters, award of scholarships, and the whole internal management and economy of Education, being centred in one body, would be rendered as efficient, complete and perfect in all its parts as could be desired and accomplished under ordinary circumstances. It would also resemble the constitution and working of the Committee of Privy Council on Education, which has been found to answer so well in England, and to be producing such beneficial results.*

* The recommendations of the Council have since been generally approved and adopted.

21. During the past year we called for and obtained detailed reports upon the present state of our Muhammadan Colleges. more especially that attached to the Hooghly College.

The latter was furnished by Dr. Sprenger, and an abstract of the chief points of interest contained in it will be found in the special report of the College to which it refers. The subject is still under consideration, as it is one which requires much care and caution before introducing any radical change into a system which is connected with some of the deepest rooted prejudices of the Mussulmans.

22. Other subjects of minor interest occupied our attention during the past year which are not deemed necessary to record; we now therefore proceed to submit for your Excellency's consideration the special reports of our Colleges drawn up and arranged as heretofore, and containing a digested detail of the state and progress of each Institution, during the period under notice.

Special Report.

HINDOO COLLEGE.

—
29th Year.

MANAGING COMMITTEE ON THE 30TH OF APRIL 1845.

The Honble C. H. Cameron,.....	<i>President.</i>
Moharaja Mahatab Chaund, Be- hadoor,	<i>Member and Hereditary Governor.</i>
Baboo Prosunno Coomar Tagore,...	<i>ditto.</i>
The Honble F. Millett,.....	<i>Member.</i>
F. J. Mouat, Esq.,.....	<i>ditto.</i>
Baboo Radhamadub Banerjee,.....	<i>ditto.</i>
Raja Radhakaunth Behadoor,	<i>ditto.</i>
Baboo Sreekissen Sing,.....	<i>ditto.</i>
„ Dwarkanauth Tagore,.....	<i>ditto.</i>
„ Russomoy Dutt,.....	<i>ditto and Secretary.</i>

ESTABLISHMENT ON THE 30TH APRIL 1845.

Mr. J. Kerr,	<i>Principal.</i>
„ V. L. Rees,.....	<i>Prof. of Mathematics.</i>
Mr. J. Rowe,	<i>Prof. of Surveying.</i>

SENIOR DEPARTMENT.

Mr. G. Lewis, (absent on leave)....	<i>Head Master.</i>
„ R. H. Halford,	<i>{ 2nd Master, Offg. Head Master.</i>
„ W. Brenand,	<i>Offg. 2nd Master.</i>
„ R. Hand, Junior,.....	<i>3rd ditto.</i>
Ram Chunder Mitter,.....	<i>4th ditto.</i>
Pitambur Pundit,.....	<i>1st Pundit.</i>
Gour Chunder ditto,	<i>2nd ditto.</i>

JUNIOR DEPARTMENT.

Mr. R. Jones,.....	<i>Head Master.</i>
„ T. Sturgeon,.....	<i>2nd ditto.</i>
Baboo Isser Chunder Saha,	<i>3rd ditto.</i>
„ Ramtonoo Lahoory,	<i>4th ditto.</i>
„ Hurro Chunder Dutt,	<i>5th ditto.</i>
„ Gopissen Mitter,.....	<i>6th ditto.</i>
„ Bissonauth Sing,.....	<i>7th ditto.</i>
„ Coylass Chunder Bose,	<i>8th ditto.</i>
Mr. A. Guise,.....	<i>9th ditto.</i>

Baboo Joygopal Sett,.....	10th <i>Master.</i>
" Sreenauth Bose,.....	11th <i>ditto.</i>
" HurroSunker Doss,(resigned)	12th <i>ditto.</i>
" Cunder Nauth,.....	<i>Offg.</i> 12th <i>ditto.</i>
Joggomohun Bhattacharjee,	1st <i>Pundit.</i>
Coylass Doss,	2d <i>ditto.</i>
Cally Coomar,.....	3rd <i>ditto.</i>
Luckhinarain,	4th <i>ditto.</i>
Bacharam Goopt,	5th <i>ditto.</i>

ESTABLISHMENT OF THE PATSHALA ON THE 30TH
APRIL 1845.

Baboo Khetromohun Dutt,.....	<i>Superintendent.</i>
Hurronauth Nyrutton,	1st <i>Teacher.</i>
Nemy Churn Dey,	2nd <i>ditto.</i>
Bissonauth Goopto,	3rd <i>ditto.</i>
Shumbo Chunder Surmono,	4th <i>ditto.</i>
Soorjeekanuth Ditto,	5th <i>ditto.</i>
Treepoory Goopto,	6th <i>ditto.</i>
Bany Madub Doss,	7th <i>ditto.</i>

ESTABLISHMENT OF THE SCHOOL SOCIETY'S SCHOOL
ON THE 30TH APRIL 1845.

Mr. R. Jones, *Visitor.*

INSTRUCTIVE ESTABLISHMENT.

Baboo Radhamadub Dey,.....	<i>Head Master.</i>
" Greesh Chunder Dey,	2nd <i>ditto.</i>
" Sarodapersaud Biswas,	3rd <i>ditto.</i>
" Taracknauth Ghose,	4th <i>ditto.</i>
" Banyalau Mitter,	5th <i>ditto.</i>
" Modoosoodun Mullick,	6th <i>ditto.</i>
" Sreenauth Ghose,	7th <i>ditto.</i>
" Brojolaul Mitter,	8th <i>ditto.</i>
" Khettromohun Siedar,	9th <i>ditto.</i>
" Radicapersaud Goopto,	10th <i>ditto.</i>
" Sreenauth Dutt,.....	11th <i>ditto.</i>
" Oma Churn Bannerjee,.....	12th <i>ditto.</i>
" Khettro Chunder Dhura, ...	13th <i>ditto.</i>
" Nobin Chunder Bose,	14th <i>ditto.</i>
" Gopaul Chunder Ghose,...	<i>{ Supernumerary</i> <i>15th Master.</i>
" Gopaul Chunder Ghose, ...	<i>Librarian.</i>

In the supplementary report submitted to the Council of Education in May, 1844, it was stated that the senior students of the College had been allowed to attend a course of Lectures on Law, delivered by the Advocate-General once a week, between the months of October 1843 and February 1844; and that an examination of the students of the institution who attended the Law Lectures had been held, the answers to the questions being examined by Sir H. Seton, who adjudged the prize of a gold medal to Iswer Chunder Mittre. It was also mentioned that the prizes for proficiency in Adam Smith's Moral Sentiments, given by the Hon'ble the President of the Council of Education, were contended for at this institution on the 11th March, and that the gold medal was awarded to Anundo Kissen Bose, and the silver medal to Rajnarayen Bose.

The prize of a gold medal awarded to Iswer Chunder Mittre upon the successful result of his examination in Law, and the prizes of gold and silver medals awarded to Anundo Kissen Bose and Rajnarayen Bose, for proficiency in Adam Smith's Moral Sentiments, alluded to in the preceding paragraph, were presented by the Right Hon'ble the Governor-General to the respective candidates, on the 9th October 1844.

The Advocate-General delivered a second course of Law Lectures at this institution between the months of May and August last. An examination of the students who attended that course has been held by him. The papers containing the questions and answers were submitted to the Hon'ble C. H. Cameron, who again assigned the first place in order of merit to Iswer Chunder Mittre.

But as a medal had been recently awarded to him, the Advocate-General proposed that a present of Books should be substituted on the present occasion, which has been approved of by Government. The Advocate-General further suggested that a present of books should be made to Jogace Chunder Ghose, whose performance was nearly equal to that of Iswer Chunder Mittre.

The scholarship examinations were held on the 1st, 2d, 3d, 4th, 5th and 7th October, under the immediate superintendence of the following gentlemen:—

SENIOR SCHOLARSHIPS.

General Literature	}	The Hon'ble C. H. Cameron.
and English Essay.		
History and Bengalee	}	C. C. Egerton, Esq.
Essay.		

Natural Philosophy, ... J. E. Lyall, Esq.
 Mathematics, J. Kerr, Esq.

JUNIOR SCHOLARSHIPS.

English Grammar, ... J. E. Lyall, Esq.
 History, J. Kerr, Esq.
 Geography, G. Lewis, Esq.
 Arithmetic and Trans- }
 lation, } Russomoy Dutt, Esq.

The answers of the competitors for scholarships were examined and reported upon by the Principals of the Hindoo and Hooghly Colleges. A special *viva voce* examination of those candidates to whom senior scholarships were to be assigned for the first time was subsequently held by the Council of Education; who, after comparing the results of the two examinations, finally regulated the award of scholarships for 1844-45 as follows:—

SENIOR SCHOLARSHIPS.

1	Jogace Chundro Ghose,	...	retains	...	(a)	40
2	Bhodeb Mokerjea,	...	„	...	(a)	40*
3	Dinnobundoo Dey,	...	„	...	(a)	40
4	Rajnarayen Bose,	...	„	...	(a)	40
5	Kessub Chunder Ghose,	...	promoted.	(a)	40†	
6	Juggodishnath Roy,	...	retains	...	(a)	30
7	Iswer Chunder Mitre,	...	„	...	(a)	30
8	Chundronath Moitree,	...	„	...	(a)	30
9	Gopallall Roy,	...	promoted.	(a)	30	
10	Bonomally Mitre,	...	„	...		28‡
11	Womesh Chunder Dutt,	...	new	...		22§
12	Prosonno Coomar Subar- } dheekhary,	...	promoted.			18||
13	Sama Churn Bose,	...		new	...	12¶
					—	400

JUNIOR SCHOLARSHIPS.

14	Greesh Chunder Mitter,	...	retains	...	(a)	8
15	Obeychurn Bose,	...	„	...	(a)	8

(a) Government Scholarships.

* Rajah of Burdwan's Scholarship.

† Vice Annundokissen Bose.

‡ Rajah of Burdwan's; vice Chundi Churn Singh.

|| Tagore vice Gopallall Roy.

¶ Rajah Goopemobun's; vice Kessub Chunder Ghose.

|| Joykessin Singh's; vice Nobin Chunder Paulit.

16	Nependernath Tagore,	...	retains	...	8*
17	Horogobindo Sen,	...	"	...	{(a)} 8
18	Cally Prosonno Dutt,	...	"	...	{(a)} 8
19	Chooneelall Gupta,	...	new	...	{(a)} 8†
20	Modhusuden Chatterjea,	...	"	...	{(a)} 8‡
					— 56

Total Co.'s Rs. ... 456

The above statement shews that all the scholarships allotted to this institution, with the exception of one for 12 Rupees, vacated by Bonomally Mitter, continue to be filled.

In reference to the proficiency of the scholarship candidates of this College, it may be observed that in Natural Philosophy the result is unsatisfactory, only two of the candidates having attained more than one-third of the full value, and only four others more than one-fifth of it.

In Mathematics, the result is considerably more favorable, and the same remark applies to General Literature and History. In the last mentioned subject, some of the papers were very full, and in every respect good.

None of the essays this year are of much merit; that of Jogace Chunder Ghose, who wrote the best essay last year, is not very closely connected with the subject; the general style, also, of the essay, is flowery, and some of the expressions are not grammatically correct.

In the Junior scholarship examination, the numbers attained exhibit a more favorable result in English Grammar than in any other subject. In History, the range of questions proved much too extensive for all but a very few of the candidates; and in both Geography and Arithmetic, the result is not much more favorable. In neither of the last mentioned subjects can any superiority be observed in the third class over the fourth, or any great superiority over the fifth, sufficient to indicate progressive improvement from year to year.

GENERAL EXAMINATION.

The annual general examination was held in the month of October last.

The students of the Senior Department, a few excepted, who were not considered sufficiently qualified, contended for

* Rajah of Burdwan's.

† Vice Prosonno Coomar Subardhieckhary.

‡ Vice Kedarnath Sen.

scholarships. The seholarship examination, therefore, constituted the annual general examination of the senior department.

In English the first and fourth classes of the junior department were examined by Mr. Lewis, the seeond by Mr. Kerr, and the third by Mr. Jones. The vernaeular examination was conduced by the Professors of Smrite and Nyaya of the Sanskrit College.

Mr. Lewis expressed himself as upon the whole pleased with the manner in which the pupils of the first class acquitted themselves. He observes, in reference to their reading and explanation of a passage seleeted from Thomson's Seasons, 'About twelve of the pupils passed a very ereditable examination, the rest suceeded but indifferently; but the passage was one of considerable diffieulty, and I am fully satisfied that more could not be expeeted of pupils belonging to the junior department.'

And, in referencee to the examination in geography, the examiner says, 'the result gave me great satisfaetion, though I should have been better pleased had a greater number of the pupils suceeded in map drawing, which is an important braneh of the subject, and one to whieh more attention might be devoted by the learner with profit.'

Anundoram Phookun and Gresh Chunder Mitter, of this class, were found to be far ahead of the others in all subjects. The former, who has been very attentive, and who has improved greatly during the past year, has sinee the examination been promoted to the fourth class of the senior department.

The pupils of the 2d class, consisting of three divisions, read and explained remarkably well, passages selected from their class reading books; they also answered questions in English grammar and geography in a satisfactory manner.

But in arithmetic the first division did not please the examiner so well. Six simple arithmetical questions were proposed, and only eleven boys out of twenty-nine who were present, worked more than three of them correctly. Soshee-bhooshun Baneyen, Anundolall Banerjee, Gresh Chunder Bose, and Prosonno Coomar Ghose, in particular, were very deficient in arithmetic. They did not work correctly a single question. With the above exception the examiner speaks with approbation of the state of the second class, espeecially of the first and second divisions, taught by Baboo Iswer Chundro Saha, and Baboo Gopekissin Mitter.

The examiner of the third class reports, that in arithmetic sufficient attention had not been paid to revision, many of the boys being unable to work questions in the earlier and more elementary rules, while they succeeded better in those they had lately learnt, and that this remark applies to all the three divisions.

In other respects his report is very favourable.

The boys composing the fourth class are all young, and cannot be expected to have attained much proficiency in any subject yet; but the examiner is of opinion that they are under good training, and are benefiting largely by the attention paid to them by their teachers.

With regard to the vernacular, the examiners report that they feel convinced that the Pundits have done their duty.

The undermentioned boys, belonging to the senior classes, have left the College since the publication of the last Report, viz.

1	Annundo Kissen Bose, 1st class	} <i>Unemployed.</i>
	S. S. Holder, ...	
2	Chundi Churn Sing S. S. Holder,	"
3	Obotar Chunder Gangoly,	<i>Writer, Supr. Court.</i>
4	Nundolall Day,	<i>Computer, Surveyor Gen. Office.</i>
5	Gobindchunder Seal,	
6	Omachurn Bose,	<i>Tchr. Seal's College. Unemployed.</i>
7	Coylaschunder Mookerjea,	
8	Ramgopal Mullic,	} <i>Unemployed.</i>
9	Gonace Chunder Banerjea, 2d class	
10	Samachurn Laha,	<i>Banian.</i>
11	Horo Coomar Mitter,	<i>Computer, Surveyor General's Office.</i>
12	Sreekissen Dutt, 2d ditto,	
13	Rajkisto Halder,	<i>Writer, Gen. Try. Ditto, ditto.</i>
14	Hurrydoss Dutt, 2d ditto,	
15	Sibchunder Mitter,	} <i>Unemployed.</i>
16	Chundercomar Dutt, ditto,	

Certificates according to the prescribed rules have been given to Anund Kissen Bose and Chundi Churn Sing.

The Government has notified its willingness to appoint a Professor of Natural and Experimental Philosophy, and also a Professor of Civil Engineering to be attached to this institution, on condition that the lectures be open to students of all classes and religions. The management has agreed to

this proposition, and has recommended that a fee of 16 rupees per term levied on the pupils of this institution as well as all others who may attend those lectures, one-half to be paid to the lecturer, and the other half to be appropriated towards defraying the expences of fitting up and lighting the hall, keeping the apparatus in good order, and other incidental charges. The new hall on the western side of the senior department, the managers propose to appropriate to this purposc.

No lecturer on Political Economy has yet been appointed. In the mean time the subject continues to be taught, as formerly, by the Headmaster.

The general conduct of the students is reported to be remarkably good, and the discipline of both the senior and junior departments is well prescrved. The conduct of the scholarship holders has in general been very satisfactory, and though they cannot be said to have behaved all equally well, none have on the ground of misconduct subjected themselves to the loss of their scholarships. The Principal remarks, that he has reason to be satisfied with the manner in which the Professors and the Headmasters have performed their duties during the past year, and that the Assistant Teachers also, and Pundits (with the exception of Ramma-rayen, dismissed by order of the Committee for gross misconduct) appear to have given satisfaction to their immediate superiors.

Mr. Lewis, Headmaster of the senior department, has obtained leave of absence for 12 months on medical certificate. Mr. Halford, the 2d Master of the senior department, has been promoted to officiate as Headmaster during the absence of Mr. Lewis; and Mr. Brennand, who was employed for a few months as the officiating 2d Master on a former occasion, has been appointed to act for Mr. Halford. Mr. Giblin, the 3d Master in the senior department, resigned on the 19th February 1844, and his place has been filled up by promotion among the Teachers within the College; and the last place has been supplied by the appointment of Horo Sunker Doss, late Headmaster of the General Assembly's School at Fort Gloster.

The buildings have lately undergone a thorough repair. The two new wings have been completed. *The castern one is appropriated as an additional school-room in the junior department, and the western one is reserved for a Lecture Room. Two covered passages between the old and new buildings, to connect them together, and also the

removal of the southern railing farther south, to make sufficient play-ground, are much required, but at present there are no funds on hand to meet these disbursements, as appears by the following statement:—

Estimate of cost of two new wings sanctioned by Government,	19,597 15 10
Additional expences for digging the foundation deeper in consequence of the very bad ground on the eastern range of the building,	65 0 0
	<hr/>
	19,662 15 10*
Funds advanced to the civil architect,	9,000 0 0
On hand,	516 14 6
	<hr/>
	19,516 14 6
	<hr/>
Unprovided for,	146 1 4
Besides the cost of two covered passages above referred to,	491 8 0
And expence for the removal of the south railing, estimate not made.	

The finance of the institution is in a satisfactory condition, the management being enabled to meet all disbursements without drawing to the full extent of the assignments allotted to the Institution by Government. A statement of the receipts and disbursements is noted in the margin.

FINANCE.—*Hindoo College.*

Collection of Schooling, &c.....	29,322	8	9
Drawn from Government.	26,276	0	7
Total Disbursements ..	55,598	9	4
<i>Patsala.</i>			
Collection of Schooling, &c	813	14	4
Drawn from Government.	1,526	8	4
Total Disbursements,....	2,340	6	8

The Patsala was examined by the Professors of *Nyaya* and *Smrite* of the Sanscrit College, and they express the highest satisfaction at the result of the examination, and state that they were most agreeably surprised to find that the boys of this institution, without a knowledge of the Sanscrit Grammar, could write and answer so correctly and so like

* Captain Goodwyn's estimate is less Co.'s Rs. 28-1-7.

Sanskrit scholars. Moreover, add the Examiners, such a system of vernacular tuition not being in practice in former times, men of business in judicial and other departments, as it is very evident to every one, were almost unable to read and write vernacular correctly. The Examiners think that if a few of the best pupils were annually transferred to the Hindoo College, and placed on the free-list, it would still further increase the efficiency of the Patsala, and prove an encouragement to the cause of vernacular education.

The Superintendent reports:—

- 1st. That there is an improvement in attendance.
- 2d. Strict attention has been paid to cleanliness, and the general conduct of the students has been good.
- 3d. No change has taken place in the system of instructions.
- 4th. No deviation has been made from the general rules.
- 5th. The ages of those admitted during the year average between 5 and 6 years, and they brought very little knowledge when they entered the institution. The lower classes, however, are now filled with very many promising young lads.
- 6th. Conduct and qualification of masters good, with one exception, whose services have been dispensed with.
- 7th. Success of those who were promoted to the Hindoo College for English education, satisfactory in their respective studies there.

SCHOOL SOCIETY'S SCHOOL.

This school was examined in General Literature and History by Mr. Lewis, the Headmaster senior department; and Mr. Halford, the 2nd Master senior department; and Mr. Jones, Headmaster junior department, Hindoo College; and in Mathematics by Mr. Rees, the Professor of Mathematics of that institution.

Mr. Jones examined from the 8th to 14th classes; Mr. Halford, in General Literature, the 1st, 2d, and 3d classes, and also generally the 4th to 7th classes; and Mr. Lewis examined the 1st, 2nd, and 3rd classes, in History.

Mr. Jones reports, "I examined the junior classes, and found that they had made satisfactory improvement. I was assisted by Baboo Isser Chunder Saha, of the junior department Hindoo College, who heard the explanations in Bengalle. The pronunciation of all the classes was, however, more or less faulty, and I fear that this defect cannot be remedied until the funds of the school admit of the

engaging masters of a higher standard of education. The progress of the upper classes has been retarded during the past year by the absence, on sick certificate, of many of the masters."

On the examination in literature, Mr. Halford observes— My recollections of last year's examination induced me to direct my attention rather closely to the oral reading of the pupils, in which I observed a manifest improvement, but by no means so general in the four upper classes as in the junior ones that came under my inspection, with whose readiness in explanation I was much pleased ; the lists I used convincing me in most instances, that it was no mere effort of memory. In the first class, I would especially recommend Nobin Chunder Dey and Rajnarain Goopto, the style of reading of the former, in particular, struck me as being remarkably judicious, that of the latter being a little too tame on the subject. Both pupils, however, exhibited a clearness of comprehension in handling the questions I put to them, which I thought highly creditable. Mohunloll Shome, though a little crude at present, appears to be a very promising pupil, as well as Nobin Chunder Laha, Ram Chunder Sircar and Muttilloll Goopto. In the second class, Hem Chunder Paul did very well, together with Gobindolall Roy. The names quoted are all those of pupils whose general progress, as well as particular attainments in literature, struck me as conspicuous."

On the examination in mathematics, Mr. Rees reports that, generally speaking, the boys have acquitted themselves remarkably well. The examiner adds, that, encouraged by last year's examination, he raised the standard of the algebraic questions, and that the manner in which they were solved reflects great credit upon the mode in which the pupils have been trained by their mathematical teacher, Baboo Radhamadub Dey and Sarodaprosaud Biswas. The examiner mentions

1st Class, 1	Nobinchunder Dey.
" 2	Greeshunder Bannerjea.
" 3	Goroo Churn Singh.
2 "	4 Charachurn Chowdry.
3 "	5 Iswer Chunder Doss.
" 6	Annoda Persad Mokerjea.
" 7	Sreenath Chundre.
" 8	Nobin Chunder Comar.

the names of eight students (in the margin) who have much surpassed all others of their respective classes, and in conclusion states, that "it is justice to add, the 2d class of the Hindoo College receives annu-

ally from the school its best recruits, and the greater number of my best scholars in the College were nursed in this seminary."

The visitor reports,—

1st. Attendance much improved, admissions during the past year 81, withdrawals 104.*

2nd. General conduct of students satisfactory, with four exceptions, who have been expelled. Strict attention has been paid to cleanliness.

3rd. Progress of the upper classes has been somewhat retarded by the absence on sick leave of several of the masters.

4th. The greater portion of the boys admitted were placed in the last class, their ages varying from $6\frac{1}{2}$ to $9\frac{1}{2}$ years.

5th. Conduct of masters satisfactory.

The undermentioned boys, who distinguished themselves highly at the annual examination, have been promoted to the Hindoo College in conformity to the rules of the school:—

1. Rajnarain Goopto.
2. Nobin Chunder Dey.
3. Greeschunder Bannerjea.

Much inconvenience has been felt for a suitable building for the school house. The arrangement noticed in the 29th paragraph of the last report has been unavoidably delayed to be carried into effect, but the subject will now receive the early attention of the management.

The aggregate number attending the Hindoo College, the Patshala, and the School Society's Branch School on the 31st December 1843 and 1844, is subjoined:—

	1843.	1844.
Hindoo College,	498	499
Patshala,	144	170
Branch School,	451	450
	<hr/>	<hr/>
	1,093	1,119

The increase is chiefly in the Patshala, which continues steadily to improve. There is also a considerable increase in the Hindoo College itself, though it appears not, as the above statement does not include the vacancies in the Free list, amounting on the 31st of December 1844 to 8 or 10, and which can at all times be instantly filled up.

* By death	17
Struck off for irregular attendance, and for non-payment of Schooling	62
Expelled	4
	<hr/>
	104

SANSKRIT COLLEGE.

24th Year.

CONDUCTED BY THE COUNCIL OF EDUCATION.

*Establishment on the 30th April 1845.*Russomoy Dutt, *Secretary.*

Office of the Assistant Secretary vacant.

Gobind Chunder Seromonec, ... *Officiating.*Tirranauth Sarma, *Professor 1st Grammar class.*Dwarkanauth Sarma, *Ditto 2d ditto.*Ramgovind Sarma, *Ditto 3d ditto.*Joygopal Sarma, *Ditto Sahitya.*Premchandar Sarma, *Ditto Alankar.*Yogodhan Sarma, *Ditto Jyotish.*Joynarayan Sarma, *Ditto Nyaya.*Bharet Chunder Sarma, *Ditto Smriti.*

ENGLISH DEPARTMENT.

Russiclall Sen, *Head Master.*Shama Churn Sircar, *Second Master.*

The number of students on the roll this year amounts to considerably more than the last ; at present (31st December 1844) there are in the Grammar classes,

I	42
II	51
III	35

128

Sahitya class,	19
----------------------	----

Alankar ditto,.....	9
---------------------	---

Nyaya ditto,	10
--------------------	----

Smriti ditto,	16
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182

Total on the roll on the 30th September 1844,.....	153
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Average attendance between 1st October 1843 and 30th September 1844,.....	94
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In the English Department, total on the roll on the 31st December 1844,	70
Ditto on the 30th September 1844,	71
Average attendance between 1st October 1843 to 30th September 1844,	47

The scholarship examination was conducted under the immediate superintendence of Captain G. T. Marshall, Secretary to the college of Fort William, on the 4th, 5th, 7th, 8th and 9th October last; and the exercises performed by the competitors having been examined by that officer, he reports as follows:—

“ In the senior department, Dinobundee and Sreeschunder, holders of scholarships of 20 rupees a month, are worthy to continue to retain that sum; Chandramohan and Bholanath, holders of scholarships of 15 rupees, deserve to be promoted to the higher grade of 20 rupees. Priyanath, Madhusudan* Gupta, Kalicumar,* Harischandar, Joy Gopal, and Kedarnath,* holders of 15 rupees scholarships, are worthy to retain their position. Among the candidates for senior scholarships, two only came up to the standard, namely, Rajkisto (out-student) and Brajomohan, holder of a junior scholarship, the former being the best of the two.

Khetralall, Rambrama, Ramgopal, and Madhusudan, holders of junior scholarships, do not come up to the higher standard, but are worthy to retain their present position.

In the junior list, the undermentioned deserve to retain their scholarships, namely, Tarasankar, Kaliprasanna, Syamacharn, Haladhur (out-student), Harinath, Madhevchander, and Ramkisto. Amongst the candidates, the following are worthy to receive scholarships, according to the existence of vacancies, and their merits are in the gradation in which they are mentioned, namely, Jagamohun, Ramanath, Ramnarayan, Harilall, and Chundrakant.

The general proficiency in the senior department appears to be somewhat unsatisfactory. The students seem to devote much attention to the department of science, which they are particularly studying, and to neglect general literature. The students of the junior department have in every respect acquitted themselves with great credit. The exercises of Tarasankar, Kaliprasanna, Syamacharn, and Haladhur (out-student), are particularly deserving of commendation.”

In conformity to the recommendation of the examiner, the

* These have completed their time of study, and their names have been struck off the roll on the 1st instant, according to the rules of the college, *vide* para. 5, and 1, 2, and 3.

following appropriation of scholarships has been made for the year 1844-45, *i. e.* from 1st October 1844 to 30th September 1845:—

SENIOR SCHOLARSHIPS.

1	Dinobundhee,	...	...	retains	...	...	20
2	Srishchunder,	...	...	„	...	...	20
3	Chandramohan,	...	...	promoted	...	20	
4	Bholanath,	...	...	„	...	20	
						—	80
5	Priyanath,	...	...	retains	...	...	15
6	Harischandar,	...	...	„	...	...	15
7	Joygopaul,	...	...	„	...	...	15
8	Brajmohan	...	...	promoted	...	15	
9	Rajkisto (out-student)	new	...	...	...	15	
						—	75 155

JUNIOR SCHOLARSHIPS.

10	Tarasankur,	...	...	retains	...	...	8
11	Jadunath,	...	...	„	...	...	8
12	Kaliprasanna,	...	...	„	...	...	8
13	Janookeynath,	...	...	„	...	...	8
14	Harinath,	...	...	„	...	...	8
15	Syamacharn,	...	...	„	...	...	8
16	Khetralall,	...	...	„	...	...	8
17	Madhvachundur,	...	...	„	...	...	8
18	Jadevchundur,	...	...	„	...	...	8
19	Madhusoodan,	...	...	„	...	...	8
20	Rambrama,	...	...	„	...	...	8
21	Ramgopaul,	...	...	„	...	...	8
22	Ramkisto,	...	...	„	...	...	8
23	Jagamohan,	...	...	new	...	...	8
24	Ramanath,	...	...	„	...	...	8
25	Haladhur (out-student)	retains	...	...	...	8	128
						—	
							283

So that all the scholarships allotted to this institution are filled up, with the exception of three senior scholarships of 15 rupees each.

Tabular statements of the comparative merits of candidates for senior and junior scholarships are annexed, marked Nos. 1 and 2.

Certificates of proficiency according to the rules, are to be granted to the following students, who have completed their time of study in the College, viz.

1. Kedarnath, senior scholarship holder of the value of 15 rupees.

2. Kalicumar, ditto ditto.
3. Madhusudan Guptoo, ditto ditto.
4. Ramdhan, stipendiary student.
5. Umacharn, ditto.
6. Madhevchundur, ditto.

In the month of May last, Mr. R. N. Cust, of the civil service, placed in the hands of the Council of Education a sum of 200 Co.'s Rs., for the purpose of being awarded in a prize of 50 Rs. during each of the years 1844, 1845, 1846 and 1847, to the student of this institution, who, upon a given subject, shall produce a copy of Sanskrit Slokes in the Auneeshtube Metre, as occurring in the Dharma Sastra of Menu, and the Ramayana—the number of the Slokes not to be less than twenty-five, and to be varied by occasional introduction of the Indra Vajra and other metres. The whole to be accompanied by a translation in pure and elegant Bengalli. The decision of the prize, however, is not to be affected by the comparative merits or demerits of the Bengalli translation, unless in cases where the examiner shall pronounce the Sanskrit composition of any two or more competitors to be equal—in which case the merits of the Bengalli translations are to be taken into consideration.

Captain G. T. Marshall, the secretary to the College of Fort William, kindly undertook the duty of selecting a subject, and superintending the compositions of the competitors, and examining and reporting upon them.

On the 6th December 1844, twelve candidates were assembled at the College of Fort William. The subject given was, "The advantages of good government." The exercises were performed by the competitors in the presence of Captain Marshall, who, after examination of them, reported as follows:—

"Only two candidates, namely Sreeshchander and Dino-bundhee, succeeded in producing the stipulated number of Slokes, namely twenty-five. The composition of Sreeshchander is superior in merit, and to him therefore I recommend that the prize be given. The essay of Dino-bundhee is next in merit to that of Sreeshchander. All the rest, besides being deficient in the number of Slokes, fall short of these two as compositions. That of Tarasankur ranks next, and is deserving of approbation."

In accordance to the above recommendation, Mr. Cust's prize of 50 rupees for 1844, is awarded to Sreeshchander.

With reference to the observation of Captain Marshall as to the senior students neglecting general literature, it may

not be out of place to mention here that inconvenience has been felt at this Institution for want of some of the most popular works of general literature, such as Magh and Kiratarjoona ; works on arithmetic (Lilavati and Vija Ganita) are also wanting. These works are all out of print, and as the printed Sanskrit works generally are almost unsaleable, no individual would undertake to print them without the assurance of his expenses, at least being repaid by the sale of the works. The statement of the yearly Government assignment to, and the actual expenses of this institution, noted in the margin, shews a considerable saving, and some part of it might be appropriated for the purchase for this institution of such a number of the standard works of this nature from the printer, as

Government Assignment
Co.'s Rs. 24,000.

Actual expenses, from Ja-
nuary to December 1844, Co.'s
Rs. 16,930-2-3.

may induce him to undertake the printing.

The Grammar classes and 2 students of the Sahitya class, and 3 of the Smriti class, who were considered unfit to compete for scholarships, were examined by the professor of Alankar and the officiating Assistant Secretary, and the result of the examination they reported as follows :—

Grammar, Class 3d. 31 students.—Very satisfactory, 4 ; satisfactory, 2 ; middling, 5 ; unsatisfactory, 14 ; absent, 6 —total, 31.

Grammar, Class 2d. 37 students.—Very satisfactory, 7 ; satisfactory, 4 ; middling, 5 ; unsatisfactory, 8 ; absent, 13 —total, 37.

Grammar, Class 1st. 30 students.—Very satisfactory, 8 ; satisfactory, 4 ; middling, 3 ; unsatisfactory, 8 ; absent, 7 —total, 30.

Sahityl Class.—Middling, 1 ; unsatisfactory, 1 —total, 2.

Smriti Class.—Middling, 1 ; unsatisfactory, 2 ; total, 3.

The totals of the different classes, 103.

The examiners recommended the usual award of small money prizes, to be distributed amongst 19 meritorious students of the Grammar classes, which have been awarded according to the list annexed No. 3 :

4 Students of 3d Grammar class, ...	Co.'s Rs.	34	0	0
7 Ditto of 2d ditto ...	...	50	0	0
8 Ditto of 1st ditto ...	...	66	0	0
19 Ditto ...	...	150	0	0

The English department was examined by Mr. G. Lewis, Head-master of the Hindoo College, on the 4th and 7th

October last, and his report is unsatisfactory, as compared with that of last year:—

1st Class.	Reading, indifferent. Explanation, a failure. History, ditto. Geography, ditto. Grammar, satisfactory.
2d Class.	Reading, bad. Explanation, satisfactory. Grammar, three good and rest indifferent. Geography, little progress.
3d Class.	Pronunciation and Explanation, good. Grammar, little progress.
4th Class.	Pronunciation and Explanation, good.
5th Class.	Read alphabets and easy words—many boys out of all these 5 classes were absent from the examination.

The examiner recommends, 1st, a restriction as to admission to the age of 14 ; 2d, allotment of a junior scholarship ; and 3rd and lastly, appropriation of a longer space of time than two hours daily for the English study. This last recommendation however cannot be adopted without detriment to the Sanskrit studies of the students.

In conclusion, Mr. Lewis remarks, “ that if little has been effected, it is not to be attributed to want of zeal or ability on the part of the Headmaster, Russicall Sen, or his assistant Syamacharn Sircar : I have every reason to believe that both these individuals deserve praise for having effected so much as they have done under the difficulties they have had to contend with.”

No prize has been awarded to the English department this year.

In the instructive establishment, the Professor of Grammar, 1st class, has resigned, being incapacitated from old age and infirmities ; and the Professor of Grammar, 2nd class, is dead ; the places have not yet been permanently filled up. The teaching of the classes is conducted by officiating incumbents.*

The general conduct of the Professors has been perfectly satisfactory.

At the annual distribution of prizes to the successful students of the Hindoo and Sanskrit Colleges, held in the Town Hall on the 28th January, the Governor-General spoke to the following effect :—

“ I am desirous, before the prizes are distributed, on this, the first time I have presided on such an occasion in the Town Hall of Calcutta, to

* The appointments have since been permanently filled up.

express the high satisfaction I derive from observing the care and success with which the affairs of the Hindoo College are conducted. From the Essay that has been just read and those that have been recorded in former years, as well as from the written answers of the students, I think abundant proof is afforded of the fitness of the system of education pursued in the College, and the efficiency with which that system had been carried out. These also furnish a proof that the native intellect with proper culture and training is capable of the highest attainments in knowledge.

" It is with reference to this consideration that I wish to draw your attention to the facility and frequency of intercourse between the British Isles and this country, afforded by steam communication. This state of things justifies me in indulging the hope that with the improvement of manners and morals, and the expansion of intellect arising from education, many of the natives of this country will visit Great Britain, and find a welcome among its inhabitants by the amiability of their manners and the excellence of their character. This I think is not by any means a visionary speculation, for a native of this country belonging to a commercial house has actually within the last three years undertaken a visit to Europe, and one of the consequences of that visit is, that Dwarkanath Tagore has, by his conversation and intelligence, favorably impressed the people of England, in regard to the natives of this country. He also received the most favorable countenance from our gracious sovereign, and obtained from Her Majesty the portraits of herself and of her illustrious consort, which within the last few days have been landed in Calcutta, and which I hope will soon ornament the walls of this building. There are numerous other advantages, necessarily accruing to the natives of India from a sound system of education, and from familiar intercourse with Great Britain and its inhabitants, which must be obvious to you all, and upon which it is unnecessary that I should dilate. But I must point out to you the honorable path of ambition that is open to you in the public service of the Government, in the courts of law, and in the prosecution of commercial enterprize; and impress upon your minds that it is by education alone that you can hope to succeed in any of these pursuits, or become useful members of society. My views on this subject have already been fully made known in the resolution of the 10th October, and I here declare my determination fully, fairly and impartially to carry those views into effect. Already a College has been established at Patna, and arrangements have been made for opening schools in every district of Bengal for the instruction of the people in the vernacular language. As to the system under which these will be conducted, I think it premature to say any thing now, but I do not doubt of their success to the utmost desirable extent. Without however undervaluing the importance of a correct and thorough knowledge of your own language, I earnestly recommend to you the study of English, not abstractedly, because it is our tongue, but because it opens up to you the whole field of our literature and science, and because through it you may become familiar with the greatest efforts of human genius, whether in invention, discovery, or the deductions of the soundest philosophy. But I must also guard against the possibility of being supposed to recommend you to neglect your own language. Learn it, study it, become so familiar with it, that all you acquire in a foreign language you may be able to teach in your own, and thus divide with your countrymen the benefits you receive at our hands.

" In addition to the schools of which I have spoken, the Government

has decided on establishing two new Professorships in the Hindoo College, one of Natural Philosophy, the other of Civil Engineering, and they will be filled up as soon as competent persons can be found. I think it right to mention that by the liberality of the Council who conduct this institution, these classes will be open to persons of every religious persuasion. The valuable apparatus indispensable to the former chair has recently arrived; it was sent out under the zealous care and superintendence of Sir Edward Ryan, a gentleman with whom I am personally unacquainted, but whose high character as the late learned Chief Justice of the Supreme Court, and the enlightened friend of every measure promising increased happiness and prosperity to the people of this country, must make his name for ever respected by you. I feel myself bound to acknowledge the honourable services of the members of the Council of Education, and I cannot over-estimate the zeal and philanthropy which have in particular distinguished my honorable friend and colleague on my right, (Mr. Cameron). Nor can I be silent on the services rendered to the Hindoo College by the Advocate-General, Mr. Lyall, who volunteered a course of Law Lectures, the value of which I have the authority of Sir Henry Seton and the Hon'ble Mr. Cameron for saying, was sufficiently marked by the acquirements of several of those who enjoyed the benefit of them. When you remember the many other calls all these gentlemen have on their time, you will feel the debt of gratitude due to them. To all the Masters of the College also acknowledgments are due for the efficiency with which they discharge their various duties; more especially to Mr. Kerr, the Principal, whose untiring and virtuous efforts to do justice to the responsible position in which he is placed are as honorable to himself as they are valuable to the great cause we all have at heart. If this general good feeling and these individual efforts are continued, we shall year by year have more abundant evidence of the blessings that follow in the train of intellectual culture, in the improved social and moral condition of the people of this vast empire."

CALCUTTA MUDRUSSA.

21ST YEAR.

*Detailed Establishment of the Calcutta Mudrussa on the
30th April 1845.*

ARABIC DEPARTMENT.

Lt.-Col. S. D. Riley, ...	... <i>Secretary.</i>
Hafiz Ahamud Kubeer, ...	... <i>Native Assistant Secy.</i>
Molovy Mohomud Wujeeb, ...	... <i>Principal.</i>
Molovy Busheeroodeen, ...	... <i>2d Preceptor.</i>
Molovy Noorool Hugg, ...	... <i>3d Ditto.</i>
Molovy Mohomud Ibrahim, ...	... <i>4th Ditto.</i>
Molovy Khadeem Hussien, ...	... <i>1st Assistant.</i>
Molovy Gholam Nubbee, ...	... <i>Offig. Ditto.</i>
Molovy Ujeeb Ahamud, ...	... <i>2d Ditto.</i>
Molovy Cumber Alee, ...	... <i>3d Offig. Ditto.</i>
Molovy Mokhlisar Ruhman, ...	... <i>Offig. Ditto.</i>
Molovy Rusheedoon Nubbee, ...	... <i>Professor of Regulation.</i>
Molovy Abdoor Ruheem, ...	... <i>English Writer.</i>
Lokenath Roy, ...	... <i>Librarian.</i>
Molovy Ajeeb Ahamud, ...	... <i>Khuteeb.</i>
Afiz Ahamud Kubeer, ...	... <i>Mowzzin.</i>
Mohomud Qudeer, ...	... <i>Mowzzin.</i>

ENGLISH DEPARTMENT.

Mr. A. G. Martin, ...	... <i>Head-Master.</i>
Mr. T. C. Vaughan, ...	... <i>2d Ditto.</i>
Mr. J. E. Clinger, ...	... <i>3d Ditto.</i>
Moktaram Pundit, ...	... <i>Bengalee Ditto.</i>
Juggut Chunder Roy, ...	... <i>Librarian.</i>

The following Reports upon the Annual Examination in the Mudrussa were forwarded by Lieut.-Colonel Riley, Seeretary to the Institution :—

1. Report of the Qazil Qöozzat Fuzlöör Ruhman of the Sudder Dewany Adawlut, on the Students in Logie, Natural Philosophy, and Prineiples of Law. Students 74.

2. Report of Qazee Ubdööl Baree, Town Qazee, on the Students in the Law Department. Students 36.

3. Report of Mouluvees Mohomud Ukhbar Shah, and Khadim Hossein, Hooghly Moohsineeyuh College, on the Students in Arithmetic and Geometry. Students 29.

4. Report of Moulvee Varith Ullee, on the Students of Rhetoric. Students 28.

5. Mudrussa College Secretary's Report on the Students of Grammar, General Literature, and Government Regulations. Students 68.

6. Dr. Mouat's Report on the Students of the English Department of the Mudrussa. Students 54.

7. Capt. Marshall's Report on the Students of the Bengalee Department. Students 27.

There are at present on the Mudrussa College, Foundation Scholars 140, of which 28 are stipendiary—being 26 for the Arabic and 2 for the English department.

Lt.-Col. Riley observes:—

"My appointment as Secretary to this institution is recent. I received charge of it from Dr. Mouat on the 15th August 1844. The present is my first annual return of the Mudrussa College department, Scholars and Periodical Report of general proceedings. I am glad to be able to state that the system of instruction pursued is very creditable to the Moulvees and teachers who belong to it.

"Since the order from the Deputy-Governor of Bengal, directing the pay system of education to be introduced into the English Department of this Mudrussa College, to be realized from those students who did not study Arabic learning, sixty boys have been withdrawn. This arrangement had been effected a short time previous to my coming into office. Advertising on this head to letter No. 565, 14th September 1844, from the Secretary Council of Education, directing special attention to para. 21, page 22, Report of the Council of Education for the past year, pointing at a stimulus which might induce the Moosulman population to send their sons more freely to the Mudrussa College, for instruction in English as well as Arabic learning, I have the honor to state, First, The regulation by which the English department in this Mudrussa is ruled, precludes being admitted those who are above eight years of age, and which is considered as an impediment by Moosulmans who do not in general desire to send their sons before they have attained the age of twelve years, for reasons of their own approval. Secondly, the actual establishment of colleges and schools in other zillahs of the Company's territories induces Moosulmans of those zillahs, as matter of convenience, to prefer availing themselves of those nearest at hand, where they can have instruction in English as well as their own learning *ad libitum*. Thirdly, The acquirement of a proficiency in English having for them (as hitherto supposed) no other

advantage than the knowledge of another language, without the hope of employment in the public service as a reward for exertion in the attainment of it, they become indifferent to a close and general cultivation of what they consider as rather ornamental than useful.

“ No doubt both Hindoos and Mussulmans hail with unaffected joy the Goverment notice, 10th October 1844, which holds out the promise of such an advantage to them. The Council of Education have done me the honor to call for my opinion. I have no hesitation in affirming that were it made obligatory on future Mussulman candidates for employment in the public service to produce College certificates of a sufficient proficiency in English writing and reading, as well in their own sciences, is it not probable such an arrangement would materially increase the number of Mussulman students in the English language? The persuasion that such qualification would give a stronger claim to selection for preferment in the service would (I should say) act as an efficient stimulus, without meaning to trench, however (for such it may be believed is not the intention of Government) on the equally strong claims for patronage in this respect of Europeans, Anglo-Indians, who possess the requisites of Education. Character and respectability in a provision of the state, made and matured for the general benefit of the three classes, Christians, Mussulmans, and Hindoos, the dependent subjects of its empire.

“ I now turn with pleasure to letter No. 474, dated 31st August, from the Secretary to the Council of Education, desiring my opinion on the merits of the Mudrussa College, touching its efficiency as a learned body, ‘ the fame it has acquired throughout the establishment, the erudition of its professors and scholars! ’ From what I have observed and considered I cannot object to concur in opinion that the Mudrussa College of Calcutta stands on an equal footing (to say the least) with any similar institution, wherever located, for the cultivation of Arabic learning. Here are taught Grammar, Logic, Rhetoric, Arithmetic, Geometry, Natural Philosophy, Poetry, Prose, and letter-writing composition, together with the whole body of the Mussulman Law, with every prospect of success. Diligence, unremitting application, and the desire of emulation, must put the pursuers of them in possession. The liberality of Government may be said to have ensured in a great measure this success, facilitating the means of such attainments by placing an ample collection of literary works in type and manuscript within the reach of preceptors and their students. It was

the paucity of books, correct copies of standard works in number proportionate to demand, which in former times, here and elsewhere (in the Moosulman world) that had for centuries cramped their efforts in endeavouring to become fully accomplished, and profound Scholars, in much of the learning embraced by the Arabian language. This difficulty is fast disappearing. Type, like another railway, accelerates progress, while it increases confidence as to accuracy of text. That portion of the life of a native scholar which he might have spent in the drudgery of transcribing the book of the study, and that too from a manuscript of whose accuracy, the text, he could entertain no better certainty than of his own, now reverts to him. The Moosulmans of India, *i. e.* of British India, are in possession, both present and prospective (as far as they choose to be so) of all the learning they profess to cultivate—whether through the medium of original works in Arabic, or by works of translation in it (as they agree) founded on the basis of their best authority. The Arabic language in this country as a classic tongue has been well disseminated by the late Dr. Lumsden in his learned labours at the College of Fort William. Moulvees Ilah Dad and Jan Ullee and Shykh Uhmud, Spurwanee of Yumun, all deceased, were his efficient colleagues. These, with other learned men, have, by their valuable studies in the works they have compiled, placed Arabic erudition wholly at our disposal. All then, that the Mudrussa College, Calcutta, as a learned body, has now to do (I would say) is to tread in the footsteps of such able guides; and while its professors and students are accomplishing themselves in the sciences they pursue, they should not forget to increase the stock of knowledge already obtained, following the examples set them, and aiding continually to the resources of their own College by literary works of their own composition.

“ Mouluvee Hafiz Ahmed Kubeeb, assistant secretary, is a learned, respectable, and affable man—has visited Mecca, Medina, Palestine, Damascus, and Egypt, and is very conversant in Arabian manners and learning. Mouluvee Ubdoor Ruheem, sometime teacher of Arabic and Persian with the late Dr. Lumsden of the Fort William College, has greatly contributed to facilitate a profound acquisition of this standard language by his translation of the Lexicon “ Qamoos” of Feerozbadee, from the Arabic text, into the Persian language, by giving native students the contents of Dr. Lumsden’s Anglo-Arabic Grammar, compiled in the Persian language, with other valuable works of science acknowledged as such amongst Moosulmans, in number ten : amongst them

a Turkish and Persian vocabulary, very useful in its way, while his works in grammar, in general, &c., are said to be in use both at Meeea and Medina.

“ Mohomed Vujeeh, prineipal of this Mudrussa Collge, is also a man well read in Arabic, and the remaining pre-eetors are all suffieiently competent in their respetive situations, and in the discharge of the duties they have to perform. I trust they will continue to do so to the satisfaetion of the Councel of Edueation, and to that of the Government, whose countenance they enjoy. Moulvee Ibrahem, 4th preeeptor, is preparing for the press a translaion of the poems of Moolunbbee, from whieh it may be inferred there exists no mistrust of ability on his part in either Persian or Arabic.

“ Messrs. Martin, Vaughan, and Clinger, are the head master and assistants in the English department, and are considered fully competent to give every instruction in English literature.

“ The Mudrussa College edifice at Kolinga is now undergoing repairs, by whieh its appearanee as such will be much improved, and a few domiciliary regulations being drawn up and suspended in conspicuous placees on the walls, I hope will suggest a greater respet for eleanliness (referring to them) after the white-washing of the interior throughout.

“ Finally, I would beg to suggest for the consideration of the Councel of Education, that preferment in the several grades of prineipal and preeeptor, in this Mudrussa College be not invariably restricted to the priority of individuals as their names are borne on the long roll of the Mudrussa establishment, but rather that superior learning, and talents, united with respectability of character and approved conduct, be permitted to take place, whenever available, in preeeptors within or without doors—on the oecurrencee of vacaneies—subject to the decision and confirmation of the Council (reference being duly made) as to its being carried into effect. Your letter No. 790, dated 30th November 1844, recently received, does indeed bear on this subject, and may perhaps be considered to have set it at rest. I would also submit that preeeptors, who are not found in their placees at the appointed hours for the commeneement of daily study, after being admonished without effect, be subjeet to a fine to the amount of the time lost, to be short drawn in the abstract of monthly pay due to such individual, and this also failing of the desired effect, and the particulars of the case made known in due course, such individual may be dismissed from the

Mudrussa College of Calcutta, with the approbation and by the authority of the Council of Education."

Dr. Mouat reported upon the result of the examination of the English department as follows :—

" As the whole of the first class are candidates for senior scholarships, they were not examined in detail. They read and explained passages from the play of Hamlet, and Milton's Paradise Lost, and were examined *vivā voce* in Natural Philosophy, in all of which they acquitted themselves with credit, exhibiting a marked improvement upon the previous year's progress. Their replies were quick, intelligent, and in general correct; they appear not only to have taken a greater interest in their studies, but to have become imbued with a better sense of the importance and credit of becoming more proficient in their English studies, and of wiping off the disgrace hitherto attached to the English department of their college.

" The whole of the 2nd class, with the exception of Deen Mahomed, being candidates for junior scholarships, were likewise only subjected to a very general examination, and acquitted themselves in a satisfactory manner, not so much so as the first class, but sufficient to justify mentioning them with praise. Their order, attention, quickness, and a marked improvement upon the idle, slovenly, listless manner which characterized them at the previous annual examination, were such as to reflect much credit upon Mr. Vaughan, considering the short period during which they have been under his care, and the well known difficulty of eradicating confirmed bad habits, and the effects of inefficient instruction. On a review of the whole proceedings attendant upon the examination, I have no hesitation in expressing an opinion that the department has improved as much as could be expected in the time, and that if it should continue to progress in a similarly creditable and satisfactory manner, a very few years will remove the stigma at present attached to it, and prove that the Mahomedans are quite as capable as the Hindoos of becoming sound and proficient English scholars.

" Deen Mahomed had been sick for three months, and was not sufficiently recovered at the time of examination to be questioned to any great extent in the studies of the year. His general conduct was stated to be satisfactory, and I hope he will be able to make up for the lost time next year.

" The third class is divided into two sections. Their progress was fair, and they exhibited tolerable acquaintance with the subjects taught—but there was still great room for

improvement in pronunciation, industry, smartness, and regularity of attendance. For some of these deficiencies the master Mr. Clinger, is not responsible, and two of the boys, Asalut Khan and Doomun Khan, are so hopelessly dull, that although they have been between three and four years in the Institution, they have made so little progress as to render it unadvisable to retain them, and as they exhibit no prospect of ever doing any good, I beg leave to recommend their dismissal. The only boys deserving of prizes are Velayeth Hoseyn and Imdad Khan. None merit any reward for regularity of attendance.

"The second section of the 3d class consists of 10 boys. This is a more promising collection, and with two or three exceptions, pleased me much with their general intelligence, quickness, and progress. I beg to recommend Moossa Alie and Warris Alie for prizes for general proficiency, and Warris Alie and Norsullah for a small prize each for regularity of attendance.

"I directed Mr. C. T. Vaughan, the Officiating Headmaster of the department, to examine the 4th class, the studies of which are of so elementary a nature as to need no special mention. The following is an extract from his report:—

The first section, consisting of 6 boys were examined in the English Reader, No. 1, with translation into Hindoo, and on the whole acquitted themselves creditably. Their pronunciation was fair, and they readily explained the meaning of the words and sentences. In spelling (words of two syllables from the No. 2 Spelling Book) they did not appear to be very satisfactorily grounded. I have accordingly directed Mr. Clinger's best attention to this subject. With the geography of Asia I was happy to find them very familiar, and in the simple rules of arithmetic they appeared to be fairly versed.

One of these boys, Zummerooddeen, however, signally failed in almost every respect. Although nearly 17 years of age, he is incapable of joining a higher section, which circumstance, in addition to his general inattention to his studies, induces me to recommend his name being struck off the list.

The second section consisting of six boys, read the Reader No. 1, with Hindoo meaning, and spelt words of one syllable very satisfactorily. They worked sums in simple addition and subtraction correctly.

The 3d section, consisting of thirteen boys, read for the most part simple sentences of words of one syllable. The rest had not advanced further than the alphabet.

The examinations of these sections, on the whole, afforded me satisfaction. The returns are forwarded herewith.

"As Mr. Vaughan has not specified to whom he would recommend prizes to be given, I beg leave to propose that the three first boys in each section should receive some suitable reward.

“ On a review of the whole proceedings attendant upon the examination, I have no hesitation in expressing an opinion that the department has improved as much as could be expected in the time, and that if it should continue to progress in a similarly creditable and satisfactory manner, a very few years will remove the stigma at present attached to it, and prove that the Mahomedans are quite as capable as the Hindoos of becoming sound and proficient English scholars.

“ With reference to the candidates for English scholarships, it appeared, from the report of the examiners, that none of the students of the Mudrussa were yet qualified to hold senior scholarships. Abdool Lutteef was recommended to retain his junior scholarship, but on the other hand Wahadeen Nubbee forfeited, it not having been deemed expedient by the Council to lower the standard of qualification in respect to the Mudrussa, as suggested by the examiners.

“ Captain Marshall, secretary and examiner to the College of Fort William, who has always obligingly undertaken this task, examined the Bengalee department, and reported that the general proficiency evinced was very creditable. The following students specially deserved commendation, viz. Deen Mahomed, of the 1st class, Ejjutwoollah, 2nd class, Mahomed Suffder, 4th class, Aubdoolguffoor and Aubdoolbury, 5th class, Mooshaby and Aubdoolbased, 6th class, Ameer, 7th class. I beg to recommend that these students should be rewarded with prizes for their diligence and acquirements. Qazil Qoozzat Fuzloo Rahman, of the Sudder Dewany Adalut, conducted the examination of the classes of Logie, Natural Philosophy, and the principles of Law, and stated that the Logie department consisted of 29 students; these were divided into 5 classes, all of which passed a creditable examination. The students who acquitted themselves most creditably, and seemed deserving of prizes are follows:

1st class, Sollam-ool-Uloom, Izhar Hosein, Zaheeroodeen.
2d class, Qootbee and Aolabulee.

6th class, Shurah Vagayah and Husun Alee.

The students attached to the Natural Philosophy department are 16 in number, divided into four classes. The undermentioned passed a good and satisfactory examination, viz. :

1st class, Shumshuzzah and Iwad Ulee.

2d class, Mut-her Ulee and Mondra Dadarbukhsh.

2d class, Myboodee, Velayet Hesen, and Wuzecrooddeen.

The students of the principles of Law department con-

sisted of 31 in number, divided into 5 classes. The following proved most proficient in their respective classes and well deserving of prizes :—

1st class, Mahomed Mahmood.

2d class, Mookhlusur Rahman and Byccesooddeen.

3d class, Gholam Hosen of Sylhutt, and Zumcerooddeen.

4th class, Nuzur Alee and Shumssoddeen.

5th class, Abdool Alce of Rookhung.

“ I shall not omit this opportunity to express that I have received great assistance from Moulvee Ukber Shaw and Moulvee Khadem Hosen, in conducting the examination, for which I am much indebted to them.

“ The students examined by me afforded perfect satisfaction, and evinced a great readiness in their answers, showing that they had applied themselves carefully to the studies in which they had been examined and also reflecting great credit on their instructors. Qazee Abdool Bazee, Town Qazee, examined as usual the junior Law department attached to the Calcutta Mudrussa on the 12th and 13th September, and reported as follows :

“ This department consisted of 46 students, divided into 5 classes, and I beg to recommend the following students to the favorable notice of the Education Council, viz. :

1st class, Hindyah and Abdool Ghuffoor.

2nd ditto, Mahomed Ukber and Mahomed Samah.

3rd ditto, Abdool Huqq.

4th ditto, Nohbah, Waheedoon Nubbee, and Abdool Summud of Burdwan.

5th ditto, Shuruh Vugyah and Abdool Ghuffoor of Patna.

“ The progress since the past year's examination seems to have been great and very satisfactory ; and reflecting credit both on their teacher and themselves, being on the present occasion more ready and better qualified than they were last year.

“ Moulvee Ukber Shaw and Khadem Hosen, of the Hooghly College, were ordered by the Council of Education to Calcutta, to conduct a portion of the Arabic examination, and stated that they examined the pupils of the Mathematical department in Arithmetic and Euclid, and that in the list opposite to each student's name, though most of them passed a creditable examination, they particularly mentioned the names of the following as meritorious and deserving of prizes—

Prize students in Euclid—

Waheedoon Nubbee, Abdool Lateef, Gafuz Ahmud, and Qumur Alee.

Prize students in Arithmetic—

Abdool Sunnud of Burdwan, Rumeezoodeen, Abdool Rahman of Burdwan, and Busheeroodeen.

Col. Riley examined the students of Grammar and General Literature at the Mudrussa College, also the students in the Government Regulations translated into the Persian language, and reported that the Grammar students were 25 in number, divided into four classes; the books they were examined in, the Kafeyah with its commentary of the Shurhi Moollah.

The undermentioned students were recommended by him for prizes according to their respective classes:—

1st class.—Ubdool Ghunee.

2d class.—Mohummud Ulee.

3d class.—Kureen Nowaz.

“ The General Literature students, in number twenty-five, divided into four classes; the books they were examined in are Nuf hutool, Geemun and Tareekh Tymoorce.

1st class.—Mookhlis ur Ruhman.

2d class.—Mohummud Isumtoollah.

3d class.—Moonzumooddeen.

4th class.—Mohummud Ulee.

These students I recommend: the first four to commendation, and the three remaining for prizes.

“ Government Regulation students, seventeen in number, divided into three classes; the books they were examined in are the Government Regulations in Persian, and the Moonsiffs' Guide also in Persian, and the Zukheerutool-umal, a Persian Translation of Harrington's Analysis.

1st class.—Hadee Ulee.

2d class.—Qumbur Ulee.

3d class.—Izhur Hoseyn.

These students were deemed worthy of commendation for their assiduity in studying the regulations of Government and the considerable progress they have made, but who are not entitled to prizes, being above four years standing in the Mudrussa College Establishment.

“ Moulvee Waris Allee examined the Rhetorical Classes, consisting of 28 students in 5 sections, all of whom underwent creditable examination, an evident proof of their laborious application to study; but the undermentioned surpassed the rest in their ready answers and accurate explanation of the several passages given to them, and were therefore recommended for prizes:—

1st class *Mutouril*.—Ghoolam Hyder and Abdool Moojeed.

2d class do.—Qumber Ulee and Roostam Alee.

3d class Mookhlaseerie Muncc.—Mookhalsur Robman, Mooneerooddeen of Mussarabad and shaik Ismutollah.

4th class Mookhlaseerie Munee.—Abdool Huqq of Burdwan; and Izzut Oollah.

5th class do.—Mohummud Ukbur; and Abdool Huqq of Jessore.

Col. Riley conduced the Arabie examination of the Caleutta Mudrussa on the 23d, 24th, 26th, and 28th of October 1844, and reported as follows:—

“ The candidates for Senior Scholarships in No. 19 were examined in Mugamate Hureeree, Dewanee, Mootnubbee, Tareekhi Tymooree, Geometry, Law, Logie, and translations of Oordoo into Arabie. I have no reason to be dissatisfied with their respective attainments, the more so that the Mugamate Hureeree is a difficult work, which the students of the Mudrussa were never examined in before.

“ After a careful examination of the written exercises of the several candidates, I am enabled to recommend twelve students as fully qualified for senior scholarships of different grades—their names are:—

First grade Senior Scholarships at 20 Rs. per mensem.	<table border="0"> <tr> <td>1. Ghoolum Hosyn Kamurlayee.</td></tr> <tr> <td>2. Qumbur Ulee.</td></tr> <tr> <td>3. Ghoolam Nubee, an out student.</td></tr> <tr> <td>4. Hudee Ulee.</td></tr> <tr> <td>1. Varidollah.</td></tr> <tr> <td>2. Vuzooroodeen.</td></tr> <tr> <td>3. Ghoolam Hosyn of Sylhet.</td></tr> <tr> <td>4. Busheeroodeen.</td></tr> <tr> <td>5. Hosynooddeen.</td></tr> <tr> <td>6. Ghoolam Hyder.</td></tr> <tr> <td>7. Ruesooddeen.</td></tr> <tr> <td>8. Izhar Hoosyn.</td></tr> </table>	1. Ghoolum Hosyn Kamurlayee.	2. Qumbur Ulee.	3. Ghoolam Nubee, an out student.	4. Hudee Ulee.	1. Varidollah.	2. Vuzooroodeen.	3. Ghoolam Hosyn of Sylhet.	4. Busheeroodeen.	5. Hosynooddeen.	6. Ghoolam Hyder.	7. Ruesooddeen.	8. Izhar Hoosyn.
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6. Ghoolam Hyder.													
7. Ruesooddeen.													
8. Izhar Hoosyn.													
Second grade Senior Scholarships at 15 Rs. per mensem.													

“ The four first of the above named students are considered eligible for the first grade scholarships of 20 Rupees per mensem, amongst whom Ghoolam Nubee (out-student) has competed successfully for the one reserved for out-students, and the remaining eight are for the second grade of 15 Rupees per mensem; Busheeroodeen and Ruerodden the fifth and seventh on the list, junior scholarship holders of last year, together with Varidollah Vuzeeroddeen and Gholam Hoosyn of Sylhet, have evinced sufficient progress to qualify them to gain the junior scholarships of the 2d grade this year.

The Junior Scholarship candidates, in number thirty-one, were examined in Nuflutool Yunun, Arithmetic, Grammar, and translations of Oordo into Arabie. All acquitted them-

selves very ereditably. The sixteen undermentioned candidates are recommended as much in advance of the rest, and qualified to hold junior scholarships, viz.

Junior Scholarships of Rs. 8 per mensem.	1. Vuheedoон Nubbee.
	2. Ubdoо Samud of Burdwan.
	3. Jeyaz Uhmud.
	4. Rusheedoон Nubbee, out-student.
	5. Uhmud Ubee.
	6. Zuheeroodeen.
	7. Jaufer Ulee.
	8. Isumtollah Shaik.
	9. Ubdool Baree.
	10. Meer Nujufulee.
	11. Mooneeroodeen, of Hooghly.
	12. Mookleesoor Rhuman.
	13. Ubdool Ghunee.
	14. Qumbur Ulee, of Satkanya.
	15. Humzah Ulee.
	16. Mohamud Kamel.

“ Of the above named students, Ubdoos Sumud of Burdwan, Ahmud Alee and Ubdool Ghunee, are the new Scholarship candidates of the present year. Kusheedoон Nubbee, out-student, is considered the successful candidate for that reserved for general competition, and the rest who are of last year, are qualified to retain their scholarships as having made reasonable progress in their studies.

“ In conclusion, I must observe that Ghoolam Hosyn and Qumber Ulee of the first grade amongst the Senior, and Vuheedoон-Nubbee and Ubdoо Sumud of Burdwan amongst the Junior Scholarship candidates, are the most proficient Scholars, and stand foremost in their respective classes.”

At the annual distribution of prizes held at the College, on the 26th of February, the Hon’ble Mr. Cameron read the following address from the students to the Governor-General, which he stated had been put into his hands while in the Hall :—

*To His Excellency the Right Hon’ble General Sir H. Hardinge,
G. C. B., Governor-General of India.*

The humble Address of the Students of the Mudrussa College of Caleutta :—

MOST RESPECTFULLY SHEWETH,—Your Excellency’s humble petitioners the students of the Mudrussa College, are unwilling to let the pre-

sent opportunity pass without bringing these few lines to the favourable consideration (as they hope) of their Governor, the Governor-General of India.

Allowed as it is in this enlightened age that the selections of office and responsibility, and the duties connected with them, are more likely to answer the views of Government and the necessary demands of the state by the ability and conduct of public servants possessed of literary acquirements, and enlightened with the previous exercises of intellectual aids—so also the wiser Monarchs of antiquity, according to the manners, customs, and resources of their day and nation, were wont to elevate men of learning and talent to the important posts under their Government, and exerted their best efforts to diffuse knowledge, whether general or particular, amongst their subjects, and advanced men of learning at their courts, that others of their subjects being eye-witnesses of their rewards of honour and emolument, might be induced at all times to exert themselves by entertaining a permanent disposition for the cultivation of science.

Education, indeed, and a desire for it, (it cannot be denied) has, ever since the possession of India by Great Britain, but particularly of late years, rapidly spread its beneficial influence amongst the natives of British India—while it is equally notorious that much has been brought about by the indefatigable exertions in the well wrought influence of successive Governors-General of this empire—as well by donations from their private resources as by making this subject a marked feature in the Public Institutions of the State, and by granting large sums of money to defray the necessary expences of learned institutions.

The Mudrussa College of Calcutta, established by Warren Hastings, Esq., for the cultivation of Mahomedan learning—to which your Excellency's Petitioners, are so happy as to belong, as well as many other such institutions, are cases in point, while the display of unabated zeal which this subject has to boast of, since the arrival of your Excellency in this country as Governor-General, confirm our humble expressions.

The numerous Colleges and Schools established throughout British India have greatly improved both the manners and faculties of the natives of it, who earnestly hope that the course of revolving years will be accompanied with the continual current of civilization and improvement in this hitherto darker quarter of the globe—darker when compared with those regions where more modern and more certain information, like the rays of the meridian sun, evolve the highest degrees of perfection in all the arts and sciences which adorn and improve mankind.

The scholarship system, introduced by the Right Hon'ble the Earl of Auckland, late Governor-General, has in an eminent degree roused a spirit of emulation for competition amongst us, the Students of this Mudrussa, and our closer devotion to our studies has increased in proportion, while the Resolution of your Excellency in Council, of 10th October 1844, is the firm assurance that a strict attention and earnest regard to education is uniformly contemplated, and imperatively called for by the highest authority.

With the lively hope that this Address will be received by your Excellency on the part of your humble Petitioners, the students of the Mudrussah College, in condescension with those feelings which prompted them to present it, namely, the feelings of the highest respect, submission, and gratitude: they as in duty bound shall ever pray.

The Governor-General rose at the conclusion of the address, and spoke to the following effect:—

I accept with much pleasure the address that has just been read by the Hon. Mr. Cameron, and it gives me the greatest satisfaction to find that the advantages of this and similar Institutions are so highly appreciated. I hope each succeeding year will the more convince those who hear me that it is by industry and steady perseverance alone they can attain success in life, and that it is only by taking advantage of the means of education placed within their reach, they can improve the social and moral condition of their country. There is one piece of advice I would more particularly impress on them, and it is equally applicable to all students of every country. It is simply this—that no students of any institution can hope to acquire a permanent good fame, unless their moral culture keep pace with their intellectual advancement.

The Report that has just been given by Dr. Mouat is very satisfactory: the various efforts made to improve the institution under Col. Riley have been successful; and in particular it tells us, that the study of the English language has been carried further, and with better results than in former years. The students cannot but advance their interests if they pursue this course. It opens to them the Arts and Sciences to the full extent our knowledge has yet reached, which Latin and Greek will not do. It is by English they may best read and study the Scientific and Philosophical wisdom of the modern world. We have daily and familiar instances of the triumphs of Art and Science. Steamers here in the Hooghly, large as line-of-battle ships, combating the elements, and almost annihilating time and space. In Europe, Steam Carriages travelling 50 miles an hour,—which you may compare with our dak travelling of 3 miles an hour—and natural obstacles are not allowed to impede them: vallies are filled up, hills cut through, and from end to end this rapid communication is preserved. Then there is the telegraph, by which questions have been put and answered 400 miles in five minutes—wonderful, yet simple—a copper wire and an electric shock ringing a bell to fix attention, and then another shock indicating instantaneously a number or a combination of numbers on a plate like the face of a clock, which have but to be read off and replied to in the same way. These are illustrations of the triumphs of science, and when we are told that Science is but in its infancy, my advice is to acquire the language of the people who so excel. The possessions of Her Majesty extend perhaps over one-tenth of the terrestrial globe; to that extent is the English language taught, and fostered, and spoken, and it is by mastering it that the natives of this country are to bring themselves forward. I may mention that an ex-student of this College, Sayd Zainuddeen Hosain, has been appointed a Deputy Magistrate, and is discharging the duties of the office with credit to himself and satisfaction to the Government. This is a practical result, and I repeat that, without neglecting oriental literature, all our students will do well to acquaint themselves thoroughly with a language which gives the best promise of securing power and distinction.

The interest I have expressed in this and like institutions I shall ever feel, and I trust they will continue to deserve it.

COLLEGE OF HADJI MOHAMMED MOHSIN AT
HOOGHLY.

8th Year.

UNDER THE IMMEDIATE SUPERINTENDENCE OF THE
COUNCIL OF EDUCATION.

Establishment on the 30th April, 1845.

ENGLISH DEPARTMENT.

Mr. L. Clint,	...	...	...	Principal.
„ M. Rochfort,	...	...	...	Professor.
„ J. Graves,	...	...	...	Head-Master, U. S.
„ T. W. Kelly,	...	...	...	2d Ditto.
Baboo Esher Chunder Banerjee,	...	...	...	3d Ditto.
Mr. J. G. Beanland,	...	...	...	{ Master of 4th Class, Sec. A.
„ A. Ure,	...	...	...	Ditto, Sec. B.
„ T. W. Clermont,	...	...	...	{ Head-Master, L. S. 1st Class, Sec. A.
Baboo Banimadhub Banerjee,	...	...	...	Master of ditto, Sec. B.
„ Mohesh Chunder Banerjee,	...	...	...	Ditto of 2d Class Sec. A.
„ Madhub Chunder Dutt,	...	...	...	Ditto ditto, Sec. B.
„ Shamloll Shome,	...	...	...	Ditto of 3d ditto, Sec. A.
„ Sreenauth Dutt,	...	...	...	Ditto ditto, Sec. B.
Moluvee Atavor Ruhman,	...	...	...	Ditto ditto, Sec. C.
Ditto Ditto,	...	...	...	Persian Translator.
Baboo Boloram Biswas,	...	...	...	{ Master of 4th Class, Sec. A.
„ Shama Churn Mukerjee,	...	...	...	Ditto ditto, Sec. B.
„ Kristmohun Sing,	...	...	...	Ditto ditto, Sec. C.
Mr. J. Vogel,	...	...	...	Writing Master.
„ L. P. Verneux,	...	...	...	{ Drawing Master and Librarian.

MAHOMMEDAN DEPARTMENT.

Moluvee Mohd. Akber Shah,	...	...	Head Moluvee, (Sunee)
„ Meer Mohammed,	...	...	Ditto (Shia.)
„ Khadim Hossen,	...	...	2d Moluvee.
„ Monsoor Ahmed,	...	...	3d Ditto.
„ Gholam Mukdoom,	...	...	4th Ditto.
„ Mohommud Mustaqueen,	...	...	1st Ditto, L. S.
„ Ramzan Ali,	...	...	2d Ditto, Sec. A.
„ Faragut Ali,	...	...	Ditto, Sec. B.

Moluvee Mohammud Taqui,	...	3d <i>Ditto</i> , Sec. A.
„ Tolutuff Hossein,	...	<i>Ditto</i> , Sec. B.
Baboo Ramtaruk Roy,	...	{ <i>Teacher of Government</i> Regulations.
Moluvee Noseeroodeen,	...	4th <i>Moluvee</i> , Sec. A.
„ Besharut Oollah,	...	<i>Ditto</i> , Sec. B.
„ Mohammud Moddessor,	...	<i>Ditto</i> , Sec. C.
Abdool Ali, ...	...	<i>Librarian</i> .
Mirza Mobaruk Ali, ...	...	{ <i>Drawing and Writing</i> Master.

BENGALEE DEPARTMENT.

Obhoy Churn Turkpunchanun,	...	<i>Superintending Pundit</i> .
Gobind Chunder Seromonee,	...	<i>Head Pundit</i> .
Bhogoban Chunder Bisarud	...	2d <i>Ditto</i> .
Kasinath Turkboosun,	...	<i>Head Pundit, L. S.</i>
Hurro Chunder Turkbagish,	...	2d <i>Ditto</i> .
Gobind Chunder Bisarud,	...	3d <i>Ditto</i> .
Gopal Chunder Bigaynidhee,	...	4th <i>Ditto</i> .
Jogomohun Chowdury, ...	...	1st <i>Arithmetic Teacher</i> .

HOOGHLY BRANCH SCHOOL.

Establishment on the 30th April 1845.

ENGLISH DEPARTMENT.

Baboo Khetter Mohun Chaterjee,..	...	<i>Head-Master</i> .
„ Peary Churn Sircar, ...	...	2d <i>Ditto</i> .
„ Sreenauth Banerjee, ...	...	3d <i>Ditto</i> .
„ Girish Chunder Ghose, ...	...	4th <i>Master</i> .
„ Prosunno Coomar Sircar, ...	...	5th <i>Ditto</i> .

ORIENTAL DEPARTMENT.

Moluvee Asud Ali, ...	...	<i>Head Moluvee</i> .
„ Waezooddeen, ...	...	2d <i>Ditto</i> .
Sreeram Seromony, ...	...	<i>Head Pundit</i> .
Sreenauth Turkpunchanun,	...	2d <i>Ditto</i> .
Hollodhur Surma, ...	...	<i>Arithmetic Teacher</i> .

HOOGHLY INFANT SCHOOL.

Establishment on the 30th April, 1845.

ENGLISH DEPARTMENT.

Mr. T. M. Gomes,	...	<i>Head-Master</i> .
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BENGALEE DEPARTMENT.

Nobocoomar Pundit, *Head Pundit.*

SEETAPORE BRANCH SCHOOL.

Establishment on the 30th April; 1845.

ENGLISH DEPARTMENT.

Baboo Sreenauth Somadar, ... *Head-Master.*
 „ Bhabany Churn Mullick, ... *2d Ditto.*

BENGALEE DEPARTMENT.

Nrisingdeb Seromony, ... *Head Pundit.*
 Nundcoomar Banerjee, ... *2d Ditto.*

During the past year, the late Principal, Mr. James Sutherland, was appointed to the Office of Secretary to the Superintendent of Marine, upon which occasion the following record of his service was communicated to him:—

The Council of Education cannot pass over the opportunity afforded, by the transfer of your valuable services to another Department, of recording the high sense entertained by them of your ability, zeal and the eminent success with which you have conducted the public duties of an important and responsible office, in an Institution, the mixed nature of which surrounded it with many difficulties, not common to most Colleges in this country.

The success of the College of Mohammed Mohsin, the large amount of good effected by it in a district where the demands for education are unusually great, and the very creditable progress of the pupils as compared with that of any of the older institutions in the country, have been more than once publicly acknowledged by the Council of Education and by Government.

In one Department, the Vernacular of Bengal, it is not surpassed by any College or School in this presidency, a feature of excellence for which, as well as other points connected with it, the College is mainly indebted to your unwearied superintendence and judicious management.

Mr. Clint, the Professor of Mathematics, who had served for some years in the department with credit to himself and benefit to his pupils, was appointed to the vacancy; and the Council have every reason to believe from his

distinguished acquirements, unwearied zeal in the performance of his duties, and the course of study he underwent as a student of Trinity College, Cambridge, that the College of Mohammed Mohsin, will advance in reputation and usefulness under his management.

Mr. Rochford, the Headmaster of the Institution, was, as a reward for his long and meritorious services, appointed Professor of Literature, and Mr. James Graves, a graduate of Trinity College, Dublin, as well as for some years Rector of the Calcutta High School, was selected by the Council for the important and responsible post of Headmaster of the Senior Department. The following is a return of the number of admissions, dismissals, withdrawals, and deaths in the English Department during the past year, with a statement of the daily average of attendance:

INSTITUTIONS.

COLLEGE.

	<i>Christians.</i>	<i>Mahommeds.</i>	<i>Hindoos.</i>	<i>Total.</i>
Number of admissions,.....	5	4	108	—
Ditto of dismissals,	1	6	50	—
Ditto of withdrawals,	5	3	67	—
Ditto of deaths,.....	—	—	5	—
Ditto on the rolls ending 31st December 1843,.....	9	18	590	618
Ditto ditto, 31st Dec. 1844,	8	9	576	593
Daily average attendance				497

BRANCH SCHOOL.

Number of admissions,.....	2	1	43	—
Ditto of dismissals,	—	—	25	—
Ditto of withdrawals,	1	4	6	—
Ditto of deaths,.....	—	—	6	—
Ditto of promotions,.....	—	—	4	—
Ditto on the rolls ending 31st December 1843,.....	3	4	243	250
Ditto ditto, 31st December 1844,.....	4	1	245	250
Daily average attendance				210

INFANT SCHOOL.

Number of admissions,.....	1	—	26	—
Ditto of dismissals,.....	1	—	7	—
Ditto of withdrawals,.....	1	—	2	—

	<i>Christ.</i>	<i>Mahomds.</i>	<i>Hindoos.</i>	<i>Total.</i>
Number of deaths,.....	—	—	5	—
Ditto of promotions,.....	—	—	5	—
Ditto on the rolls ending 21st December 1843,.....	2	1	38	41
Ditto ditto, 31st December,.....	1	1	45	47
Daily average attendance				35

SEETAPORE SCHOOL

Number of admissions,.....	—	—	75	—
Ditto of dismissals,.....	—	—	23	—
Ditto of withdrawals,.....	—	—	45	—
Ditto of deaths,.....	—	—	—	—
Ditto on the rolls ending 31st December 1843,.....	—	—	102	102
Ditto ditto, 31st December 1844,.....	—	—	109	109
Daily average attendance 79, Grand Total on the rolls on 1st January 1844,.....	14	19	973	1006
Ditto ditto, on 1st January 1845,.....	13	11	975	999
Ditto of the daily average attendance,				821

This exhibits a falling off in the College Department during the last half year of 27, out of 627, or about 4½ per cent.

The increase in the daily average of attendance however, is 497 instead of 479, which more than compensates for the numerical loss, which has arisen from a strict enforcement of the pay system—only one free pupil having been admitted during that period by the principal.

The demands for education are so great and increasing in this district, that it would be easy at any time to procure the attendance of many more pupils than the college can accommodate, so that the Council have resolved to restrict admissions as much as possible to those who can contribute towards defraying the expences of their education, and are likely to benefit most hereafter by the high order of instruction obtainable in the college.

With respect to the formation of the supernumerary class, the general effects of the more strict introduction of the pay system, and the estimation in which the Institution is held by the native community, the Principal reported as follows:—

“ In the number of boys in any class some slight departure from regulation (65) has been made in the lowest of the ordinary classes and in the supernumerary class, in the first

instance probably to satisfy the demand for admission, and in the second, on account of the peculiar circumstances of the supernumerary class. This is a most interesting class, entirely paying its own expences and shewing by a comparison with other classes, that the pay system has by no means yet reached to its proper limits.

It was formed under a supernumerary master, placed in a vacant room and was intended to receive children who could not otherwise be admitted. Hence it is in some sense a measure of what will be paid for education, when it can no longer be had for nothing. In it the average payment exceeds a rupee, and yet the boys are young, in fact the youngest in the college, a circumstance which may be supposed to diminish the willingness of their parents to pay. They would undoubtedly be more willing to pay four rupees for a boy in a high class than one rupee in the lowest. It is not improbable that the schools newly established in Chinsurah, by ex-students of the college, may interfere with this class ; one of the children in it has already left it to join one of the new establishments, and such cases will, in the opinion of the Principal, occur more frequently in the other low classes as well as in this—nor is this, in his opinion, to be regretted. The college appears to him too large, even without a supernumerary class, when it is considered that many of the pupils are scarcely beyond the alphabets. “Children,” as Mr. Adam in his third Report says, “should not go to college to learn the alphabet.”

Hence if any falling off in these classes should occur, it need not be attributed to the institution being held in less than that high degree of estimation by the native community which it has hitherto enjoyed, but to the existence of schools in the immediate neighbourhood of the college, containing together 350 boys. The means adopted to increase the payments will also have a slight tendency to keep down the increase in magnitude of the college. But, from circumstances of frequent occurrence to his predecessor and himself, he does not think that the extension of the pay system will have any very great effect in reducing the numbers in the college.

The conduct of those concerned in imparting instruction has been unexceptionable. As few of the native parents in this district speak English fluently, and as none of the European masters have a sufficient knowledge of Bengalee to enable them to enter native society under advantageous circumstances, it is evident that the best means, such as personal intercourse, are not available to the natives for the

formation of a correct opinion of the European masters. This is much to be regretted, and as a remedy the Principal suggested first, that one of the pundits should be directed to answer the calls that may be made on him for instruction by the English masters, without expecting any other reward than his official salary, to be received for this duty alone ; and next that the masters should be allowed to offer themselves for examination in Bengalee before the board of examiners of the College of Fort William.

This, with other suggestions of a similar nature, are under consideration.

Encouragement by public functionaries has in several instances been freely given. Mr. Donnelly, Mr. H. V. Bayley, Mr. W. P. Palmer, Mr. S. G. Palmer, Mr. D. J. Money, Dr. Mouat, and Mr. W. H. Martin, have thrown open offices to the competition of the students of this college or the Mudrussa. It does not appear that there exists a sufficient willingness amongst the students, especially the less qualified members of the higher classes, to take advantage of the opportunities offered. Some of the best pupils hold back from the honorable motive of reluctance to leave the college without completing the education it affords. But in many cases of youths in the higher classes, which attracted his attention, Mr. Clint thinks that there were entertained, without reason, expectations of beginning the public service at a higher step in the ladder of preferment, than they would ever reach after passing a whole life in such official business as they will have at last to resort to.

The following are the names of the students as far as can be ascertained, who have left the college for public or private employ :—

<i>English department.. ..</i>	<i>U. S. 1st class Sec A.</i>	<i>Horrochunder Ghose, 2nd Grade,</i>
		<i>Supt. in the Abkarree Dept.</i>
<i>Ditto</i>		<i>Judunath Set, Darogah of the Salt</i>
		<i>Chokee at Goburdanga.</i>
<i>Ditto</i>		<i>Judunath Nugee, master in the</i>
		<i>Chinsurah school.</i>
<i>Ditto, Sec. B.</i>		<i>Horrochunder Roy, founder and</i>
		<i>master in one of the ditto.</i>
<i>Ditto</i>		<i>Dhoronedhur Roy, Assistant in Mr.</i>
		<i>Commissioner Donelly's Office.</i>
<i>Ditto, Sec. A.</i>		<i>Ramruttan Sircar, master of a private</i>
		<i>school.</i>

The Council have learnt with much satisfaction from the Principal, the foundation and continued success of two schools, of which some of the students of the first class in this college

are proprietors. A short account of each was obtained from the young men to whose spirit they owe their existence, and submitted to us, as illustrative of the effect of the education given in their colleges, and as a proof of the increasing demand for English instruction. The Principal referred with particular pleasure to the fact of these schools being on the pay system. There is no doubt room for at least one more of these schools of equal magnitude with those that exist, and the only reason that such school is not yet founded is, that so many (270) of the college students are now receiving a gratuitous education, and of course prefer that to one for which they would have to pay; the immediate reduction of the number of free boys to 150 was therefore recommended and its prospective reduction to 100, and thus the college it was supposed would no longer interfere with private enterprize, by giving for nothing, an education which in the new schools must be sold to a remunerative price. This reduction might be effected by offering all free boys who are too old to profit by the education which it is the object of the foundation of the College to bestow, the choice of an adult class, dismissal, or payment. The old should make way for the young. The number of students being limited, there must be some kind of selection; and amongst the boys who are to be educated for nothing, the criterion should be the degree in which the pupil possesses the advantage of early age, and affords the prospect of improvable capacity.

In the month of June 1844, Digamber Bisais founded a school in Chinsurah, under the designation of the Chinsurah Preparatory School. In establishing this school he was chiefly influenced by a wish to diffuse knowledge among his countrymen, and by the desire of the guardians of most of those boys who now receive their instruction in it.

There are at present four masters and one pundit attached to this Institution, the internal management of which is in the hands of the head master, guided from time to time by the instructions and rules which he obtains from a body of respectable natives who take a sincere interest in the welfare of this nascent seminary. There are at present nearly 200 boys in the school, which is entirely supported by the schooling fees of the students. The students are required to pay something for their education, provided their condition allows them to do so. The rate of the schooling of the boys varies from 8 annas to 3 rupees, the highest rate at present realized being only 2 rupees.

In this school there are at present 20 free boys. To ensure the permanency of the school, Digamber Bisais, the

founder of the institution, has raised an annual subscription among his friends and countrymen who are within the sphere of his influence, and the money thus realized is partly appropriated to the purchase of the necessary furniture of the school, and partly to its immediate support, since at present the amount of schooling raised would be inadequate to meet the monthly expenses of the establishment with regularity. The boys who are attached to this school are directed by their instructors to pay attention both to the study of the English and Bengalee languages.

The Chinsurah Seminary, situated at Burra Bazar, was founded by Boboo Horrochunder Roy, a student of the first class, Sec. B, in the month of May 1844, at the suggestion of the late Principal. At the time of its foundation the number of boys was about fifty, at present it has increased to upwards of 170, some of whom receive instruction gratis.

The rate of schooling paid by each boy is from 8 annas to 3 rupees. The average monthly income is about 60 Rupees, which is hardly sufficient to defray the charges of the school.

The school consists of four classes, with divisions, for the instruction of which two teachers and a pundit, besides the Headmaster Baboo Hurrochunder Roy, are employed. It is managed by a Committee, formed principally of the senior students of the College and respectable natives of the quarter, who subscribe a small sum annually for its support. The members of the Committee regularly visit the institution and suggest every means of improvement to the Headmaster.

UMORPORE SCHOOL.

The final cessation of the Umorpore School, after it had for some time been in a doubtful state, took place on the 25th of April 1844.

APPLICATIONS FOR SCHOOLS.

Applications for the establishment of new schools have been received during the current year by the late Principal from Kishnaghur, and by his successor from Amptah.

LAW LECTURES.

Mr. J. E. Lyall expressed his satisfaction with the performances generally of the Hooghly College students in the Law examination. The answers having been entrusted

by the Council, to Sir Henry Seton, the following students were mentioned by him with praise, viz. :—

Nowruttun Mulliek.
Gooroochurn Doss.
Hurrymohum Chatterjee.

GENERAL EXAMINATION.

The general examination of the classes commenced on the 3d October, 1844.

SECOND CLASS, UPPER SCHOOL.

This class consists of twenty students, who have been generally regular in attendance, and whose ages range from 16 to 20. Seven of these were junior scholars attending the scholarship examination, and the rest of the class was examined by the Reverend F. Fisher, whose report is as follows :—

“ I have much pleasure in stating at the conclusion of the examination of the 2d class of the Hooghly College, that most of the students belonging to it, have made great proficiency in all the branches of study upon which I have had occasion to examine them. Their answers upon the whole, with some few exceptions have been ready and well expressed.

I have been much pleased at the accuracy with which the *Euclid* questions have been answered and written out by many of the boys. In *Algebra* their proficiency and readiness are not so great, but this is to be accounted for, as they have only lately, I believe, commenced the study. It will be observed that some of the boys in the lower section who only read Arithmetic, have obtained a better place than others in the upper section, in consequence of the latter having answered the Arithmetic questions negligently, and having failed also in their Algebra.

The answers to some questions upon a few facts in *Natural Philosophy*, were generally very good and correct.

Of *History* the boys possess a considerable knowledge as far as their reading extends. Their written answers, though, upon this subject, have in some instances been obscure and ungrammatical.

Their reading both in prose and poetry, is good, and the questions put to them, arising from the context, in Geography, History, Grammer, etc., have been well answered by many of them. As far as I can judge of their translations from

Bengalee into English, their versions express the sense of the original with sufficient accuracy, and are tolerably expressed.

There are some of the boys who have answered well throughout. I might particularly notice Hurrolall Shome and Brojonath Shah; Pankristo Ghose, though in the 2d section, is a youth of some promise, and his answers, as far as his knowledge extends, have been very correct.

If I might be allowed to suggest any thing calculated to be an improvement in the ordinary studies of this class, I should say that they might practice oftener with advantage the *writing out* of answers, in mathematics and general literature. This will tend to a more clear and accurate statement of their ideas. Perhaps also in their mathematical studies, it might be well to keep them to some one particular standard work. Some of the questions were answered in 3 or 4 different ways."

THIRD CLASS, UPPER SCHOOL.

This class consists of 28 students, who have been generally regular in attendance, and whose ages range from 15 to 22; two of these were candidates for junior scholarships and under examination. The rest of the class was examined by the Reverend James Bradbury, whose report is annexed:—

Reading of the following pieces:

A parish Poor-house. (Crabbe.)

The evening before the Battle of Waterloo. (Byron.)

Folly of Human Pursuits. (Young.)

With the reading of the young men I was much pleased, their pronunciation was, in almost every individual case, correct, and little or nothing appeared of a foreign accent; and what, in my opinion, is infinitely more important, nearly all entered into the spirit of the author with apparent ease.

Examination of the following pieces.

Napoleon. (Byron.)

On a Prospect of Eton College. (Gray.)

Folly of Human Pursuits. (Young.)

The young men gave the literal and figurative meaning of single words, and the true sense of long passages with no difficulty, and in doing so spoke the English language with correctness, ease, and fluency.

GRAMMAR.

This part of the examination comprehended parsing, repeating all the rules of syntax, and applying them as au-

thorities for every correction which was made. The young men went through, not only all the exercises annexed to each rule, but likewise all the promiscuous exercises, and I was highly gratified to find that they were not only well grounded in the rudiments, but had a very practical knowledge of grammar, which I have no doubt they will retain through life. They must have studied with much care, for their proficiency is great.

GEOGRAPHY.

In Geography the examination lasted two hours and a half, during which time every question likely to elicit the extent of their knowledge was asked, and I was happy to perceive that this branch of study had received much attention, and been prosecuted with considerable success.

MECHANICS.

Respecting Mechanics, I asked a few leading questions, which were answered pretty well. The young men are well grounded in the science.

English History, from William the Conqueror's accession to the throne, to that of the First James.

Each person was required to give an account of the leading political events of one reign; of the state of commerce, literature and science; and of the eminent men of the day. I have much pleasure in stating, that with the exception of three boys, all acquitted themselves well. Indeed, I have seldom examined a class in history that in its answers distinguished itself by such uniform correctness. The young men appear to have rightly appreciated the value of history and to have prosecuted the study of it with much spirit.

FOURTH CLASS, SECTION A., UPPER SCHOOL.

This class consisted of 31 students who had been generally regular in attendance, and whose ages ranged from 13 to 19. Three of these withdrew previous to the examination, and one was a candidate for a junior scholarship then under examination. The rest of the class was examined by Professor Rochfort who reported that, "the young men read with correctness, and explained with precision passages from No. 5, English Reader, and No. 4, Poetical Reader. They afterwards read and explained in a very pleasing manner the whole of Parnell's Hermit.

They answered some questions in History, but were in my opinion very imperfect. In Grammar and Geography they

seemed sufficiently informed for their standing. They worked correctly some questions in Vulgar Fractions, and Bengalee into English in a tolerable manner.

FOURTH CLASS, SECTION B., UPPER SCHOOL.

This class consists of 34 students, who have been generally regular in attendance, and whose ages range from 14 to 21. It was examined by Professor Rochfort, who reported that :

These young men read passages from No. 5, Prose Reader, and No. 3, Poetical Reader in a very respectable manner, and fully explained all words and sentences on which they were questioned. I was particularly pleased with the clear conception they displayed in a long extract from Young, commencing

“ *Tir'd nature's sweet restorer balmy sleep.*”

They answered some questions in general history but had no connected view of any history. In grammar and geography they seemed sufficiently informed for their standing and had a slight acquaintance with the terrestrial globe. In Arithmetic they worked some questions in decimal fractions and translated from Bengalee into English in a tolerable manner.

FIRST CLASS, SECTION A., LOWER SCHOOL.

The section consists of 29 pupils who have been regular in attendance, and whose age range from 13 to 18; all were present except Womachurn Soor. The class was examined by Professor Rochfort, who reported :

The boys read and explained well; displayed sufficient knowledge according to their standing, in grammar and geography; performed some problems on the terrestrial globe; worked questions, in general correctly, in the rule of three, in fractions, and translated tolerably from Bengalee into English. It appears to me that these young men have been taught with a degree of care, which reflects credit on their instructor.

FIRST CLASS, SECTION B., LOWER SCHOOL.

This section consisted of 38 pupils, who had been in general regular in attendance, and whose ages ranged from 13 to 18. Three pupils had withdrawn previous to the examination and the rest were examined by Baboo Shamloll Shome, master in the Upper School.

The examiner considers these pupils to have read correctly and answered well in geography and arithmetic, but to have been very deficient in grammar and the explanation of words

and sentences. He observes: "there are in this class several boys advanced in age, who in a great measure retard the progress of the other students, by engaging unnecessarily the time of the masters from important duties."

SECOND CLASS SECTION A., LOWER SCHOOL.

This section consists of 42 pupils who have been generally regular in attendance and whose ages range from 12 to 17; two pupils were absent, Esenchunder Banerjee and Nobinchunder Bhose. The rest were examined by Professor Rochfort who reported:

"I have heard these pupils read the Azimghur reader, explain words and sentences, parse and spell, which they did in a very satisfactory manner. They also answered questions in grammar, geography and arithmetic, as well as could be expected from their standing. The order maintained in this class room is worthy of imitation and highly creditable to the master, I am sorry to say that 12 are much above the standard age for this class, which should not I suppose exceed 11.

SECOND CLASS SECTION B., LOWER SCHOOL.

This section consists of 40 pupils who have been generally regular in attendance, and whose age range from 13 to 20. Baboo Shamlooll Shome, the examiner, gives a most favourable report. He says that the pupils in general read, pronounced and explained with great propriety, that they displayed as much knowledge in grammar, geography and arithmetic as could have been expected, and that the examination was in every respect satisfactory.

THIRD CLASS, SECTION A., LOWER SCHOOL.

This section consists of 38 pupils who have been generally regular in attendance and whose ages range from 11 to 15, Baboo Khettermohun Chatterjee head master of the Branch School, examined these pupils and reported that: "the boys of this class read and explained well, the pronunciation of some, however, was found defective, and they did not accentuate the words properly or distinctly. They answered the questions put to them, from Wollaston's elements of grammar, and made attempts at parsing but most of them failed. Each boy was required to spell about 20 difficult words and the whole class with few exceptions performed that task readily and correctly. They were very expert in pointing out places

on the map of Europe and about half the class worked with facility sums in compound addition.

THIRD CLASS, SECTION B., LOWER SCHOOL.

This section consists of 34 pupils who have been generally regular in attendance and whose ages range from 9 to 16. Mr. Clermont, Headmaster of the Lower School, examined these boys, and was perfectly satisfied with their reading, spelling and explanation from No. 2, English reader, but represents them as very deficient in Grammar and Arithmetic.

THIRD CLASS, SECTION C., LOWER SCHOOL.

This section consists of 38 pupils who have been regular in attendance, and whose ages range from 9 to 16; Baboo Moheshunder Banerjee, master of the 2d class Lower School, who examined these boys, represents them as having acquitted themselves in a manner which reflects credit on their instructor.

FOURTH CLASS, SECTION A., LOWER SCHOOL.

This section consists of 40 pupils who have been generally regular in attendance and whose ages range from 8 to 15. Mr. Clermont, examined these boys and represented them as having read No. 1, English Reader in a satisfactory manner, and explained very well in Bengalee.

FOURTH CLASS, SECTION B., LOWER SCHOOL.

This section consists of 49 pupils who have been regular in attendance, and whose ages range from 7 to 15. Mr. Clermont, examined these boys, and considers one-half of them to have acquitted themselves in a satisfactory manner, in reading, spelling and explanation; the others having been admitted from time to time during the year, were far inferior.

FOURTH CLASS, SECTION C., LOWER SCHOOL.

This section consists of 64 pupils who have been generally regular in attendance, and whose ages range from 5 to 12. Mr. Ure, master of the 4th class Upper School, examined these boys. They are, he says, divided into four divisions, and that the three first, consisting of 57 boys, were tolerable in reading and spelling in the first spelling book.

SUPERNUMERARY CLASS.

This class consists of fifty-eight boys, who have been regular in attendance and whose ages range from 5 to 12. Mr. Ure, master of the 4th class, Upper School, examined them. He says, the first division consisting of ten boys from 9 to 11 years of age, read and explained in No. 1, Reader tolerably well; the remainder were in the primer and seemed to have made satisfactory progress.

Upon the Branch School at Hooghly, the following report was forwarded to the Council by Mr. Clint:—

The Principal has much pleasure in reporting favourably on the Branch School as to attendance, observance of cleanliness and general conduct, as far as they have come within his observation. He has not been able to make himself minutely acquainted with these important subjects, partly on account of his short tenure of office, and partly from the existence during that brief period of vacancies in the tutorial department, and the temporary cessation of the Law Lectures having deprived him of the usual opportunities.

With this slight reserve, he begs to report favourably on the attention that has been paid to the directions on the interrogative system of instruction contained in the pamphlet of " Suggestions to Masters," and the fidelity with which the rules have been observed; and on the early age of admission, an object whose attainment is so desirable.

He has noticed with great satisfaction that the applications for admission continue by their frequency and number to shew that the school is held in high estimation by the native community. This fact is likewise proved by the pay system being at least as successful in this school as in the college. From this last circumstance he would also infer that the head master Baboo Khettermohun Chatterjee, and the second Master Baboo Pearychurn Sircar, both lately appointed, are, as well as those under them, held in high estimation by the society of which they form part. The Principal has great pleasure in expressing the favourable opinion he has formed of Baboo Khettermohun Chatterjee and Pearychurn Sircar during his short official intercourse with them, in expressing his belief of their desire and ability to maintain the present high character of the Institution, and in pointing to the high number of marks obtained by its students at the junior scholarship examination. For further information on the progress of the classes in their English studies he begs to refer to the report of the examiners, arranged from the materials furnished in their accounts of the classes they

examined, and given generally in their own words, any alteration being not in substance, but in form merely, and made for the advantage of uniting the scattered information respecting the classes into one continuous report of the progress of the whole school.

Examination of the Branch School, October 7 :—

First Class.—This class consists of 30 boys, who have been regular in attendance, and whose ages range from 11 to 15: Professor Rochfort examined it and reported :

“ I examined this class on the 7th of October, twenty-four boys were present, read, explained and parsed passages in No. 4, English Reader with propriety: answered questions in the History of Greece and Geography in a creditable manner: worked questions in the Rule of Three, and translated from Bengalee into English. Some were imperfect in Arithmetic. I consider this class in a very good state, making excellent progress, and receiving instruction suited to the present acquirements of the pupils.”

Second Class.—This class consists of 38 boys, who were regular in attendance, and whose ages range from 10 to 14.

Professor Rochfort examined it and reported :

“ This class consists of 38 boys, three were absent. I heard those who were present read the Azimghur reader, spell, explain words, and answer questions in Grammar and Geography in a very creditable manner; many of them were imperfect in Arithmetic, but upon the whole the class appears to be in a satisfactory state.”

Third Class.—This class consists of 40 boys who have been regular in attendance, and whose ages range from 11 to 14. Mr. Ure, Master of the 4th class in the Upper School of the College, examined it, and states that the boys generally read and explained with considerable precision, but were less acquainted with Geography; that they worked questions in multiplication with facility, and wrote well.

Fourth Class, Sec. A.—This section consists of 38 boys who have been regular in attendance, and whose ages range from 10 to 13. Baboo Moheschunder Banerjee, 2nd Master in the Lower School of the College, examined it and reports “ very great pains, it seems, have been taken to give these boys correct and idiomatic Bengalee translation. The reading of the majority was creditable. I consider these boys unfit to commence the study of Arithmetic.”

Fourth Class, Sec. B.—This section consists of 51 boys who have been generally regular in attendance, and whose ages range from 8 to 12. Baboo Moheschunder Banerjee, 2nd Master in the Lower School of the College, examined

it and reports "most of these boys read remarkably well. Their reading, with a little improvement, would do credit to a much higher class. Their Bengallee explanation was very unsatisfactory."

Fourth Class, Sec. C.—This section consists of 53 boys, who have been regular in attendance and whose ages range from 7 to 10. It is divided into five divisions, and was examined by Baboo Moheshunder Banerjee, 2nd Master in Lower School of the College who reports:—"This class consists of several sub-divisions, all of which seem to have been unsatisfactorily taught."

INFANT SCHOOL.

This school consists of 48 children, whose ages range from $3\frac{1}{2}$ years to $7\frac{1}{2}$. These children have been generally regular in attendance. The school was examined by Professor Roehfort, who reports:

"On the 7th and 8th of October, I visited the Infant School. It consists of 48 children. They appeared perfectly happy, and although some of them were of a very tender age, they submitted with apparent satisfaction to the school discipline. The progress of young children can only be of a trifling nature; however, in these schools they acquire habits of regularity, attention and application, which may be of great advantage to them in their future career in life.

The first class consists of seven children, each upwards of seven years of age. They read easy English sentences and explained with facility the meaning in Bengallee, read numbers written on boards, increased or diminished at pleasure, solved questions mentally in addition, subtraction, and in some degree in multiplication and division.

The second class consists of seven children, whose ages range from $5\frac{1}{2}$ to 7. These were consequently inferior to the first in acquirements, but sufficiently displayed the care with which they had been taught. The simultaneous instruction seemed a source of amusement, in which information was communicated through the medium of pleasure. It would however be proper to observe the progress of these infants when promoted to regular schools. Some of them are at present, I believe, in the Hooghly Branch School, and their habits and acquirements might be compared with those of the regular school boys.

The school appeared to me in the best possible state, and the indefatigable zeal and exertions of Mr. Gomes merit the highest praise."

SEETAPORE SCHOOL.

This school returns the names of 108 boys, who are represented to have been generally regular in attendance, and whose ages range from 8 to 14; at the last examination however only 80 were present.

Baboo Esshenchunder Banerjee, acting second Master Upper School, was deputed to examine at Seetapore.

He reports, that he visited the school on the 9th of October, and was highly gratified with the order and discipline observed in every department. The result of the examination was on the whole satisfactory. The school house, furniture, books, maps, globes, &c., were all in good order, and the zeal and attention of the boys in prosecuting their studies were highly encouraging, and reflected great credit on Baboo Srenauth Somadhar, and his Assistant Baboo Bhabanichurn Mullick.

The examiner observes, that in order to maintain the efficiency of the Seetapore School, to promote its vigor and healthfulness, and above all to sustain without abatement the interest now taken by the inhabitants in the cause of English education, more frequent visitations appear indispensable.

It is matter of daily observation that independent of the joyous and almost thrilling sensation created throughout a school by the arrival of numerous respectable visitors, their straggling questions on all possible subjects, and different modes of examination call forth into action the dormant faculties of the boys which it is scarcely within the reach of the all but hackneyed system of the master to effectuate. But the unfavorable situation of the place where this school stands, cannot invite there, even at distant intervals, a single stranger interested in the diffusion of knowledge. Nor does there exist at Seetapore, as elsewhere, a Local Committee, composed of some of the highest officers of Government, to exercise a control over the management of the school.

The injurious consequences of this want of superintendence may be summed up in a few words. The masters grow dull and tired of their unvaried routine of duties, the students themselves participate in this spirit of listlessness, the parents look with indifference upon the silent and apparently unregarded labours of those in whose care they have placed their children, and in short, the task of imparting and receiving instruction becomes a mere matter of form, to be prosecuted only so long as the masters and pupils do not find opportunities of employing themselves more in accordance with their taste and inclination.

The examiner says that in his opinion, nothing acts so pre-

judicially to the cause of education as the absence in a School Master of an enthusiastic love of his profession, and a sense of the deep moral responsibility intrusted to him, as nothing but these can reconcile him to the tedium necessarily attendant on the faithful execution of his duties. But this love and zeal, more essential to the advancement of learning than extensive acquirements and great abilities in the master, cannot be brought into active operation even when they exist, without the vigorous constant application of the powerful stimulants to be met with in a watchful observance of his proceedings, and in occasional and well discriminated encouragement.

In addition to the annual inspection of the Seetapore School, the examiner suggests that, to ensure the progressive increase of its importance,

I. One of the highest functionaries of the College should be appointed to inspect the school (and if possible, unexpectedly) once a year, regulating his time, so that the date of his visit be at least two months before or after the annual examination.

II. The Magistrate of the Zillah be requested to visit and report upon the state of the school, when he annually goes out on his circuit duties, during the cold season.

III. A Local Committee of inspectors be formed, composed of Mohammad Khezar, the Mootawalee of the Emambarah, Mr. Lardner, Indigo Planter, and Moonshee Sudder-uddeen, Moonsif. Nothing beyond periodical reports on the regularity of the attendance of the boys and the punctuality with which the masters conform to the printed rules can be expected from this Local Committee, yet a standing Committee of this description residing at the spot, may have it always in its power to exercise a wholesome control over the discipline of the Institution.

In connexion with the above report on the Seetapore school, the following extract is made from the examiners' list of candidates for junior scholarships, shewing the number of marks obtained by the two candidates from the Seetapore, and the highest and lowest number of marks obtained by the candidates from the College and Branch School :—

Highest number in the College,.....	188
Lowest,.....	83
Highest in the Branch School,	153 $\frac{1}{2}$
Lowest,.....	142 $\frac{1}{2}$
Highest Seetapore.....	47 $\frac{1}{2}$
Lowest,.....	47

Total number of marks obtainable,..... 260

In the month of January 1845, this school was again examined. Mr. Clint who proceeded to Seetapore for this purpose, took advantage of the opportunity to visit the Mudrussa also. Arriving at Seetapore before the termination of the Mohurrum, he found that most of the students of the latter institution were absent on account of the festival. His attention was therefore principally directed to the English school, as will be seen in the following Report which he has forwarded:

"At the examination of the first class of the English school, out of 19 boys, the number which it contains, only 12 were present. Pope's translation of the Illiad was the book read. They pronounced the classical proper names very ill, from which it was inferred that they were not acquainted with the structure of the English hexameter. Even English words were sometimes accented incorrectly, "autumnal," for instance. In general the pronunciation and reading were very bad indeed. The explanation was in general good, and historical allusions were satisfactorily accounted for. But one of the smartest boys stated that the Saxon language was spoken in Syracuse. Of the seven boys, whose names stand first on the list, none could explain the nature of an episode or even the meaning of the word. The eighth on the list failed in reading correctly words of two syllables, and stumbled even over monosyllabic words. Only one boy is noted as reading with feeling, and but two are said to pronounce distinctly.

All the pupils of this class were said to know five propositions of the first book of Euclid. They gave several definitions, but not that of a plane. On the whole the impression of the examiner was that they were deficient in this study. In Arithmetic only one boy answered a question in what is commonly called the Rule of Three in Fractions. A few questions on English History were read to be written down as from dictation, an exercise for boys which has the advantage of shewing an examiner their habits of order and obedience. In this respect the result was unsatisfactory, but the questions were tolerably answered, and in general the spelling was not very bad, though some mistakes occurred. To save time the same questions were given to be translated into Bengalee. The principal part of the writing of the class in both languages was bad. The most satisfactory part of the examination of this class was that which required the students to explain the meaning of what they read and to point out the force of particular expressions, and shew the relation and dependence of the parts into which any passage that they read might be resolved.

Notwithstanding the mistakes above instanced, they answered some difficult questions.

On the 21st was examined the fourth class, taught as well as the first by the head master. It consists of 36 boys, of whom seven were absent; they read No. 1, Prose Reader. Their ages are from 8 to 12,—much too advanced for their studies. Only one boy has “very good” against his name. He read with so much more feeling than the rest as to occasion enquiry. It was found that his native place was Comercole, the birth place of Rammohun Roy. Two boys were noted for ereditable pronunciation, and none appeared to be very deficient.

On the 21st were examined the second and third classes taught by the assistant master. They were prepared to be examined in pages 7-17 of the first Poetical Reader, and 60 pages of the History of Greece. Of 21 boys in it, only 14 were present. The manner in which the registers of these classes were kept, was not satisfactory. Only one boy was remarked as reading well, one pretty correctly but not fluently, one, with feeling. One is noted as tolerable in Grammar, and the remarks on the remainder are not favourable. The writing of this class is fully equal to that of the first. In spelling there are many mistakes in words of one syllable.

The third class consists of 26 boys, of whom 22 were present. They read Prose Reader No. 3, or Esop’s fables. Only 7 boys were undeserving of praise. In appearance they differed much from the first two classes, being very ill dressed, and looking as if they belonged to another grade of society. They cannot yet write, and know but little of the multiplication table. Yet many of them are 16, 17, and 18 years of age. Were it not for this, the class might be called a promising one. The pleasure which this class afforded may be attributed to their performance being equal to their pretensions, though the latter were humble enough. As they were only in the elements of Grammar, several of them were not able to parse “durst,” and the remainder shewed other deficiencies of the same kind. There are only 3 or 4 boys who are not above 12 years of age, and most of them have been 3 or 4 years in the school.

The first class was examined in Geography. They nearly all gave names and positions with correctness, but appeared to be acquainted with nothing else.

Both the examiners at their visits to the school paid due attention to the “Memoranda for Inspectors,” constituting Appendix O of the General Report of Public Instruction for 1842-43. The information additional to that already given, which was thus elicited is subjoined :

I. From Mr. Clint's enquiries it appears that Rule 37 on the age of admission is not strictly observed, nor is rule 49 on corporal punishment, which however is described to be slight and rare. All other enquiries respecting the rules were answered satisfactorily.

IV. The English school is at Jeghra, $\frac{3}{4}$ of a mile from the Musjeed and Mudrussa. The cultivation of the soil and a trade in wool, cotton and sugar occupy the people. The population is supposed to be less than 2,000.

VII. The headmaster appeared a studious intelligent man. This accounts for the boys explaining passages so much better than they did any thing else, while his isolated position accounts for their bad pronunciation. His handwriting cannot be praised, and his composition shows want of practice. He seemed to be fully capable of understanding Geometry and of reading it critically.

X. The inhabitants take much interest in the school. Many relatives of the boys were present during the examination. The objects that parents have in view in sending their children, are said to be moral education and providing them with means of subsistence.

XIII and XIV. The boys are said to be very regular, cleanly and well conducted.

XVII. The inhabitants consider the establishment of the school by Government as a favour. The parents are stated to be willing to pay something for the education of their boys, but to be too poor; yet there are a good many pukkah houses in the place.

XIX. Four or five of the pupils have since the opening of the school obtained employment in Calcutta, but of a humble kind.

XX. The headmaster suggests that more frequent visitation would be for the advantage of the school.

XXI. The school house is built of earth and thatched. It is in very good style for that kind of building. European masters could not do duty in it, on account of heat and want of ventilation. Three hundred rupees were allowed for erecting it, and the master added two hundred more.

XXV. The master said that no philosophical apparatus was required.

XXVII. The desire for instruction is principally felt by the higher classes.

There can be no doubt that this school is doing good. This good would be much increased if the school could be visited seven or eight times a year, though but for a day at a time. The distance, the hot weather, and the

rains, render difficult, without absolutely forbidding this visitation. Without it the maximum of efficiency cannot be attained, but as it will also double the expence now allowed by Government (192 rupees a year at present for the two institutions), the expediency of removing the establishment to a more accessible, populous, and important station is a question deserving of consideration.

Seetapore, the seat of a Mudrussa, founded or restored by Mr. Cartier, when Governor of Bengal, is a place attracting so little attention, that its name could not be found in any map, even on the largest scale, that was consulted. It is said to be twenty-eight miles distant from Chinsurah, and the same from Calcutta, and it lies in a westerly direction from them both. During the cold season it may be reached in six hours and a half continuous dák palkee travelling. But the first 5 or 6 miles may be accomplished in wheeled carriages, and the next 9 or 10 terminating in Singhur, almost precisely the middle point of the journey, and the seat of an indigo factory, may be performed with ease on horse back. The six hours and a half may therefore be reduced to five and a quarter, with the additional advantage of variety in the mode of travelling. There is another road from Chinsurah to Singhur, which branches off from the road between Pultah and Serampore, at a point nearly opposite Buddibatee Ghaut. To this point it is passable for wheeled carriages, and the remainder of the road may be travelled on horse-back. From Calcutta, the road to Seetapore is the Benares road from Howrah as far as the 18th mile stone, and then a bye-road which leads to the place itself. These and some of the following details, seemingly unimportant, are placed on record for the advantage of future inspectors, and on account of the difficulty usually experienced in obtaining such information with the exactness which is desirable.

The only accommodation, except tents, which any European inspecting the school can have, is to be found in the bungalow of Mr. Lardner, an Indigo Planter, who has a son in the school at present, and has just taken away another. Hence it is probable that the examiner will generally receive an invitation to the factory, should he be otherwise unprovided.

Mr. Clint in the first instance visited the Mudrussa, inspected the rooms, made enquiries concerning the state of the Institution, and from conversation with the Mutawallee ascertained his feelings on some points which have been agitated, having reference to the connexion of his Mudrussa

with the school at Seetapore and College at Hooghly. It appeared that the due working of the institution as an endowment for the encouragement of Arabic Literature was secured under the present management. There are three Mouluvees and about forty students entertained by the Mutawalee. The students leave the Mudrussa to fill or seek small employments, and in some few instances to finish their education at the Mudrussa of Calcutta or of Hooghly.

The following Report on the Arabic Department at Hooghly, was forwarded to the Council by Mr. Clint.

The number of admissions, dismissals, withdrawals, and deaths in that department, during the past year, with a statement of the daily average of attendance, are as follows :

MUDRUSSA.

	<i>Christians.</i>	<i>Mahomds.</i>	<i>Hindoos.</i>	<i>Total.</i>
Number of admissions,	—	81	3	—
Ditto of dismissals,.....	—	46	8	—
Ditto of withdrawals,.....	—	11	2	—
Ditto of deaths,.....	—	3	—	—
Ditto on the rolls, ending 31st December, 1843,	—	218	15	233
Ditto ditto 31st December 1844,.....	—	239	8	247
Daily average attendance,.....				162

HOOGHLY MUKTUB.

Number of admissions,.....	—	12	6	—
Ditto of dismissals,.....	—	9	—	—
Ditto of withdrawals,.....	—	10	—	—
Ditto of promotions,.....	—	3	—	—
Ditto of deaths,.....	—	—	—	—
Ditto on the rolls, ending 31st December, 1843,	—	54	—	54
Ditto ditto 31st December 1844,.....	—	44	6	50
Daily average attendance,.....				34

SEETAPORE MUDRUSSA.

Number of admissions,.....	—	17	—	—
Ditto of dismissals,.....	—	6	—	—
Ditto of withdrawals,.....	—	12	—	—
Ditto of deaths,.....	—	—	—	—
Ditto on the rolls, ending 31st December, 1843,.....	—	41	—	41

		Christians.	Mahomeds.	Hindoos.	Total.
Number on the rolls ending 31st December 1844,.....	—	40	—	—	*40
Daily average attendance,.....	—	—	—	—	—
Grand total on the rolls on 1st Jany., 1844,.....	313	15	328		
Ditto ditto on 1st January 1845,.....	323	14	337		
Daily average attendance,.....			235		

While the Principal records with regret the examiner's unfavorable report of the state of this part of the Institution, considered with reference to its knowledge of literature and science of Islam, he feels bound to corroborate as far as his information extends, the statements which that report contains. The noise and disorder so little appropriate to a place of learning, which have always been perceptible in the Mudrussa, since he first became acquainted with it, have led him to suppose that the result of an impartial and searching examination could not be otherwise than unfavourable. The existence of these evils have, he feels assured, rendered study as impossible in the Mudrussa, where, as in their seat, they were felt in their full intensity, as they have made it difficult in the College, where their influence was weakened by distance. Hence for the sake of the efficiency of the English Department, as well as for that of the one principally concerned, it is necessary that some reform should take place. In furtherance of so desirable a measure, the Principal begs leave to lay before the Council the results of his own experience.

The first and most remarkable fact which he has to mention is the absence of classification. This makes the Mudrussa a place of private tutoring, not of public teaching, and causes a great many more Moulvees to be employed than would otherwise be necessary. One cause of it is to be found in the idle and unruly habits of the students, and the inability or unwillingness of the Moulvees to control them. Another cause is the multitude of books of study, for the explanation of which I refer to the report of the examiner. The first remedy to be applied is to divide the students into

* Note by the Principal to 17.

This school formerly paid nearly half its expences. The amount collected has gradually dwindled down to about 18 Rs. Foreigners, as they are called who come from a distance, may be at some, but not a "considerable cost," and even these are not numbered by hundreds. Those who can afford a considerable expence in the preliminary of education cannot afterwards easily fall into a "wretched condition," even if they were mere smatterers. But undoubtedly some of those who have begun English too late in life or beginning earlier have not made use of their opportunities, may be disappointed in unreasonable expectations.

lasses—according to their ability, and not their caprice ; the second is to reduce the number of books to one or two in each class, and in particular to allow only one book to be in the hands of the class at any given hour, it being, when read displaced by the prescribed successor : the third is to order that the same part of the book (at any rate if one of Literature) should be read by the class in any given hour and day, and to strengthen the injunction by forbidding the present practice of several students reading the same book in different places. Under these restrictions, the Principal would be able to see to the observance of the prescribed routine.

The second characteristic of the Mudrussa which he would notice, is the excessive uproar. This arises from all the students in the room, but one, having nothing to do, as none of them are reading the same book or passage of a book as that one. Most of them are idle and noisy on this account. Some of the remainder are, perhaps with the accompaniment of great physical exertion, which adds its share to the noise, learning some book by heart, under a system of instruction, if it can so be called, which makes no great demand on the teacher's time, patience or ability. A few may be sleeping, which will, after what has been said of the noise, be the occasion of surprise to those who have not noticed the tired appearance of some of the students. The remedy for the noise is partly to be found amongst the recommendations of the last paragraph, and is complete by enjoining that only one voice shall be heard at a time, that of the tutor or pupil, and by committing the task of seeing the rule observed, to European authority.

The third evil in the Mudrussa is the irregularity of attendance, the representations to which it gives rise, and the impenetrable mystery of the registers. One cause of this is to be found in the short time that a Moulvee can give to any one student in the absence of classification. The student knowing he can at most have but a brief interview with his tutor, elects for his own convenience, or in obedience to a procrastinating spirit and a faith in luck, to come as late as he can ; or, coming early, makes some pretence for going away before the appointed hour, four o'clock, or perhaps goes away without even the form of an excuse. Another cause is to be looked for (in the opinion of the Principal) in the zeal of the Moulvees to increase the numbers of the Mudrussa, and make it appear that there are many desirous of admission, by which they succeed in getting on the books of the College (as he thinks) the names of many who never mean to, or even can, attend with regularity ; the remedy for this is

to order that the Moulvee of each class shall take the register at the opening of that class before proceeding to other business, and that, till the close of the business of that class with him, he shall be accountable to the Principal for every one marked present; that no students shall be named in the registers of two classes; that if any class read under two Moulvees (in consequence of the future orders of the Council) each of them shall take the register of that class, and be responsible in the manner before described, and that any student of such class shall be accounted absent altogether if not present with both Moulvees.

It is much to be lamented that the superintendence and encouragement of the Moulvee's labors, by some European versed in Arabic, are not obtainable for this, as well as the Calcutta Mudrussa. The hope of praise from him, fear of his unfavorable report, and a constant sense of working under the inspection of a competent judge, would stimulate their exertions and perhaps lead to their adoption of improved modes of instruction. It is also within the bounds of possibility that such a person might introduce some moral teaching of which there appears at present to be great need. It is also unfortunate, though perhaps not to be remedied, when the nature of this foundation is considered, that the instruction, such as it is, of about ten Sheeah students should cost five hundred rupees a month.

Should the Council of Education approve of the above rules, the Principal is of opinion that the adoption of them would strike at the root of the existing evils. Infraction of the rules must of course be met by suitable punishments, but as the consideration of their nature may for the present be postponed, he begs leave to pass from this to another portion of the subject.

In introducing it he would, for the sake of putting the Council of Education more completely in possession of the circumstances under which his opinions have been formed, observe that, as Principal of this Institution, he can never look on the Mudrussa as an independent whole. With respect to discipline it must always be considered in conjunction with its important neighbour in the college building, the English department.

The bad consequences of the juxtaposition of the Arabic and English departments, in the present disorder of the former, are by the almost daily complaints, forced on the attention of the Principal. The cure of this evil is difficult, so long as the students of the Mudrussa can plausibly cite their employment or amusement, during the time allowed

for *both* prayers and reereation. He therefore proposes to meet it effectually by changing the hours during which the Mudrussa is open, for others during whieh no prayers are neeessarily said, and by shortening to the extent of an hour or two, the whole time for which it is open, as a compensation for the withdrawal of the hours now allowed for religious observanee and relaxation. The Mudrussa being thus open for four or five hours (he would recommend the former) between eight and one or half past one o'eloek, and the hour of reereation of the English department being changed from 12 to 1 or $1\frac{1}{2}$ o'eloek, the disturbance that so frequently interferes with the studies of the English department, eould no longer be plausibly accounted for, and the souree of most of the complaints would be stopped. He believes that this measure would be popular amongst the Mussulmans themselves. It is also supported by the preeedent of the Caleutta Mudrussa. Should the Couneil honour with their sanetion all the arrangements proposed, he feels confident that the result would be an immediate and most favourable change in the state and prospeets of both departments.

The Students of the Madrussa, the Principal believes, are found in their present state only because they have been left uneontrolled. With the Moulvees, especiailly Mohammad Akber Shah, the Head Sooni Moulvee and Syud Meer Mohammed, the Head Sheeah Moulvee, he has had much agreeable intereourse, and as he trusts not without advantage to the Mudrussa. He begs leave also to express his opinion derived from frequent observation, that the class of Moulvee Khadim Hossein is, speaking comparatively and with reference to the present general state of the Mudrussa, in superior order.

The attendanee of all the Moulvees has been regular.

He makes no futher reference to the late riot in the Mudrussa, and the spirited conduct of the Head Moulvee, Akber Shah, on that oeeasion, although it oeeurred within the period under review, as it has already been noticed in the published Report of the Couneil.

The following is a list of the students who in the year 1844 have left the Mudrussa for publie employ :—

Vakeel Ooddeen, Professor of Regulations.

Nohammad Idris, Mohafez : Muntaz Ali, Mohurrir : Lala Choomloll, Monsiff : Mohammad Nazun, Cazie.

In the following abstraet from the Report of Dr. Sprenger, his own words have been used as often as possible, and his meaning has always been preserved.

Whole passages of the original are, with no other than a merely verbal alteration, embodied in this abridgement which the Principal has been led to make solely from the desire of exhibiting prominently, facts which otherwise might be lost, in the minute accuracy of detail observed by the learned Examiner. Any portion of that detail, considered by itself, will carry conviction to the mind of the reader more effectually than the mere allusion to it, to which the Principal has been obliged to restrict himself, in order to preserve a due proportion amongst the parts of his general report.

The Arabic department of the College was examined by Dr. Sprenger and Moulvees Mohammad Wujuh and Busheer-ood-deen of the Mudrussa of Calcutta, acting under his direction. The occurrence of the Ramzan rendered it impossible to finish the examination of the Senior department. The following observations refer therefore more particularly to the junior department, though not to it exclusively.

Dr. Sprenger reports, that in consequence of the great number of books read in the Mudrussa, and the small number of pupils reading any one book, and (which is the case both in the senior and junior departments,) the different stages of progress at which the students of that one book are, the 189 students constitute in reality 125 classes or more, though the number supposed to exist is but 13, equal to the number of Moulvees and Mavins. Several Moulvees teach the same book, but on the other hand one Moulvee teaches eighteen books; and none, according to the prospectus, teach less than seven. In the junior department alone there are forty used in teaching Persian literature, Arabic Sirf Nuho, and logic. Most of these books are useless, and a much smaller number would be preferable. Some of them do not essentially differ, some are but absurd commentaries on condensed enigmatical treatises, and one is a commentary on a commentary.

With respect to the students it appears that most of them read only one book as long as they are in any given class. Thus in the class of the Moulvee who teaches eighteen books there are twenty-seven students, of whom seven read two books. No one book is taught to more than five students, and eleven students are reading eleven different books. This it may be supposed is the most striking specimen of the system, but the examiner states that in analysis, the others all more or less amongst themselves, resemble the one selected.

On an average the students were prepared to be examined

only in the first 10 or 12 pages of the book to which they had applied themselves during the year. An honorable and most honorable exception is Khajah Besharat Hossan : opposed to this is the instance of a pupil who had been in the Mudrussa eight or nine months and had read 4 pages of Pudmaueh for the examination, during the 10 days previous to its taking place. In other books of the junior department the result was very nearly the same. Few of those who were put down as students of rather difficult books of Arabic grammar, knew how to conjugate an irregular verb.

In the Gulistan, not one of the examinees knew the grammatical annalysis of what he read ; only three boys knew the meaning of every word of the sentences which they read ; the majority knew how to read only in their own copy. The average number of pages read was 7. Three boys had read one page ; one was at the 39th page, but the preface of 20 pages is to be deducted.

The simple and elegant Gulistan is used instead of a primer, to teach the pupils their letters. While this is the mode in which reading is taught, in writing they are so deficient that a pupil of 15 years of age who was reading a difficult Arabic Grammar could not write his examination. The students were found willing and able to learn, but the discipline is unfavourably reported on. The student it is observed in the report did not appear to respect the authority of the Moulvees. It was necessary to apply to the Principal, to clear the examination room from intruders.

Those books which form the subject of scholarship examinations are generally speaking diligently studied, but the nature of the books renders a learning by rote almost unavoidable, particularly with students who have such a bad foundation. Yet this is a proof that a good system would work well.

In Arabic literature, in law, and in arithmetic and geometry, only those books are read which are required for obtaining scholarships.

The books of the senior department (excepting the Hidayah, Euclid and one of the books on arithmetic) are almost worse than those of the junior department, thus they read two commentaries on natural philosophy after the system of Aristotle, and one commentary on Ptolemy's astronomy.

It cannot be expected that much good should result from this and other Mudrussas as long as they remain in the present condition. Even the best pupils who have been instructed in them merely obtain a superficial knowledge

of Persian ; know to translate (by rote) from Arabic books which in themselves are totally useless ; and have a superficial knowledge of Mahomedan law. Their intellects and feelings remain uncultivated and self-conceit strengthens their prejudices. To obtain this education they spend eight years, and but few of those who attempt to obtain it succeed.

In Geometry only three students presented themselves for examination, one had read one book of Euclid and two had read two books. In Arithmetic they have only advanced to the Rule of Three. Their attainments in Science can therefore not be taken into consideration.

The following are Prizemen :

IN THE SHARH MALLA, SAFADAR HOSYAN.

Azhur-ul-Hakk, Golam Safdar Third Prize

IN THE KAFIYAH.

Abdool Kadir Third Prize

IN FUSUL AKBERY.

Rakyb Ubdeen

Afzal Aly

IN THE HIDAYAT-UN-NUHU.

Busheer Hosan	First Prize
Abdusanut.....	Second Prize
Golam Ahmed	Third Prize

IN OTHER WORKS ON ARABIC GRAMMAR.

Shankut Aly.....	Third Prize
Abdoollah.....	Fourth Prize
Lutfullah.....	
Syid Abdool Karym.....	
Syid Khadem Hosan.....	

PERSIAN LITERATURE.

To the more advanced students I gave a tale from the Bostan, which they had not read.

The following deserve prizes :

Abdool Setar.

Abdul Ghofur.

Nihal Uddyn.

Mohummud Mon.

EASY PERSIAN BOOKS.

Golam Rabany would deserve a prize if he had read more than 15 pages; Mohummud Danish would deserve a prize if he had read more than 12 pages; Wajid Aly would deserve a prize if he had read more than 4 pages.

Nawab Jan }
Aly Jan } deserve prizes.

NATURAL PHILOSOPHY.

Nithar Aly.

REGULATIONS.

Aukhoyehunder Bromoeharee, *Prize*.

Denonath Bhuttaeharjo, ... }
Abdoosooker, } Favourably mentioned.
Anundehunder Gangully, ... }

JUNIOR LAW.

Azim Oodeen 1st.

Azim Oodeed 2d.

GEOMETRY.

Abdool Moojeed.

The following striking passages are selected from the valuable report of Dr. Sprenger, the length of which, owing to its minuteness of detail, is the only cause of its not being given entire:—

“ I beg to add that all the School books in science are the worst books of Arabic literature. The Mahomedans of India belong, as every one knows to the last period of the life of Mahomedanism, and the literature which they cultivate can therefore be compared with the Latin literature of the darkest period of the middle ages. If any good is to be derived from the classical literature of the Mahomedans, it is to be from the revival, which is as good as the classical literature of the Greeks and Romans.

This system (the scholastic) not only prevails in astronomy, in which the Ptolemean system is taught, and in natural philosophy in which the pupils learn the theories of four elements, but even in logic, in their linguistical studies, &c. they lose their time in studying long and absurd commentaries.

The only way to remedy the evil is:—

a. ‘ To revive the ancient Mahomedan literature, which is in every respect equal to the classical writings of the Greeks and Romans.

b. ‘ To introduce the philosophical views of European Orientalists,

in the study of the Arabic and Persian languages. These views are not only calculated to enlarge the mind, but to render the acquisition of those languages much easier.

'To encourage the composition of good School books in good Oordoo and Persian, on the modern Sciences, as Astronomy, Natural Philosophy, Geography, &c.'

The Principal has attempted to illustrate Dr. Sprenger's report by referring to corresponding sentiments expressed by Mr. Adam after his examination of the common schools of the country. It is to be regretted that the resemblance between them, and this costly Mudrussa is so striking.

In concluding his report of the Mudrussa, in which he has said so much that is inculpatory, the Principal thinks it fair to repeat the remark of his predecessor, that there is no reason for believing that it is in a worse state than other Mudrussas. Such remark is in some measure confirmed by the absence of any animadversion on the Institution by the Moulvees of the Calcutta Mudrussa, who took part in the examination, and also by Dr. Sprenger's report, in that part of it which relates to these seats of learning in general. It is also certain, that most of the circumstances which the Principal has described as evils, have been prominently forced on his attention by the proximity of the Mudrussa, and it is possible that from the influence of the disturbance due to that cause, they may have appeared of greater magnitude to him than to a more distant or unconcerned observer. To take leave of the subject with a remark of an agreeable character, he begs to bring to the notice of the Council of Education the exemplary punctuality of the Head Soonee Moulvee Mohammad Akber Shah, who, during nearly nine years that he has served in this Institution, has only been absent a few days. As punctuality may exist without any other merit, it would be unjust to Mohammad Akber Shah to be silent on his extraordinary energy. The Head Sheeah Moulvee also is remarkable for suavity of manners and general acceptance amongst both sects of Mussulmen.—In fact, it is with the system, not with those who having never heard of any thing better, continue year after year to carry it out, that unfavourable criticism has been in these pages applied. He has throughout endeavoured by careful contrast in language to distinguish the facts he has brought before the Council from his mere impressions, and, when the latter were unfavourable to give means of estimating their value by stating the circumstances in which they were formed.

The Seetapoor Mudrussa was visited by the Head Soonee Moulvee Mohammad Akber Shah on the 23rd October

1844. The examination lasted two days.—Of forty students in the list presented by the Motwalee,

- 8 acquitted themselves very creditably, and gave entire satisfaction.
- 8 are in the next grade.
- 13 are in the third grade.
- 3 did not pass the examination satisfactorily.
- 8 were absent from sickness or not, having returned after the holidays.

THE MUKTUB

Of the Branch School was examined on the 23rd October by Moulvee Syud Mohammad, the Head Sheeah Moulvee.

The School consists of two divisions.—In the Register of the first were the names of 18; in that of the second of 31 boys—total 49.

FIRST DIVISION.

In this there were

- 4 very good,—these are the Prizemen.
- 2 good.
- 3 middling.
- 1 bad.
- 3 on leave.
- 1 sick.
- 4 absent from irregular attendance.

PRIZEMEN.

Shareeat Oollah.

Ahmud Ali, Senior.

Vazeer Ali.

Abeed Hossein.

SECOND DIVISION.

In these there were

- 6 very good—Prizemen.
- 6 good.
- 6 middling.
- 13 absent.

PRIZEMEN.

Khoorsand Ali.

Vazeer Ali Khan.

Ahmud Ali, Junior.

Abdoor Ruhman.

Dirasat Oollah.

The number of boys not present, 21 out of 49, is remarkable. The attendance in this school is bad. It has also been noticed to be so by the late Principal. His successor having visited this school occasionally, begs to state his opinion, but without assuming the possession of any critical knowledge of the subjects taught, that the mode of teaching them is greatly improvable. On one occasion he required a boy who was reading the Gulistan, to read in it from a page selected at random. It then appeared from his inability to proceed that he was being taught to read, not by letters, but by words or whole sentences. Another boy was then called upon to read a passage and succeeded. This system is alluded to in Dr. Sprenger's report of the Mudrussa.

DRAWING CLASSES.

The Principal thinks that the progress of the students in the department of design is as favourable as it has ever been, and as it could be expected to be under present circumstances, such as its not forming part of the prescribed studies and the absence of inspection and encouragement by good judges. He aims at improving this department by the introduction of drawing from models, instead of prints, and afterwards from nature. Until however the educated classes of Hindoos and Mussulmans begin to direct their attention to the fine arts in a greater degree than they do at present, and until they cease to think the mechanical arts to which the arts of design are frequently applied, below honourable ambition, the Principal fears that there will be little demand for the instructions of the Drawing Masters. He has every reason to be satisfied with the conduct and attendance of them both.

LIBRARIES.

The state of the Libraries of the College and Mudrussa, is highly creditable to the students, as will be seen from the respective returns; an analysis of the circulation of the English Library is in course of preparation.

THE COLLEGE BUILDING.

Has not required any considerable repair. The roof has been made a station of the Great Trigonometrical Survey, Calcutta Meridional Series. The Latitude and Longitude of the College will thus be found from those of other stations with which it will be connected with a precision,

which the whole life of a single unaided private observer would scarcely suffice to attain. Having had these locally important data settled for him, the time of any amateur of astronomy might be directed to objects of general interest.

OBSERVATORY.

The instruments of the Observatory are without any important exception in good working state. They are

Cloek,	Capital,	Sextant,
Transit,		Reflecting Circle,
Circular,		Artificial Horizon,

Chronometer.	Secondary.

The following reasons for establishing a small Observatory are submitted by the Principal :—

(1.) The possession of expensive instruments of which little use can be made, without their being suitably mounted and placed in a building with the usual aspects.

(2.) That a practical knowledge of this, the first of the sciences, may be communicated to the students of the College.

(3.) That a sound and accurate knowledge of any one science, involves a knowledge of the leading principles of others.

(4.) A knowledge of all the sciences cannot be acquired in a seminary of general education, but very good mental discipline is afforded by combining theory and practice in the study of even *one* of them.

(5.) A knowledge of practical Astronomy can easily be made of use in the sidereal and cometary departments, and in the mathematical geography of India, even with small instrumental means ; and to see scientific pursuits constituting the amusement of the college students would be a most delightful proof of high and advancing civilization. At present the applications of Mathematics to physical science give results not easily realized by them : their power of conception is very improvable : an observatory will furnish means.

(It is unquestionably true that some observations to the advancement of astronomy might be made, particularly in tropical refraction ; but this cannot be urged as a reason for building the observatory without implying that a series of observations would be made and published, and this it would be hazardous to promise.)

(6.) Mean time might be given daily to the surrounding

district by dropping a ball from the roof of the College, which would be visible from Chandernagore and Hooghly. The exact division of time contributes to a profitable use of it, and is essential to punctuality.

At the close of the general report of this College and the institutions connected with it, the Principal begs to state that he has throughout described what he has seen in the College, and expressed what he thought, with an inclination to take the most favourable view of things, but without such a degree of partiality as would lead to a wrong estimate of its condition.

In the English department, he thinks most needed at present, a removal of the adults from the low classes in which they are so numerous, and an extension of the pay system; in the Arabic Department, discipline, classification and routine; in both, a more efficient system of inspection; and with respect to the portions of each located in the College building, a new arrangement, based on mutual convenience, of the hours of study and recreation.

He begs leave to express his obligations to the gentlemen, who have at his request undertaken the labour of examination, whether of the college classes, or of the scholarship papers, and with deference submits his opinion, that the thanks of the Council of Education would be an acceptable acknowledgement of their valuable services.

The names of those not connected with the college are,

The Reverend Mr. Frederick Fisher, the Reverend Professor Mack, the Reverend Mr. Bradbury, and Doctor Sprenger, 21st Regiment N. I.

The following is an extract from the English Scholarship examination report on the Hooghly College:—

“In this College there is only one Senior Scholarship to be disposed of, that held by Jadob Chunder Bose, who has failed, in the opinion of the examiners, to make reasonable progress.

Jodoonauth Doss appears to us most worthy to succeed to the forfeited Scholarship.

The single Junior Scholarship which becomes vacant in consequence of the advancement of Jodoonauth Doss to a Senior Scholarship, ought, we think, to be conferred on Poorna Chunder Banerjee.

Jodonaouth Doss having passed the *vivâ voce* examination before the Council with great credit, obtained the vacant Senior Scholarship, and in all other respects the award of the examiners was confirmed by the Council.

The following Arabic Scholarships were awarded in accor-

dance with the results of the examination held by Doector Sprenger:—

1 Abdool Majeed, . . .	Rupees 50	<i>Hadji Mohamed Mohsin's Scholarships.</i>
Abdorr Ruhman, . . .	per month.	
4 Mahomed Rashed, . . .	<i>Senior Scholarships.</i>	
4 Seraj Ooddeen, . . .	Rupees 20	
5 Gholam Sufdar, . . .	per month.	
6 Gholam Medhy, . . .	<i>Junior Scholarships.</i>	
7 Golam Nakey, . . .	Rupees 15	
8 Azeem Ooddeen the elder, . . .	per month.	
9 Hedzut Oollah, . . .		
10 Mohamed Hossein, . . .		
11 Russool Buksh, . . .		
12 Syudkhadem Hossein		
13 Mohamed Ufzul, . . .		
14 Golam Akbur, . . .		
15 Akber al Hukh . . .		
16 Golam Punjuttun, . . .		
17 Syud Sakhwat Hossein, . . .	Rupees 8	
18 Juhur Hossein, . . .	per month.	
19 Uftah Uddeen, . . .		
20 Ayuool Islam, . . .		
21 Shaikh Noor Mahomed, . . .		
22 Imam-ul Huq, . . .		
23 Hyder Hossein, . . .		
24 Nuzur Ali, . . .		
25 Hilal Uddeen, . . .		
26 Matab Uddeen, . . .		

Faizullah forfeits his Scholarship of Rs. 50 per mensem.

At the distribution of prizes at Hooghly, on the 24th of February, the Governor-General spoke to the following effect:—

GENTLEMEN,—I wish to express in a few words the satisfaction I have derived from observing the manner in which the affairs of this College have been conducted during the past year, and which is represented in the report just read to us by the Secretary to the Council of Education to be most satisfactory and highly creditable to the abilities and energy of all connected with the Institution.

Since last year each student has been made to contribute according to his means towards the expense of his education, and the result has been such as fully to answer the expectations of those, who were favourable to the introduction of this change. The attendance of the students has greatly improved, and their successful application to their studies proves

to me that they fully appreciate the great importance of availing themselves to the utmost of the education afforded to them. I trust that they will one and all continue to apply themselves with the same diligence, and that the prospect of honorable employment in the public service held out to them by the terms of the resolution of the 10th October may still further stimulate them to constant and unremitting exertion. I trust that they will bear in mind the intention of the munificent founder of this Institution, and emulate the achievements of the ancient Oriental scholars, to whom the world owes much of what it now possesses of Mathematical and Medical Science, their discoveries in which, would in all probability be found not to fall short of those of the Greek and Roman philosophers, had the record of their labours been as faithfully preserved.

I must not however omit to observe that the state of the Oriental Department of the College is not altogether in as satisfactory a state as could be wished. This however is by no means to be attributed to any deficiency on the part of those who are employed in carrying out the existing system of instruction; but to inherent defects in the system itself, the means of remedying which, are now under the consideration of the Council of Education.

On the other hand it is my pleasing duty to remark on the success with which the vernacular language of Bengal is taught in this College and its dependencies. In this respect it is not surpassed by any of the Institutions of Government, and I earnestly trust that the study of their own language, whereby alone they can hope to render their other acquirements useful to themselves and to their countrymen, may be assiduously pursued by the students and always regarded as of the utmost possible importance.

The Report mentions the recent establishment of two private schools in the immediate vicinity of this College by distinguished ex-students of the Institution, at one of which 200, and at the other 150 boys attend to receive instruction in English and Bengali. This circumstance is no less creditable to the ex-students themselves, than gratifying as a proof of the ardent desire of the people to receive instruction, and of the propriety of having withdrawn the competition which existed, as long as students were admitted to receive gratuitous education in the Government Institution. I trust these enterprising young men will persevere and prosper in their laudable undertaking.

In conclusion I beg to offer on the part of Government, and of the Council of Education, my best thanks to the Principal, Mr. Clint, the Professors, and all who have been engaged in the work of instruction during the past year, for the unremitting zeal they have displayed in the discharge of their duties. The pleasure I have felt on this occasion of my first visit to the College has been very great, and I shall ever entertain a sincere desire for its continued prosperity.

MEDICAL COLLEGE,

10TH YEAR—SESSION 1844-45.

Under the immediate control and superintendence of the Council of Education.

COLLEGE COUNCIL.

N. Wallich, Esq., M. D. F. R. S.
 J. Jackson, Esq., M. B. F. R. C. S.
 J. T. Pearson, Esq.
 D. Stewart, Esq., M. D.
 R. O'Shaughnessy, Esq., F. R. C. S.
 Allan Webb, Esq.
 Fred. J. Mouat, Esq., M. D. F. R. C. S., *Member, Secretary and Treasurer.*

INSTRUCTIVE ESTABLISHMENT.

<i>Professor of Botany.....</i>	Dr. Wallich.
“ <i>Medicine and Clinical Medicine,.....</i>	Dr. Jackson.
“ <i>Anatomy and Physiology</i>	J. T. Pearson, Esq.
“ <i>Midwifery,</i>	Dr. Stewart.
“ <i>Surgery and Clinical Surgery</i>	R. O'Shaughnessy, Esq.
<i>Professor of Materia Medica and Medical Jurisprudence,.....</i>	Dr. Mouat.
<i>Demonstrator of Anatomy and Curator of the Museum.....</i>	A. Webb, Esq.
<i>Lecturer on Chemistry and Practical Pharmacy.....</i>	A. Robertson, Esq.
<i>Native Demonstrator of Anatomy</i>	Pundit Modusuden Gupta.

MILITARY CLASS.

<i>Professor of Military Surgery,....</i>	Allan Webb, Esq.
<i>Superintendent and Teacher of Anatomy and Surgery.....</i>	Pundit Modusuden Gupta.
<i>Teacher of Medicine and Materia Medica.....</i>	Sub-Assist Surgeon Sib Chunder Karmokar.
<i>Staff Sergeant.....</i>	Mr. J. Wood.

MALE HOSPITAL.

<i>Physician</i> ,.....	Professor J. Jackson.
<i>Surgeon</i> ,.....	Prof. R. O'Shaughnessy.
<i>House Surgeon and Apothecary</i>	Mr. Geo. Daly.

FEMALE AND LYING-IN HOSPITAL.

<i>Physician</i>	Professor Stewart.
<i>Resident Surgeon</i>	Sub-Assist. Surgeon Pro- sunno Coomar Mittre.
<i>Ditto Pupil</i> *	BabooDoyalChundBysack

OUT-DOOR DISPENSARY.

<i>Superintendent</i> ,.....	Dr. Mouat.
<i>In charge</i>	{ S. A. S. Prosunno Coo- mar Mittre.

Students in the College. The following is a list of the pupils at present in the primary class of the College:—

<i>Stipendiary Students</i> ,.....	50
<i>Robertson Scholars</i> ,	2
<i>Free and Ceylon Students</i> ,.....	34
<i>Members of the European Subordinate Medical Department, &c.</i>	5
Making in all ninety-one Students.	

Of the Hindoo pupils there are

<i>Brahmins</i> ,.....	19
<i>Kaists</i> ,	21
<i>Boyddows</i> ,	8
<i>Kyburt</i> ,.....	2
<i>Tanty</i> ,	2
<i>Bankers</i> ,	3
<i>Soory</i> ,	1
<i>Talee</i> ,	1
<i>Shutgope</i> ,.....	1

57

Of the Robertson Scholars—one is a Kaist (Hindu) Native of Hydrabad in the Deccan: the other a Mussulman from Furrackabad. Among the Stipendiary students there are two other Mussulmans—the remainder of the department being Christian.

* The Midwifery Scholarship Holder.

Military Class. In the military class there are at present, including the recent augmentation, sanctioned by The Right Honorable Sir Henry Hardinge, eighty-nine students* upon the full pay of five rupees per mensem ; and one pupil from Etawah, supported by the Government of the North West Provinces, making in all 90.

Of these 75 are Mussulmans and 15 Hindus.

Of the whole school 89 are sons of native officers and soldiers in the Bengal Army.

Of the Hindu pupils,.....	4 are Brahmins
	5 " Kaists.
	2 " Chuttrys.
	4 " Rowanees.

Of the Mahomedans 61 are natives of the North Western Provinces, and 14 of Bengal.

Of the Hindus 10 are natives of the Upper Provinces, and 5 of Bengal.

Changes among the Professors. During the past year the Council have had to regret the departure of Professors Goodeve and Raleigh, and to deplore the loss, which botanical science in this country has sustained, by the premature and lamented death of Mr. W. Griffiths, who officiated as Professor of Botany, during the absence of Dr. Wallich.

The eminence and high scientific reputation of Mr. Griffith ; the untiring zeal, energy, and ability with which his duties in the Medical College were conducted ; and the creditable proficiency of the Students of his class ; together with the extremely valuable and beautiful collection of diagrams and drawings, which he prepared for the instruction of his pupils and presented to the College, were such as to entitle him to the best thanks of the Council, and to render his decease a subject of deep regret, to every one interested in the successful cultivation and dissemination of science in India. It was his intention had his life been spared, to have prepared a Manual of Botany for the pupils of this College, specially adapted to their wants, and illustrated throughout from his drawings of Indian plants, so as

* 71 candidates presented themselves to Capt. Marshall for examination on the 15th of March, of whom thirty-three only were deemed worthy of admission. There are still twelve vacancies in the school, which will be filled up by special examination in June next.

to form not only a complete guide to structural and physiological botany, but to serve in some measure, so far as our present knowledge extends, as a *Flora Medica* of India. Few were better qualified to do justice to such a subject, and none could have brought a greater degree of energy and ability, or a larger amount of knowledge to the task.

In Dr. Goodeve the College has been deprived of the services of the oldest officer connected with the Institution, and of one to whom the largest share of its present success is due. Upon his departure the College Council passed the following Resolution, which was coincided in by the Council of Education, whose special thanks and acknowledgments for the eminent services and claims of the Professor, were also communicated to him :—

This being the last occasion prior to his departure for Europe, on which Dr. Goodeve will be present as a member of that body—the College Council are anxious to place on record the esteem and regard in which he is held by his colleagues, for the unvarying kindness, courtesy and friendliness which have characterized his official intercourse with them all, the patient attention and zeal with which he has on every occasion assisted them with his valuable advice and opinions, and the great regret which they feel in parting with him.

His distinguished claims on behalf of his exertions in the cause of medical education, have been recognized by the Council of Education and by the Government, and as the oldest member of a council with which he has been connected from its origin, it is deemed but just to record, that he was the first person to establish the practice of human dissection in this country, and likewise the first to establish a hospital for the reception of females.

The personal estimation in which he has ever been held by the Native pupils, is second only to that of the late David Hare, one of the greatest and most disinterested friends they ever had.

Mr. Raleigh was for some years connected with the General and Native Hospitals, and was well known as an eminent and excellent practitioner, as well as an able operating Surgeon.

Upon the occurrence of vacancies above mentioned in the chairs of Anatomy, Physiology, Midwifery, and Surgery, a communication was addressed to Government, pointing out the eligible opportunity which had occurred of remodelling the whole course of instruction pursued in the Medical College, so as to bring it up to the standard of the Royal College of Surgeons of England, with a view to procure the recognition of the Institution by that body.

Remodelling of system of instruction. The following extract from the letter referred to, will best explain the arrangements proposed, which were sanctioned by the Council of Education and by Government,

and directed to be carried into effect from the commencement of the next Session :—

The approaching departure of Professors Goodeve and Raleigh, has been deemed an eligible opportunity for remodelling the system of instruction pursued at the Medical College, so as to bring it within the regulations of the Royal College of Surgeons of England, that the Institution may be duly registered and recognized, and those of its pupils who may hereafter visit Europe for the purpose of graduating or obtaining the diploma of Surgeons, may be enabled to derive the benefit of the time passed here, being allowed to count in England, instead of their being compelled to spend four years in other schools and hospitals, as they are at present.

The means of instruction, dissecting-rooms, museums, library, laboratory, &c. are such as fairly to entitle it to rank with any of the provincial schools of Great Britain, or the second class schools of medicine, in the Capitals of England, Scotland or Ireland. The chief and insuperable drawbacks to its present recognition, are the divisions of the courses of lectures, and the time occupied by some of them : it being a rule of most European Colleges, that no single Professor shall teach two distinct branches of medical science, except in the cases of Anatomy and Physiology, and Materia Medica with Medical Jurisprudence, and that none of the systematic courses of lectures shall consist of less than 70 lectures or demonstrations upon each subject.

Under these circumstances the College Council beg strongly to recommend that the chairs of Anatomy and Midwifery may be separated : that the teaching of the elementary chemistry required, be united with the course of pharmacy given by Mr. Robertson, and that gentleman's services, be separated from the present courses of Chemistry and Materia Medica, in which no practical assistant would then be required ; and that for his present salary under the style of "Lecturer on Chemistry and Practical Pharmacy," Mr. Robertson should give the courses required by the Royal College of Surgeons of England.

That every student should, in addition, compound in the dispensary of the Medical College, under the superintendence of Mr. Daly, the House Surgeon and Apothecary : that the present anomalous and useless appointment of Lecturer on Minor Surgery should be abolished, and the whole course given, as it is in most European Schools, by the Professor of that branch of medical study ; and that Mr. Webb's valuable services should in this department be transferred entirely to the military class, to the pupils of which he is willing and able to lecture in Hindustani upon military and operative Surgery, a course of instruction which would be as valuable to them as it would be creditable to the talent and industry of Mr. Webb, who is willing to perform this extra duty without any other remuneration, than being styled Professor of Military Surgery to the Secondary Class.

In addition to the above, the College Council beg to recommend, that the present Professor of Chemistry and Materia Medica, be directed to give annually a course of lectures upon those parts of Medical Jurisprudence, not treated in the toxicological department of the Materia Medica lectures, and that his designation be changed to that of "Professor of Materia Medica and Medical Jurisprudence."

It is deemed of great importance that every course of lectures should be of the nature and duration, adopted as the standard of the Royal College of Surgeons.

The above changes would be attended with no additional expense to

Government ; would secure to the pupils a larger amount of instruction than they can receive under the existing system ; and would aid in placing the Medical College of Bengal upon a proper footing, as compared with similar Institutions in Europe.

New Professors. Surgeon J. T. Pearson was appointed to succeed Dr. Goodeve, as Professor of Anatomy and Physiology, and Dr. Duncan Stewart, as Professor of Midwifery, with the charge of the Female and Lying-in Hospitals. Mr. R. O'Shaughnessy was nominated to the Professorship of Surgery, and Mr. Allan Webb, appointed Demonstrator of Anatomy and Professor of Military Surgery to the Secondary Class, in addition to the Curatorship of the Museum. He was likewise constituted a member of the College Council.

Course of Instruction. In accordance with the arrangements above sanctioned, and the Regulations of the Royal College of Surgeons, the following will be the extent and divisions of the courses of lectures, to be hereafter given in the College during each Session :—

Anatomy and Physiology—120 lectures, viz. three lectures a week during the hot, and four during the cold weather, from the 1st of November to the 15th of March inclusive.

Demonstrations and Dissections.—The latter from the 15th of October to the 15th of March inclusive; the former by three demonstrations a week, during the entire Session, viz. from the 15th of June in one year to the 15th of March of the succeeding year.

Surgery.—The course to commence on the 15th of June, and consist of not less than 70 lectures.

<i>Theory and Practice of Medicine</i>	...	<i>Same as above.</i>
<i>Chemistry and Practical Pharmacy</i>	...	<i>Ditto.</i>
<i>Materia Medica and Therapeutics</i>	...	<i>Ditto.</i>
<i>Midwifery with practical illustrations</i>, .	...	<i>Ditto.</i>
<i>Botany</i>	...	<i>Ditto.</i>

Medical Jurisprudence.—The toxicological portion to be given with the regular course of *Materia Medica*; upon the remainder, one lecture a week from the 15th of October to the 15th of March inclusive.

In addition to the above every pupil will be required to compound medicines in the College Dispensary for at least six months, under the charge and direction of the House Surgeon and Apothecary, who has been authorized to grant certificates of proficiency for the same.

By the rules of the College, the students are already obliged to attend the practice of the various Hospitals and out-door Dispensary during three full years; to be present as often as their other engagements will permit, at the European General and Native Hospitals, as well as the Eye Infirmary. For the purpose of instructing them in the process of vaccination, a teekadar has been specially attached to the College, and the establishment of the Fever Hospital, will complete the amount of practical and clinical instruction furnished, so as to render the Institution in all these respects, fully equal to the best provincial schools in Great Britain and Ireland.

With a view to enable the Council of the Royal College of Surgeons of England to judge of the instructive means possessed by the College, tables have been drawn up from the records in the office, of the number of students educated in it—the number who have already received diplomas and been admitted to the public service—with the expense of each department, as well as the number of bodies dissected during the last seven years.

The following is a brief abstract of the detailed documents referred to:—

The College was originally established in the year 1835, from which date to the present time, the salaries of the Principal and Professors have been:

In 1835,	Co.'s Rs.	20,117	9	6
„ 1836,		30,330	0	0
„ 1837,		31,489	0	0
„ 1838,		30,227	12	4
„ 1839,		30,320	0	0
„ 1840,		30,120	0	0
„ 1841,		37,150	7	6
„ 1842,		34,100	0	0
„ 1843,		34,200	0	0
„ 1844,		34,200	0	0
<hr/>				
Making in all Co.'s Rupees . . .		312,954	13	4
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The cost of the establishment during the same period has been:—

In 1835,	Co.'s Rs.	4,119	14	0
„ 1836,		6,425	9	2
„ 1837,		7,362	13	8

In 1838,	Co.'s Rs.	8,072	1	3
„ 1839,		14,137	15	0
„ 1840,		13,194	7	0
„ 1841,		16,975	8	8
„ 1842,		23,297	3	8
„ 1843,		21,847	4	3
„ 1844,		21,045	15	0
Making in all Co.'s Rupees . . .		136,478	15	5

In the year 1838 the Ceylon Government determined to educate their subordinate medical establishment in Calcutta —since which period they have paid for this purpose—

In 1838,	Co.'s Rs.	326	12	0
„ 1839,		2,150	0	0
„ 1840,		2,400	0	0
„ 1841,		3,905	14	8
„ 1842,		5,355	7	2
„ 1843,		2,919	10	0
„ 1844,		3,724	1	5
Making in all Co.'s Rupees . . .		20,780	13	3

Ever since the foundation of the college, Government have sanctioned a monthly contingent allowance to each department, for the purpose of increasing its efficiency, providing it with the means and instruments of instruction, as well as establishing and maintaining its museum and laboratory. The sums sanctioned and expended for this purpose have been—in the College Department:—

In 1835,	Co.'s Rs.	5,299	7	4
„ 1836,		3,845	4	2
„ 1837,		4,971	0	9
„ 1838,		2,598	5	3
„ 1839,		5,146	8	0
„ 1840,		6,562	15	11
„ 1841,		8,506	14	9
„ 1842,		2,310	10	9
„ 1843,		3,337	0	6
„ 1844,		3,907	13	6
Making in all Co.'s Rupees . . .		46,486	0	11

MUSEUM AND DISSECTING DEPARTMENT.

In 1835,*	Co.'s Rs.	1,500	0	0
,, 1836,		1,329	13	0
,, 1837,		494	4	3
,, 1838,		780	9	6
,, 1839,		652	4	7
,, 1840,		1,005	9	3
,, 1841,		1,130	4	6
,, 1842,		855	0	6
,, 1843,		1,229	12	0
,, 1844,		902	10	0
<hr/>				
Making in all Co.'s Rupees. .		9,880	3	10

CHEMICAL DEPARTMENT.

In 1836,	Co.'s Rs.	1,162	2	0
,, 1837,		1,756	13	2
,, 1838,		838	11	3
,, 1839,		1,242	11	9
,, 1840,		1,238	13	6
,, 1841,		1,339	1	0
,, 1842,		287	1	0
,, 1843,		140	1	9
,, 1844,		197	1	6
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Making in all Co.'s Rupees. .		8,201	8	11

The grand total of all these contingent allowances being Company's Rupees. 64,567 14 8

The following is a tabular statement of the number of Students who have been in the Primary class of the College since its foundation.

	Remaining.	Admitted.	Dismissed.	Left the College.	Died.	Passed.
In 1835.....	0	71	0	4	0	0
,, 1836.....	67	31	0	32	0	0
,, 1837.....	66	31	0	20	0	0
,, 1838.....	77	11	4	9	0	0
,, 1839.....	75	20	4	5	0	10
,, 1840.....	76	29	2	18	0	6
,, 1841.....	79	30	6	9	0	7
,, 1842.....	87	34	0	21	2	10
,, 1843.....	88	5	2	4	1	20
,, 1844.....	66	20	0	3	0	7
Total..	76	282	18	125	3	60

Of these there were

	Hindoos.	Mahomedans.	Christians.
In 1835	56	0	11
,, 1836	44	0	22
,, 1837	60	0	17
,, 1838	59	0	16
,, 1839	51	2	23
,, 1840	51	2	26
,, 1841	60	2	25
,, 1842	57	3	28
,, 1843	42	3	21
,, 1844	50	3	23

The various Castes of the Hindoo Pupils were as follows :

	Brahmin.	Writer Caste.	Doctor.	Koybutto.	Weaver.	Banker.	Barber.	Blacksmith.	Oilman.	Cow-keeper.	Goldsmith.	Brazier.	Spirit Dealer.	Joogee.	Total.
In 1835	11	21	5	3	2	7	1	1	1	1	1	1	1	0	56
,, 1836	5	15	4	3	6	5	1	1	1	1	1	1	0	0	44
,, 1837	9	24	3	5	5	6	1	1	3	1	1	1	0	0	60
,, 1838	6	27	3	4	6	4	1	1	3	1	1	1	0	1	50
,, 1839	7	17	3	5	4	6	1	0	3	1	1	1	1	0	51
,, 1840	11	18	4	4	4	4	1	0	2	0	1	1	1	1	51
,, 1841	14	25	3	3	3	4	1	0	2	2	0	0	1	2	50
,, 1842	18	21	5	3	1	5	0	0	1	2	0	0	0	1	57
,, 1843	12	19	6	0	1	2	0	0	0	0	1	0	0	1	42
,, 1844	18	17	6	1	2	3	0	0	1	1	0	0	0	1	50

In the year 1839, the Secondary or Military Class attached to the College, was established for the education of Native Doctors, each of whom during his period of study, receives a monthly stipend of Rupees 5, the total amount of which, to the end of 1844, was Rupees 19,220-5-0.

The number of Pupils in this department since its foundation is as follows :—

	Remaining.	Admitted.	Dismissed.	Died.	Passed.
In 1839	0	46	0	0	0
„ 1840	46	16	2	0	0
„ 1841	60	9	5	0	0
„ 1842	64	47	12	1	32
„ 1843	66	36	10	3	13
„ 1844	76	25	14	1	10
Total,.....	312	179	43	5	55

Of the above, 57 were Mahomedans, 18 Hindoos, chiefly natives of the Upper Provinces, and 1 Christian. The whole number of students, therefore, who have passed, and obtained diplomas, including those of the present session, are 69 in the primary class and in the military class 70.

The whole cost of the Institution in every department, exclusive of buildings, some of which were however paid for from the contingent allowances, has been Co.'s Rs. 5,54,002-9-8.* For the instruction of the pupils, the College possesses at present two Hospitals, that for males capable of containing 112 beds; the lying-in and female wards having accommodation for 60 patients; together with an out-door Dispensary in which the daily average number of sick is seldom less than 150. The approaching establishment of a Fever Hospital capable of containing at least 150, and probably a much larger number of patients, will considerably increase the clinical advantages of the School.

The Institution in addition, contains a pathological and comparative anatomy museum, in which there are 874 preparations—a Library of 3,612 volumes, and among them all the most recent and esteemed text-books—a museum recently formed by the late Mr. Griffith and Dr. Mouat, of Botany and *Materia Medica*, which already contains a splendid collection of botanical and chemical drawings and diagrams;

* Nearly £56,000, of which £2,079 have been paid by the Government of Ceylon.

a complete set of all the medicinal remedies officinal in European Pharmacopœias, with a gradually increasing collection of indigenous specimens. In addition to the above, a cabinet of minerals is now on its way from Europe for the same department, purchased and presented to the Institution, by Dr. Mouat. The chemical laboratory consists of a complete range of new furnaces, constructed with much care and attention, in which every chemical and pharmaceutical operation can be carried on and exhibited to the pupils. Attached to the laboratory is an apparatus room, containing almost every instrument likely to be useful in the lectures delivered in the College.

Within the inner quadrangle is a small botanic garden, in which are contained specimens of most of the medicinal plants growing in the Honorable Company's Gardens, all of which were furnished by the late Mr. Griffith.

The dissecting rooms are admirably adapted for their special object, have recently been constructed, with an iron roof and asphalte floor, and are equal to those of any school in London.

The supply of subjects is ample, and would be nearly unlimited if dissection were not confined to the cold season, from the 15th of October to the 15th of March.

The following is a statement of the number of bodies dissected, since registers of them were kept:—

In 1837,	60
„ 1838,	120
„ 1839,	120
„ 1840,	174
„ 1841,	521
„ 1842,	304
„ 1843,	344
„ 1844,	508

And during the first two months of the present year, 165

In all 2,316

Subordinate European Medical Department.

Some time since a plan was drawn up by Dr. Goodeve, containing suggestions for affording a more complete and efficient education to the European subordinate medical department. The following is an abstract of the scheme referred to:—

“The present obvious deficiency of any regular professional education for the subordinate medical department, and a conviction that great

improvements may be wrought in that body by help of the instruction available at the Medical College, has induced us to submit to the Government the accompanying scheme for instructing the department in question.

The apprentices of the subordinate medical service, are for the most part young men of meagre general acquirements, who upon admission to the service, are employed for a period varying from 5 to 10 years, as underlings in a Military Hospital, under the name of hospital apprentices. At the expiration of that time they are allowed to proceed to more active service as assistant Apothecaries—this constitutes the whole of their medical education. During the above mentioned period they have no opportunities for pursuing any systematic mode of professional study, they are left almost entirely to their own resources to pick up such information as they best can procure. In this way the more attentive and industrious may, it is true, succeed in obtaining a very imperfect share of medical knowledge; whilst the idle learn merely to perform the ordinary routine duties of dressers and compounders.

Nevertheless circumstances sometimes render it necessary to employ these individuals in situations where the lives and health of a considerable number of people are dependent upon their skill and information; and doubtless they might be more frequently engaged with advantage in performing the higher class of professional duties, if their medical acquirements were generally of a better description.

Since the establishment of the Medical College, in consequence of an order passed by His Excellency the Commander-in-Chief, a few of the apprentices from time to time attended the lectures there delivered, but amongst these two or three individuals only paid sufficient attention to their duties, to derive any permanent advantage from the opportunity of improvement thus offered to them. This arose partly from laziness and indisposition to learn on the side of the pupils; partly because no great inducement for labor existed, (their subsequent employment and advancement depending in no wise upon a successful examination or on a certificate of proficiency from the Professors) and partly because their attendance has necessarily been irregular, from the nature of the other duties they were called on to fulfil at the hospitals and elsewhere.

But this opportunity for learning, limited as it is, was confined to a very few of the Hospital apprentices. It was enjoyed only by those who were placed at the Presidency Hospitals. A large portion of the young men in question, entering the service in the Upper Provinces had no means of obtaining even this advantage, and for some years it has been discontinued entirely as useless.

To improve the constitution of this body of Government Servants, we propose to effect a complete change in their education. In the first instance all who enter the service from whatever quarter, should be attached for a certain period to the Medical College, and compelled to engage in the opportunities for practical instruction on professional subjects, which are there afforded to them. They should finally be subjected to an examination before passing to the active duties of their department.

The following plan might be arranged to carry these views into effect:—

It appears that from 15 to 20 apprentices are at present required annually to fill the vacancies in the service.—To furnish the required quota, a sufficient number of young men might always be under instruction in the College, 20 new ones being admitted every year to supply the vacancies caused by those who are drafted to the service after their education is completed. These should be selected, as at present, from the various candidates who offer themselves, none being chosen who are not 13 years of age, and who do not pass a preliminary examination in

English Arithmetic, &c. They should be directed to enter the College at the commencement of the session and attend the lectures and instruction given there during four sessions, embracing a period of about four years. During that time they would receive instruction in Anatomy and Physiology, Chemistry, Materia Medica, Pharmacy, the practice of Physic, Midwifery and Surgery.

They should then pass an examination before the Professors of the College or such Medical Officers as the Government may select, after which they may be appointed to the practical duties of the department as Assistant Apothecaries. Arrangements might be made for their residing at the College, which would be very desirable on many accounts during their education. The grade of apprentice might be abolished entirely on account of the education they received at the College, and the time passed at that Institution, might be reckoned as part of their service; while in the College they might be denominated *Students of the subordinate medical department*.

When the period for further promotion arrives, they should again be subjected to an examination, to be held as in the first instance, if the apprentices are in Calcutta, or by a board of Medical Officers selected by the Superintending Surgeon, should they be stationed at the time in the Upper Provinces. The subsequent appointments of these individuals might be regulated by the value of the examination they passed, and the general abilities they displayed, and from the extended nature of their qualifications, they might then, in many instances, be safely entrusted with an independent medical charge.

If a sufficient number of candidates were not found to be well qualified at the examination, the deficiency might be filled up from the free students of the Institution. But there will always be a large proportion of candidates for situations in this department—the appointments are so eagerly sought after, that the increased difficulties in the way of obtaining them, would cause no dearth of applicants.

As a guarantee for the good conduct and continued attendance of these young men at the College, they should be subject to military law from the date of their receiving a stipend from Government.

It appears to us that the advantages presented by this scheme are great. The department under consideration would be rendered far more efficient than it is at present, industrious individuals amongst its members would then have an opportunity of distinguishing themselves and obtaining some reward for their exertions, whilst the expense of carrying the plan into effect would be so insignificant as scarcely to be worthy of notice.

A plan similar to this is pursued at Madras—indeed the only use of the medical school at that presidency is to instruct the youths of the subordinate Medical Department."

Objections of the Medical Board.

The propositions contained in the above communication were referred by Government to the Medical Board for report, from whose letter the following passages are extracted, containing the views of that body upon the question:—

" In the para. 3d of that letter the apprentices in the present system are stated to be all " young men of meagre general acquirements, employed for a period varying from five to ten years as underlings in a Military Hospital, during which time they have no opportunities of pursuing any

systematic course of professional study ; they are left almost entirely to their own resources to pick up such information as they best can procure."

In this way it is admitted, that the more attentive and industrious may succeed in obtaining a very imperfect share of medical knowledge, whilst the idle merely learn to perform the ordinary routine duties of Dressers and Compounders, neither class, with very few exceptions, being competent at any subsequent period to hold a responsible or independent medical charge.

These remarks are not altogether correct, and evince a very imperfect knowledge of the discipline which obtains in well regulated European Military Hospitals, where the junior subordinates are carefully instructed in the hospital duties under the Regimental Surgeon.

By the standing orders of the army, both Regimental and Superintending Surgeons are enjoined sedulously to watch over the conduct of the young subordinates, and carefully to instruct them in the duties of their situations, and from our long experience in the general management of European Hospitals, we are able to declare that the duty thus imposed upon the Medical Staff, is for the most part most scrupulously and conscientiously performed. Under the rules and discipline now in force, many of these subordinates acquire such a degree of skill and efficiency in the performance of hospital duties as to render them valuable auxiliaries to the Regimental Surgeon, who but for the assistance afforded by them, would, in seasons of great sickness, be unable to accomplish his daily task. Those of the apprentices who betray unwillingness or inaptitude to learn their duties, are removed from the department after a probation of six months.

The circumstances adverted to in para. 4th of Dr. Mouat's letter, under which it becomes necessary to entrust to the skill of individuals of the subordinate medical department, the " health and lives of a considerable number of people" are of extremely rare occurrence. They are seldom or never placed in charge of native soldiers, and the regulations of the service require the nomination of a Surgeon or Assistant Surgeon to the medical charge of all detachments of Europeans, exceeding 50 men, on the line of march or in the field.—In those instances, however, where the independent employment of the subordinate medical staff has been unavoidable, competent men have been found at all times available, and we are not aware of any occasion on which they failed to justify the confidence reposed in them.

Of the failure of the experiment alluded to in the fifth and sixth para. to improve the professional education of a certain number of apprentices, who are to attend the College Lectures, at the same time that they performed their hospital duties, we have only to remark, that we think success could not reasonably have been expected under such unpromising circumstances, and we apprehend from the knowledge we possess of the general character of boys of this class, that much difficulty and disappointment will be experienced in carrying out the views of the College Council, unless they are placed under the exclusive control of the College Authorities, who should be made responsible for their moral conduct, as well as for their application to their studies.

The 8th para. sets forth, " that 15 or 20 apprentices are at present requisite annually to fill the vacancies in the department, and to furnish the required quota, a sufficient number of young men might always be under instruction in the College, 20 new ones being admitted every year to supply the vacancies caused by those who are drafted to the service after their education is completed. These should be selected as at pre-

sent from the various candidates who offer themselves, none being chosen who are not 13 years of age."

The exigencies created by the war in Affghanistan and China, led to a temporary increase of the number of all grades of the subordinate Medical Department; but even with this increase the annual vacancies will be found to be over-rated in the above estimate, and if, as we believe, is contemplated, the establishment is to be permitted to revert to the old standard by the gradual absorption of the supernumeraries, the number of educated apprentices on the scale suggested by the College Council will, at the conclusion of the fourth session, a period of four years' study being proposed by the College Council, assuredly much exceed the wants of the service—even if it be intended that all vacancies in the grade of assistant apothecary, shall be filled up by those alone who have been educated in the College; for we find that the average annual promotions during the eight years previous to 1838 were about 9 only, and four years hence we do not think they will exceed 11 or 12.

Added, however, to the consideration at which we have already hinted, that when the specified number of apprentices has successfully passed the proposed examination in Anatomy, Physiology, Chemistry, *Materia Medica*, Pharmacy, the practice of Physic, Midwifery and Surgery, it will probably be found that these passed apprentices possess a degree of professional knowledge, which will be rarely called into exercise in their position as members of the subordinate medical department; the fact cannot be overlooked, that the numbers of all grades of this branch of the service, as it is now constituted, are not more than sufficient to carry on the laborious and ceaseless duties of our European Hospitals, and it therefore becomes a question how the current duties of these Hospitals are to be discharged, while the apprentices who would otherwise be lending very useful and needful aid therein, are entirely engaged with their studies in the College? If it be contemplated to retain a certain number of apprentices on the present footing, for the purpose of performing these indispensable duties in the European Hospitals, they will naturally expect their promotion in their turn, and having performed for years the bard work and drudgery of the Hospitals, their supercession by the College pupil will, we fear, prove a fruitful source of discontent.

It may be calculated, that apprentices at the end of the ensuing four years will not receive their promotion under a service in that grade of seven years. Should the supercession not be allowed, the College pupil would have to wait for two years at least for his promotion after he has passed his examination; but even if promoted to the rank of Assistant Apothecary, the day he passes his examination, his monthly allowance will only amount to 53 Rupees, with which it seems doubtful if he would be satisfied, when his native contemporary at the College, the Sub-Assistant Surgeon, is admitted at once to the service on a salary of Rs. 100 per mensem.

There is still another circumstance, which appears to have been lost sight of in imparting a high degree of professional education to apprentices of a department, who on the present system are trained equally to discharge the functions of the Apothecary and Steward. The duties of the latter are as indispensable to the economy of the Hospital as those of the former, and can only be learned in the Hospital.

In the letter of the Secretary to the College no estimate is furnished of the expence of paying, dieting, lodging and educating these apprentices during their four years' residence in the College. The monthly cost

to Government of an apprentice, who now works for his pay, may in stated at 40 Rs. or 480 Rs. per annum, and we presume that even be Calcutta, the annual expence of each apprentice will amount to 300 Rs. at least ; inclusive of the outlay that may be necessary at the beginning to erect suitable accommodation for them in the College grounds ; thus $300 \times 20 = 6,000$. By the admission of 20 pupils annually (so that by the close of the fourth year the College may be in a condition to draft 20 annually to the service) this would amount to a regular yearly expence to Government from the commencement of the fourth year, of Rs. 24,000.

The allusion made to the system of educating the medical subordinates at Madras, in the concluding paragraph of Dr. Mouat's letter, does not appear to us to require particular notice, as from information derived from that presidency, we find that the candidates or apprentices are not exclusively educated at the Medical Institution. We may observe, however that the plan pursued there of subjecting this class of officers to a searching examination previous to promotion to the different grades, is one which we should have been glad to have seen adopted in our own presidency.

Having touched on every point in the letter which seemed to us to require notice, we beg leave, in conclusion, very respectfully to assure your Honour in Council, that although the foregoing observations tend for the most part, to prove the incompatibility of College education with the ordinary duties of a Subordinate Medical Officer, we are far from desiring to circumscribe the unquestioned usefulness of the Medical College, or that our opinion should be received as conclusive against the scheme proposed by the College Council. It undoubtedly holds out great advantages, and we are, therefore, induced strongly to recommend, that a trial of it on a limited scale should be made, as soon as possible, with the view of ascertaining the benefits which would accrue to the public service, through the laudable exertions of the College Council. We beg leave most respectfully to propose, that twenty young men selected however from those who had already served three years as apprentices in a Military Hospital, on certificate of good conduct, intelligence and desire to improve themselves, should be placed under instruction, and whenever they are sufficiently qualified to be drafted into the public service, they should be distributed among the larger Military Hospitals, and a quarterly special report of their general good conduct, capacity and assiduity, forwarded through the regular channel for the information of Government, which would thereby be enabled to judge of the advisableness of carrying out the whole scheme of the College Council."

Reply of the Council of Education to these objections.

To this the Council of Education replied, that although

" They are unwilling to impugn the correctness of any of the statements contained in the Board's letter, they are still of opinion that the lads introduced into regimental hospitals are of extremely meagre qualifications, are not carefully examined as to their previous education and literary attainments, and can at the best and under the most favourable circumstances, acquire but a very limited knowledge of their profession. They have no opportunities of dissecting the human body, are utterly ignorant of Chemistry and Botany, their knowledge of Materia Medica is generally confined to the range of remedies used by the medical officer in charge of the hospital to which they are attached, and their practice of medicine purely empirical, founded upon the plan of treatment adopted by the regimental surgeon, without any knowledge of the reasons why one plan of treatment is adopted in preference to another, or the

peculiarities connected with the course of almost every disease in different individuals, depending upon age, habit, temperament, constitution, type and character of the disorder, climate and similar causes, which can only be thoroughly understood by those well acquainted with physiology and pathology.

Being ignorant of the elementary principles upon which all medical and surgical knowledge is founded, they cannot possibly become efficient practitioners, and as surgical assistants to Medical Officers in the field, they can be of very little value, as most field Surgeons can testify : mere reading and the general instructions communicated in a hospital by the most zealous members of the Medical Staff, can never supersede the practical and fundamental information which can only be acquired in the laboratory, dissecting room, and systematic course of lectures given in a medical school, where the process adopted in a regimental hospital is reversed, and the tyro never permitted to take charge of the sick, or compound and administer medicines, until he is acquainted with the healthy structure and functions of the body, their changes in a state of disease, and the nature, composition, uses, doses, and mode of preparation of the remedies he is called upon to prepare and exhibit. The want of this knowledge has, in many hospitals and chemist's shops in Europe, led to fatal mistakes, and is likely to do so in even well regulated hospitals, where the Surgeon seldom superintends the mere compounding of drugs, and can never be present when every dose is administered to each patient.

Although the regulations of the service require that all detachments above the strength of 50 men, should be placed under the charge of a Surgeon or Assistant Surgeon, it frequently happens that no medical officer is available for detached duty, especially in time of war and in an enemy's country, where troops are constantly moving in various directions. If all the young men in the subordinate medical department were better qualified than they are now known to be, the opportunities for detached charges would be more frequently afforded to them, and would prevent much of the inconvenience that is at present felt in withdrawing medical officers for detached duty, because it leaves an increased and in some cases oppressive amount of duty to be performed by some surgeon remaining behind.

Detachments are constantly moving about in this country, such as invalids, recruits, convalescents, single companies of artillery, &c. It is a common occurrence to see Assistant Surgeons sent off at short notice with these from one end of the country to the other, and then ordered back to their original posts at a great expense of time and money.

There are generally supernumerary assistant apothecaries at every large station, and if this class were as well educated as they would be by studying a sufficient length of time in the Medical College, all such duties could be safely entrusted to them. During the late war, two apothecaries were sent to China from Calcutta in medical charge of Transports with troops on board, in consequence of the great paucity of medical officers at the presidency at that time. It is in time of war that the good effects of having a well trained set of young men in the subordinate medical department would be most felt, since it is then that medical officers can least be spared from their regiments and stations ; and even if the occurrence of detached duties were but seldom required of the subordinates, it would be of great advantage to Surgeons to have well educated and efficient sets of assistants in all large European Hospitals, where the apothecary is required to perform the responsible duties of House Surgeon, and prescribe for the sick between the hours of the

Surgeon's visit. To have this duty well performed by young men in whom confidence could be placed, would be satisfactory to their superiors and highly advantageous to the service. It would relieve the Surgeon of much harass and annoyance necessarily resulting from being compelled to visit his Hospital upon the admission of every serious case during the 24 hours. During a campaign their value would be much more felt, especially after a general action—during any unusual outbreak of disease, as in Scinde at certain seasons—when a field hospital is formed—or when the wounded and sick are left in some safe garrison, while the army advances without being encumbered with a long train of doolies and its numerous disadvantages.

With reference to the inconvenience that would result to the service by withdrawing from regimental hospitals, the apprentices now supposed to be of much service, the Council are of opinion that it would be very trifling, and that the addition, of one or at the most two smart, intelligent native compounders upon a few rupees monthly salary, to each hospital, would afford as much, if not more assistance to the apothecary in the discharge of his duties, than can be done by young, uneducated boys, who cannot be trusted to make up or administer any medicines for the first two or three years without being constantly and personally superintended by the apothecary, who much more than the regimental Surgeon, is their immediate guide and instructor.

With respect to the dissatisfaction anticipated by the Board from educated apprentices receiving only Co.'s Rs. 55 per mensem when introduced into the service as assistant apothecaries, while their native contemporaries in the College at once draw 100 upon their admission to active employment under Government, the Council are of opinion that there is no parallel between the cases, since the Sub-assistant Surgeon is never entitled to more than 100 Rupees, while the apothecary can obtain after a sufficient length of service 145 per mensem, with a liberal pension upon his retirement from the service.

The following is the scale of pay allowances, which are at present granted to the members of the subordinate medical department, with the grades they occupy:—

	Apothecary.		Steward.		Assistant Apothecary and Asist. Steward.		Apprentices	
	At full Battalions.	At half Battalions.	Full Battal.	Half Battal.	Full Battal.	Half Battal.	Full Battal.	Half Battal.
Pay,.....	50	0	50	0	30	0	30	0
Batta,.....	60	0	30	0	60	0	30	0
House Rent } or Tentage, f	35	0	17	8	35	0	17	8
Total,..	145	0	97	8	125	0	77	8
					70	0	47	8
							22	0
							22	16

Hospital apprentices are allowed rations, in addition to what is enumerated in the table of pay; when rations cannot be drawn, they receive 5 annas a day in lieu of it, or 9 Rs. 6 As. per mensem; their clear pay in-

full batta stations is 18 Rs. a month with quarters and rations ; when in the field they draw 15 Rs. more : if not supplied with a tent in half batta stations, they only draw 15 Rs. 8 As. with quarters.

The Council are unwilling to suggest any special increase of these rates, as they are not called upon to do so, and as the Right Honorable the Governor of Bengal can best ascertain how far such indulgence can be afforded by the State, to a more efficient class of public servants than those now in the service. The grade of Steward appears an unnecessary one, and it would undoubtedly be a great boon to abolish it, and promote at once the assistant apothecary to the rank of apothecary. The duties of the steward's department are very easily learnt, and every assistant apothecary upon joining a regiment could acquire them in a month, but as the new class educated in the College began to fill up the ranks of the department, the attainments and qualifications of all being of the same nature, the two might be placed upon the same footing, and receive the same pay and allowances. For some of the above opinions and for much interesting information upon the state of the department generally, the Council are indebted to Mr. G. Daly, a member of that branch of the service, a Graduate of the Medical College and House Surgeon of its Male Hospital, who served in H. M. 16th Lancers at Bhurtpoor, and in Lord Kean's campaign in Affghanistan, and whose opinions founded upon many years' practical experience of a zealous and intelligent observer, are deemed valuable.

The Council of Education coincide perfectly with the Medical Board in the opinion, that the lads must be placed under strict control and direct personal superintendence within the College premises, to ensure any prospect of success from the experiment. The unfavourable issue of the former plan was, in a great measure, due to this, in addition to which it contained many other elements of failure, and few of success.

The boys should be most carefully selected, the preference where literary qualifications were equal, being always given to the sons of meritorious soldiers and non-commissioned officers in Her Majesty's or the Hon'ble Company's service. They should be examined according to the present Medical College standard, and remain five years in the Institution, the period now fixed by the Council of Education as necessary to entitle a pupil to obtain the diploma of Graduate. They should be placed under the immediate charge of a steady non-commissioned officer to superintend their mess, act as their steward, be constantly with them, and exercise the moral restraint over them, which is so necessary with lads commencing the study of an important and responsible profession, who are in after-life to be subject to military authority and discipline.

The present College premises would not contain them, but until suitable accommodations were provided for them, a house capable of containing 20 pupils can be hired in the immediate vicinity of the College for forty Rupees per mensem, a plan which was successfully adopted with the Ceylon pupils, before their present quarters in the College compound were constructed.

The expense of educating and maintaining the lads during their period of study has been considerably overrated by the Board, from whose statement it appears that the present expense to Government of an apprentice who works for his pay, is 40 rupees per mensem or Company's Rupees 480 per annum, whereas he can easily and with comfort be supported at the College upon 20 rupees a month or 240 Rupees a year, including diet, lodging, and every expense attendant upon his education. The experiment has now been tried with the pupils from Ceylon for six years and with success, since even under their own management this has

been found adequate to maintain themselves, and a proper establishment of servants throughout the year. The experiment would have been still more successful, had their mess been placed in the hands of a steward, and the sum expended with a rigid regard to economy and the purchase of suitable and wholesome provisions : in fact when carefully husbanded by a steady trust-worthy person, there would be a surplus balance sufficient to provide them with necessaries and clothing.

The minimum number of apprentices stated by the Board to be sufficient to supply the wants of the service is 12 per annum. So that calculating the number in the school at the end of the fifth year to be sixty—the whole annual expense to Government would from that time be 240 x 60 or Company's Rs. 14,400, exclusive of building accommodations and paying a superintendent or resident non-commissioned officer.

The total expense of purchasing a fresh piece of ground to the southward of the present Medical College premises, and erecting a suitable barrack capable of accommodating 60 pupils, with quarters for a resident non-commissioned officer has been roughly estimated at Co.'s Rs. 30,000 ; a large sum when considered by itself, but not so compared with the great and undoubted advantages that would ultimately result to the public service. In fact, instead of an expense it would, in a few years, if established and carried out upon an extended and energetic plan and scale, prove a great saving to the State, and enable the Honorable Court of Directors to reduce the present heavy supernumerary list of Assistant Surgeons, and employ in their stead as they gradually become absorbed into the service, in all minor unimportant charges, the European Graduates of the Bengal Medical College. Several of those already sent to Ceylon have proved highly efficient public officers ; some now in the service of Government in Bengal as Mr. Lazarus, at Dacca, are equally so ; and it is not unreasonable to hope that their successors after five years of careful training and study, will prove equal to any and every charge with which they may be entrusted, their previous qualifications having been carefully ascertained and proved by the most searching examinations, before they are allowed to be drafted into the public service.

To sum up in a few words the result of the proposal of the Council, and enable the Right Hon'ble the Governor of Bengal to judge of its expediency and expense, the following brief abstract is presented :—

The Council recommend that a school shall be formed for the education of the European Subordinate Medical Establishment to consist at the end of the fifth year of sixty pupils, at an annual expense of Co.'s Rs. 240 each, or for the whole number Co.'s Rs. 14,400, superintended under the control of the resident medical officer, by a non-commissioned officer upon a consolidated salary of 1200 rupees annually.

That a sufficient portion of ground be purchased directly adjoining the College and a suitable barrack erected upon it, at a probable cost of Co.'s Rs. 30,000.

That each pupil pass through the regular studies of the College, and if found qualified at the termination of five years be presented with a diploma, and transferred to the list of apprentices to serve such time as may be deemed advisable, and then promoted to the grade of assistant apothecary.

That the useless grade of steward be abolished and the assistant apothecary, after a sufficient length of service, be promoted at once to the rank of apothecary.

That the Right Honorable the Governor of Bengal take into his gracious consideration, the eligibility of increasing to such extent as he may deem deserved by their superior qualifications and efficiency, the

pay and allowances of all grades of this department educated in the Medical College, and fix such moderate scale of head money or staff allowance, as may be considered due to those who perform detached medical duties, with skill, efficiency, and success, thereby elevating the whole subordinate service in respectability, and rendering it a more valuable body of servants to the state, than they can ever be under the present system.

Should the general plan be approved, and the expense of carrying it into effect be not deemed incommensurate with its importance, the Council will be happy to furnish the detailed rules and regulations that may be required, with such other information as may appear desirable, and calculated to ensure the success of the proposed measure."

Students proceeded to Europe. One of the most important and gratifying occurrences of the past year, has been the munificent offer of Dwarkanath Tagore, to take to England and educate at his own expense, two pupils of the Medical College.

This proposal was first communicated to Dr. Mouat, who announced it to the assembled school, and pointed out the great advantages that would result to any one bold enough to break through the trammels of caste, and profit by the opportunity offered of visiting Europe. Upon this, and almost immediately after the address referred to, three students volunteered unconditionally to go, viz. *Bholanath Bose, Surjee Coomar Chuckerbutty, and Dwarkanath Bose*—a fact so highly creditable to their spirit and anxiety to profit by the liberality of their distinguished countryman, as to deserve special record.

Subsequently to this, Professor Goodeve offered to proceed to Europe in charge of the pupils who might be selected, to superintend their education, and to pay from his own funds the expense of an additional student, on condition of certain benefits being extended to him by Government, for making so great a sacrifice as the proceeding, if agreed to, would entail upon him.

Upon this a letter was addressed to Government by the Council of Education, respecting the offer of Dwarkanath Tagore, of which the following extract will serve to shew the nature and purport:—

"The offer is an extremely liberal and munificent one, as it has been calculated that each pupil will cost at least Co.'s Rs. 7,000, including the passage to and from England.

Independently of this, it has long been deemed an object of very great interest and importance, to induce some of the lads educated in the Medical College to visit Europe; since two former efforts to persuade them to throw aside the prejudices of caste, as they had already done in the pursuit of practical anatomy, had failed. An eligible opportunity of effecting as great and desirable a triumph, was unfortunately lost during

the late China campaign, when three Sub-assistant Surgeons volunteered to take charge of transports filled with camp followers.

The offer was not accepted, although strongly recommended by Inspector General Playfair, who applied for the services of the lads in question.

The advantages of the scheme will be great, both as exhibiting the nature and extent of the medical education which can be given to the pupils in Calcutta, and also of elevating them in the estimation of the Native community, should any of them return with European Diplomas, which they are fully qualified and able to obtain.

As it will be necessary to send them home in charge of some competent person, who will likewise have to take care of them in England, and superintend their studies, the Council of Education beg most strongly to recommend that Dr. Goodeve may be ordered upon this duty, upon the terms mentioned in his letter, viz.; the retention of half his staff allowance—his time of service to count while in Europe—and to be entitled to his appointment in the Medical College upon his return.

From Dr. Goodeve's long connection with the Medical College—his popularity among the students—his having been the first person in British India to introduce the important practice of human dissection, and also the first to found a Female Hospital—his munificent offer of taking one pupil at his own expense—and his endowment of a midwifery scholarship, the Council are induced to hope, that his application will meet with favorable consideration from Government. His also having lost his health from a dissection wound in the service of Government, will be an additional recommendation.

The best thanks of the Council have been returned to Dwarkanath Tagore for his munificence, in addition to the large sums already bestowed by him for the purposes of education, and the benefit of his fellow-countrymen."

The acceptance of the proposal by Government, with some slight modifications, has already been made known, by the publication *in extenso* of the Government letters in the *Calcutta Gazette*. Since that time Dr. Goodeve succeeded in raising an additional sum of 7,500 rupees for a fourth student, 4,000 of which were munificently presented by his Highness the Nuwab Nazim of Bengal.

The four pupils who accompanied the Professor and started in the Steamer *Bentinck* on the 8th March, were *Bholanath Bose*, a pupil of Lord Auckland's School at Barrackpore, who was supported at the Medical College by His Lordship for five years, and was considered by the late Mr. Griffith, the most promising botanical pupil in the school—*Gopaul Chunder Seal*—*Dwarkanath Bose*, a Native Christian, educated in the General Assembly's Institution, and employed for some time as assistant in the museum—together with *Surjee Coomar Chuckerbutty*, a Brahmin, native of Commillah, a junior pupil and a lad of much spirit and promise.

Limit of age.

The subjects of the limit of age at which pupils are admissible to the College, and the period considered necessary to enable

them to qualify for diplomas, having been reconsidered, it was deemed advisable to change the existing standard, and adopt that of from 16 to 20 years, as well as to compel every student to devote at least five years to the acquisition of professional knowledge, before being permitted to present himself for final examination. The number of subjects to be acquired in that time, with the extreme importance of an extended acquaintance with the treatment of diseases, in the hospitals attached to the College, rendered it advisable that the pupils should be retained as long as possible at their studies, before undertaking the responsibilities of independent practise. It was likewise directed that at least *eighteen* months of the prescribed time, should be passed in the *bonâ fide* performance of the duties of clinical clerk and dresser.

During the past year much attention

Text books for the military class. has been paid to the want of class books in their own vernacular

language, for the pupils of the military school, and with a view in some degree to remedy a deficiency which considerably impairs the efficiency of the department, Dr. Mouat submitted to the Council a detailed scheme upon the subject, together with a version of Spilsbury's translation of the London Pharmacopæia prepared by himself in the Persian character, with the addition of an appendix, specifying the uses, actions, and doses of the official substances contained in the work of the Royal College of Physicians of London. This was adopted by the Council, ordered by Government to be printed, and has recently been published.

The only vernacular works upon European medicine extant—besides the translation of the London Pharmacopæia and an Arabic version of Hooper's Anatomists' *Vade Mecum*, together with a Bengalee translation of a Manual of Anatomy by Mr. F. Cary—are the imperfect and meagre monographs of Tytler and Breton, which are out of print, and not worth the expense of republishing, as they are limited in the amount of information contained in them, are chiefly in the Nagree character which is only understood by Hindu native doctors, (who form scarcely a third of the number of pupils in the school,) and do not embrace more than a small fraction of the information required by native doctors, in the due and efficient discharge of their duties.

The following is an abstract of Dr. Mouat's report referred to above:—

"It is not deemed necessary or advisable to compile new works for the purpose, but translations of approved manuals would tend much to

advance the instruction of the pupils, and spread among the class of native doctors generally, a more accurate and scientific knowledge of European medicine and surgery.

For this purpose the most concise, intelligible, and at the same time approved authorities should be selected ; all scientific names and terms rendered at once into Hindoostanee and no Arabic or Sanscrit synomynes employed, which are equally unintelligible at first to the pupils, quite as difficult to recollect, and much more limited in their application, whereas the terms used in European works are universally intelligible, and expressive of differences and particularities, not specified in any oriental language.

The works should comprise a manual of anatomy and physiology, one of surgery, one of practice of medicine, including midwifery, and one of *materia medica*, with such an outline of chemistry as may be deemed necessary for explaining all pharmaceutical processes.

As the exact information required for each of these subjects is not contained in any single European work, it would be necessary for the editor to borrow the deficiency from some other treatise of authority upon the subject : as for instance the translation of such works as the Dublin *Dissector*, or Wilson's anatomist's *vade mecum*, both good authorities, would afford only the anatomy, whereas the physiology might be condensed from any of the approved treatises now used as class books, omitting all theories, speculations, and voluminous details, and introducing in a simple and concise form, as much as may be required to understand the functions and uses of every organ and structure of the body.

The translations should be effected under the superintendence of one or more medical officers, sufficiently acquainted with the vernacular language to determine that they had been correctly rendered, and assist the translators in every passage or phrase, that was difficult or impossible to translate literally.

The work would be more cheaply and efficiently performed, if the different translations were entrusted to different Moonshees or other equally competent natives, specially paid for the purpose, and set to the task somewhat in the manner adopted by Mr. Boutros, the Principal of the Delhie College, under the superintendence of an European as mentioned above.

The translations would then only cost Government the monthly salary of the Moonshee and the price of transcription : and if 1000 copies of each were to be printed consisting of 500 pages 8vo, the expense would be Rs. 2-4 per copy got up and bound in the style of the version of the London *Pharmacopœia* in the Persian character, published recently at the Bishop's College Press.

Each work upon its completion or upon the termination of any department of it, should be submitted to any Hindoostanee Scholar appointed by Government to report upon the correctness and general intelligibility of the translation, the medical superintendent being responsible for the correctness of the professional information contained in it."

The above plan has been approved of by Government, and will be carried into effect as soon as suitable text books have been selected, and efficient translators found.

With reference to the expense of such an undertaking, Dr. Yates favoured the Council with the following rough estimate, which will be taken into consideration when the selection of works—regarding which the Council of the Medical College

have been called upon to report—shall have been submitted for the sanction and approval of Government:—

“ The lowest *rate* at which a book of 500 pages could be decently executed would be 3,000 Rupees : if done by a man eminent for his knowledge of medical science as well as acquaintance with the vernacular language, it would be worth double that sum ; but if done by a person not well acquainted with the science or the vernacular language it would not be worth one half.

The *time* that would be occupied in the translation of a medical work of 500 pages, would depend much upon the facility acquired by the translator in his work. I should reckon that he could not translate carefully, revise and copy fair for the press, more than two pages a day, and at this rate the time required for the execution of the 500 pages, deducting all holidays, would be about one year.

I do not know any *person* who from a thorough acquaintance with medical science and the Bengalee, would be competent to undertake the task in that language. My son, now a young man in his 28th year, who graduated at Edinburgh and studied surgery in Paris, and has obtained a competent knowledge of the Hindooostanee, would be willing to undertake the translation of one of the proposed works in that language.”

In addition to the copies of the Hindustani version of the London Pharmacopœia, placed in the library of the College, two hundred copies of a work prepared by Mr. Webb, Curator of the Muscum, were purchased by Government and disposed of in a similar manner. The work is entitled “ *Pathologia Indica*,” and forms not only a complete guide to the morbid contents of the museum, but contains an instructive chapter upon the pathology of each of the great tropical varieties of disease of which it treats, illustrative of the preparations preserved in the College.

Museum. In connection with this subject, the Council of Education represented to Government the great importance of establishing a central museum in Calcutta, similar to that at Fort Pitt, by directing—through the Medical Boards of the three presidencies—all medical officers in charge of civil and military hospitals to furnish to the Calcutta Museum, morbid preparations of interest, with cases attached.

The suggestions of the Council were adopted by Government, and liberally seconded by the Medical Boards of Bengal, Madras and Bombay, so that although few preparations have yet been furnished, much ultimate advantage is anticipated from the measure.

The museum itself is in a highly satisfactory and creditable state, containing an aggregate of 875 preparations, of which number 56 were added since January 1844.

Library.

The library of the College continues to be much frequented by the pupils, and is gradually becoming an extremely valuable collection of professional works. The whole number of books and pamphlets contained in it is 3612, of which 1317 were added since the publication of the last annual report, viz. purchased by Government 697—presented by Dr. J. V. Leese 532, by Dr. Goodeve 79, by Mr. Ondaatje 1, and by Government 62.

Gymnasium.

For the health and recreation of the many pupils residing within the College-compound, the establishment of a gymnasium has been sanctioned by the Council, which will be carried into effect without delay.

Title of Students.

The title of Graduate in Medicine and Surgery of the Bengal Medical College has been granted by Government to all passed students of the Institution, both to give them a status and consideration among the native community, and as a just reward for the strict and searching examination to which each is subjected, prior to receiving his diploma.

Change of period of examination.

The period originally fixed for conducting the annual and general examinations of the College, having been found to interfere seriously with the practical duties of the dissecting room, and to curtail a season already scarcely sufficiently extended to enable any pupil to become an expert and proficient anatomist and operative surgeon, was recommended to be changed from the 1st of November to the 15th of March,—which was adopted by Government, and has now come into operation for the first time. The regular session of the College in future will commence on the 15th June of each year, and continue uninterruptedly to the 15th of April of the ensuing year, Sundays and Native Holidays excepted—thus affording nine months for lectures, and one for examination in all departments.

System of examination

The system of examination has likewise been somewhat modified, and more nearly assimilated to that which obtains in most European Universities. Each Professor now examines in his own department, the subject being dictated and determined only by the superintending examiner and assessors, with whom alone rests the decision as to the passing or rejection of the candidate. Besides a written and a practical examination in the dissecting room, every final student is subjected to special trial for twenty minutes at least, in each and every

department of study pursued within the walls of the College. The ordeal is much more difficult and extended than that to which candidates for the diploma of the Royal College of Surgeons of England are subjected, and with the exception of Latin, Natural History, and Medical Jurisprudence, embraces every thing required from a Graduate of the University of Edinburgh.

Conduct of Students.

During the past session the general conduct, attention, and regularity of attendance of the native pupils have been unexceptionable, no references of any kind for breaches of discipline having come before the Council of Education, and the Registers exhibiting, with a very few exceptions, a creditable degree of zeal and assiduity on the part of the students.

The conduct and attention of some of the pupils from Ceylon, particularly among the seniors, have not been quite so satisfactory as heretofore; and it was deemed requisite by the Council of Education to frame special regulations for their guidance within the walls of the College, before and after the regular hours of study. These together with the strict registers of the character of each student of the College submitted to the Council at the termination of every session, and communicated by them to the Government of Ceylon, will, it is hoped, be productive of the desired effect, and render it unnecessary to place any such observations on record for the future.

Dr. Goodeve reported that the students of the anatomical class conducted themselves with perfect propriety, and in every respect afforded him complete satisfaction. The midwifery pupils were also attentive and well behaved—they in several instances availed themselves of the opportunities for practical instruction offered in the hospital by residing on the premises. This arrangement cannot be too much encouraged in the students of this class, as without it it is almost impossible for them to see many cases of parturition. *Dyal Chund Bysack, Gopaul Chunder Seal, and Sreenauth Sen*, were especially zealous in hospital attendance.

Speciai Examination in Anatomy, &c.

For the Rustomjee Medal three candidates presented themselves,* and they were directed to dissect the surgical anatomy of the neck. This was accomplished by Gopaul and Jadub in a very excellent manner.

The former was pronounced by examiners to have surpassed his competitors in neatness and rapidity of dissection as well as in clearness of demonstration.

* Gopaul Chunder Seal.
Hurrymohun Mokerjee.
Jadub Chunder Ghose.

1. Describe the anatomy of the axilla.
2. Describe the situation of Meckel's Ganglion and the course of the branches, which are given off from it.

however, was throughout, far superior to Hurry Mohun Mookerjee.

Midwifery Scholarships.

himself, Doyal Chund Bysack, one of the most intelligent students in the College, and a very diligent attendant in the Lying-in Hospital. The subjects selected were difficult and extended, and his replies so extremely satisfactory, that Dr. Goodeve awarded the scholarship to him, in the full assurance that he will do ample justice to the appointment.

Mr. Griffith's report.

Prior to his departure for Malacca, the late Mr. Griffith communicated the following report upon the state in which he left the botanical class:—

" The best student of the year is Bholanath Bose,* whose descriptions of plants, remarks on their structure and properties, and answers to difficult questions referred to him, have been always excellent.

Taking 10 as the number of superior merit, attributable to Bholanath Bose, the roll presents Dwarkanath Chatterjee, Doyal Chund Bysack, Mr. Keane, Kallychurn Lahoory, Chundur Koomar Moitry, Hurronath Mitter, as exhibiting a promising degree of proficiency; Prosunno Coomar Goopto, Ramsoonder Ghose, Tameez Khan, Monohur Mookerjee as rising above mediocrity, and Coober Chunder Roy, Dwarkanath Bhose, Buddinath Bromo, Nundoololl Gangooly, Kalinath Mozundar, Tarrachund Banerjee, Cossinath Chatterjee, Mr. Shircore, and Mr. Vos as having attained mediocrity.

Of the deficient students Wuzeer Khan, Gopal Chunder Chuckerbutty, Gobind Chunder Dutt, and Omeschunder Bose may be considered as having failed so entirely, as to make further improvement almost hopeless, particularly as their failures cannot from the strictness with which the rolls were called in my presence before each lecture, be attributed to absence from the means of acquiring instruction.

The class throughout the session has conducted itself with great propriety.

The results I am inclined to consider as more generally satisfactory than those of last year. I have every reason to believe that the subject (Botany) is in itself popular with the class, upon which I have constantly urged its importance as connected with the vegetable Meteria Medica of British India, itself an essentially agricultural country.

The additional experience I have acquired, leads me to believe, that the great object to be gained in the tuition of the class, is to substitute for rote learning the requisite amount of intelligent knowledge. This I think, can be best done by microscopical exhibitions, by giving the students

For the written trial, the questions noted in the margin were given, and in this also Gopaul surpassed his rivals, having replied in half an hour and afforded more correct and simple answers than the others. Jadub,

For the Goodeve Midwifery Scholarship only one candidate presented

himself, Doyal Chund Bysack, one of the most intelligent students in the College, and a very diligent attendant in the Lying-in Hospital. The subjects selected were difficult and extended, and his replies so extremely satisfactory, that Dr. Goodeve awarded the scholarship to him, in the full assurance that he will do ample justice to the appointment.

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* Who has proceeded to England with Dr. Goodeve.

plants to describe, and by making them represent diagrammatically their ideas of the subjects brought to their notice.

For obtaining a subsequent practical application of the knowledge gained in the College, the great object of the Institution, I have always pointed out to the students the substantial reward merit is sure of obtaining from the favorable notice of the Council of Education, endeavouring at the same time to arouse the exertions of gratitude in aid of those of self interest."

Professor Wallich resumed charge of his duties in August 1844, and states that the pupils generally are attentive, but that it is necessary to be extremely strict in exacting regularity of attendance upon the lectures, and likewise the garden demonstrations, which some of the students are prone to disregard.

Dr. Wallich was not quite satisfied with their progress in Medical Botany.

Special Botanical Examination.

Sesbania grandiflora	
Calotropis procera	
— gigantea	
Beaumontia grandiflora	
Pardanthus chinensis (leaves only)	
Sciadaphyllum pulchrum (do)	
Amoora Rohitaka.	

Materia Medica Class,

in the class of Materia Medica and Therapeutics, the conduct and attention of the pupils have been satisfactory. The course was completed in January, and embraced the consideration of every subject deemed of interest in the animal, vegetable and mineral kingdoms, together with a few lectures upon the classification of medicines and art of prescribing, with a series of examinations upon the work of the session.

Bird Medal.

The examination for the Bird Medal was conducted by Dr. Mouat and Mr. Andrew Robertson, and consisted as before of a written and practical trial. Four candidates* presented them-

themselves as competitors, and acquitted themselves with various degrees of merit. There was no difficulty in assigning the medal to Hurronath

* Hurronath Mitter,
Srenath Sen,
Chunder Comar Moity and
Obeychurn Neugee.

Mitter, whose written replies were not only fuller and more accurate than the others, but he succeeded perfectly in iden-

The examination for the late Ram Comul Sen's medal was conducted by Professor Wallich, who selected several plants from a large collection brought for the general examination. *Tarruk Chunder Lahorey*, the only candidate who presented himself, was desired to write down all he had to say regarding the plants noted in the margin. The result was stated to be highly satisfactory and creditable—notwithstanding several grammatical and a few other errors, the examiner considered Tarruck Chunder Lahorey fully deserving of the medal, to whom it was therefore awarded.

In the class of Materia Medica and Therapeutics, the conduct and attention of the pupils have been satisfactory. The course was completed in January, and embraced the consideration of every subject deemed of interest in the animal, vegetable and mineral kingdoms, together with a few lectures upon the classification of medicines and art of prescribing, with a series of examinations upon the work of the session.

The examination for the Bird Medal was conducted by Dr. Mouat

and Mr. Andrew Robertson, and consisted as before of a written and practical trial. Four candidates* presented them-themselves as competitors, and acquitted themselves with various degrees of merit. There was no difficulty in assigning the medal to Hurronath Mitter, whose written replies were not only fuller and more accurate than the others, but he succeeded perfectly in iden-

tifying without a single mistake, every substance presented for examination.

The replies of Sreenath Sen were next in order of merit, and displayed a creditable and considerable knowledge of the subject. Although he failed in recognizing a few of the substances, his remarks were judicious, and proved him to possess a large amount of accurate chemical information: the performances of the other candidates were above mediocrity, and such as entitle them to be ranked among the promising pupils of the College.

Chemical Class.

The course of chemistry and practical pharmacy was again given by

Mr. A. Robertson, in a manner which proves him to be one of the most able and accurate chemists in India, fully justifying the high estimate formed of his talents and acquirements by many eminent authorities in Europe. It is but simple justice towards this gentleman to state, that he is not only one of the most zealous and indefatigable officers connected with the College, but that his instruction would do honour to any school in Europe, and is equally characterized by extent, research, dexterity of manipulation, and peculiar adaptation to the wants of this school, in which the study of chemistry is so very different from the same subject, as taught in European Universities.

In the other classes, no changes of any kind have been introduced, and the various Professors have expressed their satisfaction generally with the character, conduct, and progress of their pupils.

Military Class.

During the past year the general conduct and character of the Military Class have been in every respect satisfactory, and it is believed that no school containing eighty lads residing in the same apartment, can possibly present a more orderly, attentive, and subordinate collection of students.

Four pupils have been dismissed for idleness, ignorance, and irregularity of attendance, and one for theft—the remainder have never appeared before the College authorities for any breach of discipline, nor has any fault been found with them by their teachers and superintendents.

The annual examination of this class has been extremely satisfactory, and reflects great credit upon the exertions of Mr. Webb, Pundit Modusuden Gupta, and Shibehunder Karmokar. They were, however, much more proficient in anatomy and surgery, than in any other branches of study. Eighteen candidates were reported qualified for final examination, one of whom was absent and two rejected. To the

remainder diplomas were awarded, in the order of merit of their respective examinations, viz:—

Shaikh Year Allie.
 Luchmun Singh, 1st.
 Shaikh Matabuddeen.
 Lall Khan.
 Shaikh Meajan.
 Shaikh Gouhur Allie.
 Shaikh Emam Allie.
 Shaikh Elahie Bux, 1st.
 Doorga Churn Lall.
 Shaikh Hossein Allie.
 Shaikh Khoda Buksh.
 Punna Loll.
 Uluf Khan.
 Ramsahoy Lall.
 Mahomed Khan.

To Shaikh Year Allie, a silver medal for general proficiency was awarded. In consequence of the number of pupils educated in the school being insufficient to meet the demands of the public service, the strength has been raised by the Right Honorable the Governor-General of India to 100. For the twenty additional vacancies, with fifteen caused by the passing of the pupils above mentioned, and four dismissals—in all forty-four—seventy-one candidates presented themselves for examination, of whom thirty-three only were deemed eligible for admission. The fifteen passed native doctors, have been placed at the disposal of the Medical Board, through the Secretary to Government in the Military Department.

The final examination of the students of the primary class was superintended by Mr. Egerton, the Government Examiner, assisted by

Messrs. S. Nicolson, F. R. C. S.	<i>Surgeon, General Hospital.</i>
„ + A. Garden, M. D., F. R. C. S.	
„ W. Cameron.....	<i>Presidency Surgeon.</i>
„ J. Forsyth,	<i>Apothecary General.</i>
„ + J. Johnstone, M. D.....	<i>Secretary, Medical Board.</i>
„ R. M. M. Thomson, M. D....	<i>Garrison Surgeon, Fort William.</i>
„ D. Stewart, M. D.	<i>Marine Surgeon.</i>
„ C. Finch, M. D.....	<i>Superintendent General of Vaccination.</i>
„ H. Chapman,.....	<i>Presidency Surgeon.</i>
	<i>Ditto.</i>

The following is a List of Students who presented themselves for final examination in the Medical College.—Session 1844-45.

	Names.	Age.	Caste.	No. of times absent during the last year.	Character.	Remarks.
<i>Stipendiary Students.</i>						
1	Uzair Khan,.....	20	Mahomedan,	4 Days,.....	A little more industrious.	
2	Dwarkanath Chatterjee.....	21	Brahmin,.....	6 Ditto,.....	Good,.....	{ Clinical Clerk 8 months & Dresser 6 months.
3	Kally Churn Lahory,.....	22	Ditto,	4 Ditto,.....	Good,	Ditto 6 do. do. 4 do.
4	Bholanath Bose,.....	23	Writer Caste,.....	11 Ditto,.....	Good,	
5	Huronath Mitter,	23	Ditto,	None,	Ditto,	{ Ditto, 10 do. do. 8 do. gained prizes, circlet of merit and Rs. 120.
6	Prosuno Coomar Gooptu,..	22	Boido,.....	1 Day,	Fair.	
7	Tarruck Chunder Lahory,..	23	Brahmin,.....	6 Days,.....	Good,	Ditto, 7 do. do. 6 do.
<i>Free Students.</i>						
8	S. Shircore,.....	18	Christian,	10 Days,.....	Fair.	
9	R. Andree,	20	Ditto,	3 Ditto,.....	Not sufficiently attentive,	{ Ditto, 20½ do. do. 9 do. gained clinical prize.
10	C. E. Peyster,.....	20	Ditto,	6 Ditto,.....	Ditto,	Ditto, 8 do. do. 4 do.
11	R. Keane,.....	20	Ditto,	11 Ditto,.....	A dissipated character, ..	Ditto, 12 do. do. 6 do.
12	F. D. Vos,.....	20	Ditto,	16 Ditto,.....	Not sufficiently attentive,	{ Ditto, 14 do. do. 6 do. Midwifery 4 months, gained 2d Ceylon prize.

Medical College, Feb. 28, 1845.

FRED. J. MOUAT, M. D. Secretary.

In the following Table is presented the result of the final Examinations of the Students in the Medical College.—Session 1844-45.

Numbers.	Names.	Operations in Surgery and Anatomy.	Midwifery.	Anatomy & Physiology.	Practice of Medicine.	Surgery.	Botany.	Chemistry and Mat. Medica.	Written examination.	Remarks.
1	Uzair Khan,.....	Tolerable	Very fair	Very good	Very good	Very good	Very good	Fair	Very good	Passed.
2	Dwarkanath Chatterjee,.....	Tolerable	Very fair	Very fair	Very fair	Good	Very good	Indifferent	Very fair	Ditto.
3	Kally Churn Lahory,.....	Good	Very fair	Very fair	Very fair	Very fair	Good	Fair	Fair.....	Ditto.
4	Bholanath Bose,.....	.....	.....	.....	.....	.....	.....	.....	.....	Not examined, gone to England.
5	Huronath Mitter,.....	Good	Very fair	Good	Very good	Very good	Very good	Very good	Very good	Passed.
6	Prosunno Coomar Gooptu, ..	Middling	Bad	Bad	Tolerable	Very fair	Good	Middling	Bad	Rejected.
7	Tarruck Chunder Lahory,.....	Middling	Doubtful...	Very good	Very good	Good	Very good	Good	Good	Passed.
8	S. Shircore,	Middling	Very good	Bad	Good	Good	Indifferent	Fair.....	Fair	Rejected.
9	R. Andree,	Fair.....	Tolerable	Doubtful	Good	Good	Good	Good	Very good.	Passed.
10	C. E. Peyster,.....	Fair.....	Bad	Very fair	Very good	Middling	Indifferent	Good	Good	Ditto.
11	R. Keane,.....	Fair.....	Good	Good	Very good	Very good	Indifferent	Good	Very good.	Ditto.
12	F. D. Vos,.....	Good	Very fair	Good	Good	Very good	Indifferent	Good	Good	Ditto.

Calcutta,
March 12, 1845. }

CHARLES C. EGERTON,
Examiner.

Mr. Egerton reported that "the examination of the candidates of the present year for letters testimonial of the Medical College having been conducted in the usual manner:—

1stly.—Two subjects being submitted to them, one on medicine and one on surgery—upon which they stated their opinions in writing without the aid of books of reference, or any other assistance.

2ndly.—By *viva voce* examinations in medicine, surgery, mid-wifery, chemistry, *materia medica* and botany, the following are deemed sufficiently instructed in these several sciences to obtain the letters testimonial of the Medical College, and the following order in which their names are set down, will represent their relative degrees of proficiency:—

Huronath Mitter.

R. Keane.

F. D. Vos.

Uzair Khan.

Taruck Chunder Lahory.

Dwarkanath Chatterjee.

Kally Churn Lahory.

R. Andree.

C. E. Peyster.

These several candidates have passed very creditable examinations and are no doubt fully capable of performing the duties of any medical appointment, it may please Government to entrust them with. A faithful record however, must at the same time state, that the same amount of talent has not been displayed at this examination, which was observed with so much pleasure at the examination for 1844. None of the candidates of the present year exhibited that pride, ardor, and zeal in acquiring knowledge which were manifested by Purnessur Shaha, Dinobundo Day, and Mr. Lazarus of the year 1844.

There is however no reason to feel any alarm as to the success of medical education in the last: there are only sufficient grounds to shew the necessity of carefully selecting pupils for the Medical College, of keeping them close to their studies, and above all to their practical anatomy.

When the Fever Hospital is established and the present College Hospital left entirely for surgical cases—a great step will have been taken towards the promotion of surgery."

Prizes, &c.

ed in 1844-45.

The following is a list of the students to whom prizes were award-

Names.	Prizes.	Subjects.
Hurronauth Mitter,	Gold Medal,	General Proficiency.
Ditto ditto,.....	The Bird Medal,.....	Proficiency in Materia Medica and Therapeutics.
Tarruck Chunder Lahory	The Wallich Medal,....	Botany.
Gopal Chunder Seal,....	The Rustomjee Medal,	Anatomy.
Doyalchund Bysack,....	{ Co.'s Rs. 120, from } Dwarkanath Fund, }	General Proficiency.
Tameez Khan,.....	Co.'s Rs. 90 from Ditto.	Ditto.
Coonjebaharee Chatterjee,	Co.'s Rs. 60 from Ditto.	Ditto.
Doyalchund Bysack,....	{ 1st Gold Circlet of } Merit,..... }	General good conduct and regularity of attendance.
Chunder Coomar Moitry,	2d Ditto.....	Ditto.
Shaikh Year Allie (Mili- tary Class,)	Silver Medal,.....	General Proficiency.
Mr. Marcus,.....	{ 1st Ceylon Silver } Medal,..... }	General Proficiency.
Mr. Andree,.....	Dresser's Prize,...	{ Best Surgeon's Dresser.
Hurronauth Mitter,....	Clinical Prize,.....	Best Clinical Clerk.

The Hon. Mr. Cameron's capital case of instruments, intended as a prize to the most distinguished in character and attainments of the senior Ceylon pupils, has not been awarded this session—from its having been reported by the Examiner, that of the present final students, no one is deserving of such an honour, either from conduct or acquirements. Under these circumstances, the Honorable President of the Council directed, that the donation of the prize should be recorded, but that it should be held over for next year, when, if two pupils of sufficient merit presented themselves, the case for the present, as well as that for the ensuing session, should be awarded.

Fever Hospital. In the last annual report it was mentioned, that a correspondence had been opened with the Fever Hospital Committee upon the subject of expending their funds in establishing a central Fever Hospital, in connection with the Medical College.

In reply to Dr. Mouat's letter, Sir J. P. Grant, the President of the Committee, stated that as Government, under the circumstances of the present financial means of the committee, were unwilling to incur any additional expense, such as might be defrayed by the Calcutta community—the Committee were desirous of ascertaining whether in the event of the Hospital being connected with the College, the officers of that Institution would undertake to afford to the patients the requisite supplies of provisions and medicines, medical and other attendance, necessary to their treatment. All these conditions were at once complied with by Government and the Council of Education, and while the subject was under the consideration of the Committee, Baboo Muttyloll Seal munificently presented a piece of ground, valued at 12,000 rupees, in the immediate vicinity of the College, for the purpose of aiding to form the site of the proposed Hospital. As soon as this was announced to the Committee, the following resolutions were adopted by that body, and communicated to the Council of Education, viz.

1st Resolved.—That the sum at the disposal of the Committee amounting on the 1st July, 1844, to 55,462-10-3, together with such further sums as may be collected of the subscriptions not yet paid in, amounting in all to rupees 6,675-7-9 be appropriated to the erection of a Fever Hospital on the ground mentioned in the letter under yesterday's date to the Chairman, from the Secretary to the Council of Education, given with so much liberality and beneficence as a site for the proposed Fever Hospital adjoining the Medical College, by Baboo Muttyloll Seal.

2nd Resolved.—That the Chairman be requested to send the above Resolution in circulation to the several absent members of the Committee, with a request that they will signify their approbation of the same in writing, and that the Chairman do communicate to the absent members, the summary of the reasons which have induced the members of the Committee present to come to the above Resolution.

3rd Resolved.—That a copy of these Resolutions be transmitted to the Secretary to the Council of Education, with a copy of the plan and estimate of the Fever Hospital framed by Major Fitzgerald, and contained in Appendix F., pages 177 to 180.

4th Resolved.—That the Council of Education be requested to communicate with Major Fitzgerald on the subject of adopting the plan proposed by him for the large Hospital then contemplated, to the diminished fund which it is now in the power of the Committee to appropriate to that object, keeping in view the possibility of the Committee being enabled by means of future subscriptions to enlarge the building, and that the Council of Education be requested to communicate to the Chairman of the Committee, the result of their communication with Major Fitzgerald."

In addition to the above, the Council of Education published an appeal to the community, soliciting additional funds. The following formed the introduction to the pamphlet referred to, which was composed chiefly of extracts

from the valuable and voluminous published reports of the Municipal Committee :—

“ Baboo Muttyloll Seal having munificently presented a piece of ground in the immediate vicinity of the Medical College, for the purpose of aiding to form the site of a Fever Hospital, and the Fever Hospital Committee having in consequence promised to transfer their funds to the Council of Education, to carry out the original objects for which they were collected—it is deemed advisable to make a fresh appeal to the public upon so important a subject, to procure additional aid towards the accomplishment of an object of so much benefit and importance to the suffering poor of this great city. The Professors attached to the Medical College have volunteered to perform gratuitously the duty of affording aid to the sick of the proposed Hospital, which will become a part of the regular duties of those officers, and of their successors in the College. The Government has likewise promised to maintain the requisite establishment, and afford all the medicine, diet, &c., that will be necessary. Under these circumstances it only remains to procure sufficient funds to provide a Native General Hospital, worthy of the city, and commensurate with its wants; when a design which has been contemplated for some time past, by some of the most enlightened philanthropists in India, will be carried into effect without further delay. As the public may not at present be perfectly aware of the truly frightful ravages of Fever and similar diseases among the native population of Calcutta and its immediate neighbourhood, it is deemed advisable to present a brief abstract of the amount of sickness and mortality, with their causes, and the means of affording relief to the multitudes who now perish without any solace or succour.

The only institutions existing in Calcutta and its vicinity, for the treatment of the diseases to which Natives, as well as Europeans, are subject, are the General Hospital, the Native Hospital, the Police Hospital, the Leper Asylum, the Male and Female Hospitals attached to the Medical College, and the Dispensaries, situated in various parts of the city and its suburbs. In none of these, however, is special provision made for the in-door treatment of Fevers of various kinds occurring among natives; and with the exception of the Police Hospital, cases of Smallpox and all contagious diseases are carefully excluded.

The average amount of sickness existing in Calcutta at all times and from every cause, in a fixed and floating population, which has been estimated at 3,00,000 persons, is 18,000, and of these at least one-fifth, or about 3,000 persons die before the end of each year from acute attacks of Fever, or its numerous dangerous and fatal sequelæ, without adequate shelter, clothing, food, or medicine of any description.

Among the causes of this large amount of sickness, may be enumerated the improper unwholesome diet of the natives generally, their scanty clothing, exposure to the sudden alternations of climate incidental to the country, sleeping in damp, confined, ill-ventilated huts, for the most part without any other protection from immediate contact with the soil, than a bed of mats or leaves, and exposure to the noxious exhalations, surrounding them on every side from rank, decayed, luxuriant vegetation, putrefying animal matters, the poisonous, mephytic gases issuing from sewers, wells, cesspools, foul drains, and burial grounds, and the malaria and misamata ever present, and ever active in the work of destruction. The more dense and crowded the neighbourhood, and the more indigent its inhabitants—the greater is the intensity of disease, and the more fatal its results. In the immediate vicinity of Calcutta the same causes of disease exist in a somewhat diminished degree, and to them are superadded the

baneful effects produced by the vicinity of the Salt-water lake, and extensive paddy-fields. The mortality from Small-pox alone, during its recent epidemic visitation, ascertained from the Police records, was in six months 2856,* and this was but a very small proportion of those actually attacked by the pestilence, many of whom departed to their homes and died by the road, scattering the seeds of the disease far and wide, while every Hospital and Dispensary for some time subsequently, presented numerous victims of the secondary effects of the malady ; disfigured, mutilated, and in many instances dying from these effects. For this the remedy afforded by Government, when the epidemic began to decline, was utterly inadequate and inefficient ; few resorted to the Small Pox Hospital, and they made no impression upon the public mind. Had a Fever Hospital been in existence at the commencement of the outbreak, a very different result would have been exhibited. The urgent necessity that exists for the establishment of a Fever Hospital—the large amount of good that might be effected by it—the degree of unutterable and unheard-of misery that it would alleviate—and the beneficial change that it would ultimately effect upon the general healthiness of Calcutta and its neighbourhood, are so universally known and acknowledged, that it appears almost unnecessary to dwell at any greater length upon the subject, or cite the mass of valuable and heart-rending evidence of sickness and suffering, contained in the report of the Fever Hospital Committee. It would afford relief to the poor Hindoos of every caste, poor Mussulmans, poor Christians, poor Jews, and the many indigent strangers in the city, who resort to it from all quarters to beg, or gain a livelihood by honest industry. It has been estimated upon accurate data and from the evidence of some of the most gifted members of the Medical Profession in India, that a small Hospital, containing only 200 beds, would be capable of receiving and discharging 600 patients labouring under acute forms of Fever every month, or 7,200 patients in the year. If the Hospital should contain 300 beds—and a smaller one would be quite inadequate to the demands for assistance—the number relieved in a month would be 900, or in a year 10,800, a small proportion of the sick, but " a large number of persons to be annually rescued from the certainty of death, and placed where each is within a reasonable hope of recovering, and where it is certain that the great majority will recover."

At the same time all classes of the Clergy, cordially and zealously seconded the efforts of the Council, by preaching sermons upon the subject. Among them the Council are especially indebted to the Venerable Archdeacon Dealtry, who preached three sermons in behalf of the sick poor of the city ; the Most Rev. Dr. Carew, Archbishop of Edessa, Drs. Charles and Duff, and the Rev. Messrs. Boaz, Meiklejohn and Leslie. The whole sum at present realized is more than Co.'s Rs. 21,000.

	<i>Hindoos.</i>	<i>Mahomedans.</i>
* January.....	91	66
February	240	215
March	548	415
April.....	493	263
May	248	127
June	108	42

Plans and estimates of the building have been furnished, and are now under consideration. The Hospital, Dispensary, and other similar returns, as well as those concerning the character and conduct of students passed from the College to the public service, are contained in Appendix C.

At the annual distribution of prizes and honours the Governor-General presided, and at the conclusion of the proceedings rose and said ;

He would in a few words state the impression he entertained in respect to the Medical College—an institution which, he thought, yielded to none in the interest which it excites ; of all the institutions he had visited in Bengal, the benefits which it conferred were peculiarly of a practical nature, reflecting honor on all engaged in promoting its objects. The education which the institution imparted, was calculated to qualify the natives of this country to perform the humane and benevolent duty of affording comfort in affliction, and soothing the pain and anguish of hodily disease. Such was the character of the duties of the Medical practitioner, which he fulfills under difficulties and danger, devoting himself to them with unremitting and anxious watchfulness, and exposing himself at personal hazard, to regions infected with contagion and death. Yet, under all such risks he did not shrink from them, and it might therefore be justly said, that the courage and fortitude of a good doctor are equal to those of a brave soldier. As to the profession, therefore, in which this institution was training up so many young men, it was one, as far as he could form a judgment, of practical philanthropy, and the young men passing through it would, undoubtedly, by their skill and benevolence, prove useful members of society. He then went on to observe, that he had heard, with great satisfaction, the Report just read by the Secretary, and which he had himself previously read. He was happy to perceive from it that from the two departments of the College, no less than a hundred and thirty-nine students—heing sixty-nine from one, and seventy from the other—had passed as qualified, and received diplomas, and thus, by their education, hecome qualified for professional duties. The larger part of these had dispersed over the country, and others were engaged in private practice. The greater number of these past students had been pronounced highly qualified in the different branches of professional knowledge, and one of them in particular had been stated to have performed eighteen operations in lithotomy with unerring accuracy, thus practising with a degree of success not surpassed by the first practitioners in Europe. Other branches of science had been practised by them with equal success. He had heard with great satisfaction also that the examination to which the students are subjected was strict, searching, and particular in all the difficult departments of professional knowledge, not falling short of that which the Universities at home require from candidates for diplomas. His Excellency next proceeded to notice the Military class of the College, which was composed, for the most part, of the sons of native Military officers, and designed for the service and relief of that Army to which we were all so much indebted. In this respect, also, the institution was of incalculable advantage, and, in fact, the good it was productive of by the professional tuition of the students in both departments of the institution might justly be called immense. With regard to the Military class, he further remarked that he had understood that those of them who had already been sent on regimental service, had afforded the greatest

satisfaction. He added on this head, that he had only in the afternoon received a report from the Medical Board, from which it appeared that out of fifty-five students from this College on military service, unfavourable accounts had been received of only two; so that of the fifty-five in the army, but two had been found fault with. He congratulated the professors on such satisfactory and creditable results. In regard to the statement contained in the report of the system of instruction pursued in the College, he observed that the beneficial results which flowed from it were entirely to be referred to the ability and zeal with which the Professors did their duty, and no less to the superintending care with which the Honorable Messrs. Cameron and Millett applied themselves to do every thing calculated to promote the usefulness of the institution. But there was another individual, he went on to say, to whom the best thanks of both the Government and the Public were due; he alluded to Dr. Mouat, to whose active superintendence of the internal economy and general management of the institution, as he resided in the premises, they were in a great degree indebted for its present efficient state. His Excellency next made allusion to the regularity of the attendance of the students, their creditable good conduct, and their assiduity and diligence in the prosecution of their studies—all which he had heard with pleasure recorded in the Report. Of the eighty students who live in the College, he had also heard with pleasure similar favorable accounts, and he was sure that, among the same number of young men in the like situation, he had never heard of more order or regularity of conduct. He would notice a remarkable event in connection with the institution, which reflected the highest credit on the moral courage of the individuals concerned. He alluded, he said, to the four students who had just embarked for England to complete their education. It was the triumph of reason and sense over prejudice and superstition. India and civilization would be improved by it, and those who had thus braved the prejudices of their countrymen, and the dangers of foreign journey, would be amply repaid by the success attendant upon so venturesome and bold a resolution. His Excellency next adverted to the feeling terms in which the Secretary had made mention of the loss sustained by the Institution in the death of Dr. Griffiths. He had heard Dr. Griffiths spoken of as a valuable public officer, and his name mentioned in every quarter as that of a man of eminent scientific attainments, and like whom few had ever come to India. His loss, therefore, could not but be matter of the deepest regret, especially in reference to this institution. He also made a passing reference to the contemplated formation of an hospital for the superior European classes, the measure being, at present, before the Government, and he hoped it would soon be carried out. His Excellency, in conclusion, remarked, that he could not resume his seat without giving expression to the conviction he felt, that this institution, and no less civilization in general, was deeply indebted to the late Lord William Bentinck, and to Lord Auckland, for the encouragement which they had given to it.

23. Having thus concluded our general and special reports of the Institutions under our charge, we trust that your Excellency will be pleased to approve of our proceedings during the past year.

We have the honour to be,

Right Hon'ble Sir,

Your most obedient and very

humble servants,

C. H. CAMERON, *President.*

F. MILLETT.

J. ALEXANDER.

C. C. EGERTON.

RUSSOMOY DUTT.

PROSSUNNOCOMAR TAGORE.

FRED. J. MOUAT, M. D.,

Member and Secretary.

Council of Education, }
April 30th, 1845. }

THE following are the Reports on the Provincial Colleges and Schools subordinate to the Government of Bengal:

DACCA COLLEGE.

9TH YEAR.

Local Committee on the 30th April 1845.

J. Dunbar, Esq. . . . .	... Commissioner.
H. Swetenham, Esq. . . . .	... Civil and Session Judge.
A. F. Donnelly, Esq. . . . .	... { <i>Abkaree Commissioner,</i> ... <i>Dacca Division.</i>
G. Lamb, Esq. . . . .	... <i>Superintending Surgeon.</i>
R. E. Cunliffe, Esq. . . . .	... <i>Collector and Magistrate.</i>
Revd. R. H. Shepherd, . . . . .	... <i>Chaplain.</i>
J. Taylor, Esq. . . . .	... <i>Civil Surgeon,</i>
B. H. Cooper, Esq. . . . .	... <i>Joint Magistrate.</i>
J. W. Dalrymple, Esq. . . . .	... <i>Assist. to the Magistrate.</i>
J. Reily, Esq. . . . .	... <i>Principal Suder Ameen.</i>
J. P. Wise, Esq. . . . .	... <i>Indigo Planter.</i>

ESTABLISHMENT..

Dr. A. Wise, . . . . .	... { <i>Principal and Secretary</i> ... <i>Local Committee.</i>
Mr. W. Sinclair, . . . . .	... { <i>Head-Master Senior De-</i> ... <i>partment.</i>
Mr. E. Fell,	2d <i>Ditto ditto.</i>
Mr. M. M. Chill,	3d <i>Ditto ditto.</i>
Mr. J. W. Watson,	4th <i>Ditto ditto.</i>
Mr. T. Harris, . . . . .	... { <i>Head-Master Junior De-</i> ... <i>partment.</i>
Mr. J. DeSouza,	2d <i>Ditto ditto.</i>
Baboo Ramnarin Seel,	3d <i>Ditto ditto.</i>
” Kessub Lall Chund,	4th <i>Ditto ditto.</i>
Mr. G. Pogose,	5th <i>Ditto ditto.</i>
Mr. B. Demetrius,	6th <i>Ditto ditto.</i>
Baboo Rammanick Sing,	7th <i>Ditto ditto.</i>
Shama Churn Surma,	1st <i>Pundit.</i>
Hurro Chunder Surma,	2d <i>Pundit.</i>
Issan Chunder Chuckerbutty,	<i>Librarian.</i>
Mudhusoodun Laha,	<i>Writer.</i>

On the appointment of Mr. Ireland to be Inspector of Colleges and Schools, Dr. T. A. Wise was appointed to succeed him as Principal of this College.

On the 22d December 1844, the Secretary to the local Committee submitted the usual Annual Report, from which extracts are subjoined:

" This diminution in the number of students is explained by the increased attention to discipline which has been enforced by striking 89 pupils off the rolls who had been long absent without leave, and by fining each boy two annas daily when late or absent without leave, or without having provided a medical certificate. These fines are regularly enforced, and during the last three months they amount to the sum of Rs. 119-10-. This system, which was adopted in consequence of the injunction of the Hon'ble the Deputy Governor of Bengal, to enforce regularity of attendance, has been found to work extremely well.

" During the year of report the practice of obliging the students to pay something for their schooling has been introduced, and although 28 boys have been expelled for resisting payment when their parents were in easy circumstances, this innovation promises to be of the greatest ultimate advantage to the prosperity of the College. The charge for schooling was fixed at eight annas for the Junior, and one rupee for the Senior Department of the College, and as there are 87 boys who pay in the

Senior Department,	Number.	Rupees.
1st Class,.....	3 pay,	3 0
2nd	13 "	13 0
3rd	11 "	11 0
4th	10 "	10 0
	37	37 0
Junior Department,		
1st Class,	17 pay,	8 8
2nd	16 "	8 0
3rd	26 "	13 0
4th	28 "	14 0
	87	43 8
Total No. of pay boys,	124	80 8

Report there were 378 students on the rolls of the College; and on the 18th September, 1844, the date to which the report is brought up, the number as stated in the margin was 308; namely, 280 Hindoos, 17 Musselmen, and 11 Christians. This is a diminution of 69 pupils during the year; namely, 55 Hindoos, 12 Musselmen, and 2 Christians.

er of students is explained by the which has been enforced by striking 89 absent without leave, and by fining or absent without leave, or without . These fines are regularly enforced, y amount to the sum of Rs. 119-10- consequence of the injunction of the ngal, to enforce regularity of attend- nely well.

practice of obliging the students to has been introduced, and although sisting payment when their parents vation promises to be of the greatest ity of the College. The charge for or the Junior, and one rupee for the and as there are 87 boys who pay in the Junior, and 37 in the Senior Department, the monthly collection, under this head, amounts to rupees 80-8, as stated in the margin. Thus nearly a third of the students in the Senior, and more than a third in the Junior department of the College pay for their education. The amount is handed over to the Government Treasury to be employed for educational purposes. The students of this College pay also for their school books and other necessaries.

" As a proof of the great advantage the changes have had on the prosperity of the Institution, the boys who have left, as noted in the margin, are almost entirely confined to the Junior Classes.

They were for the most part idle, and in fact boys who would never have done any credit to the College; while the Senior classes have gained in numbers, and made undoubted advances in general intelligence and acquirements.

" By comparing the average attendance of several months, when the number of pupils upon the rolls of the College was greater than of any other period, I find that the attendance was very little better than at present.

Thus in March last there were 412 students on the rolls of the College, and the average attendance was 248, whereas the number on the rolls of the College last month was 337, including those since struck off the lists and the average attendance 245, which is greater than in any preceding year.

" The average age of 76 boys admitted during the year was rather more than 8½ years: of these 65 boys belonged to Zillah Dacca, 2 to Furreedpore, 1 to Jessor, 3 to Sylhet, 2 to Mymensing and 3 to other provinces. The rules with regard to the admission of students continue to be carefully attended to.

" The following students have left the College during the year to fill official situations:—Goopeemohun Roy, 1st class, acted as Munsiff at Furreedpore, now Munsiff of Azmery Gunje; Rajchunder Chuckerbutty, 2d class, Mohurer Dacca Foujdaree; Issurchunder Goopto, 2d class, Dacca Collectorate; Ramnarain Sing, 3rd class, Engineer's office, Dacca; Calee Coomar Mookerjee, 3rd class, Mohurer Foujdaree, Furreedpore.

" The annual examination was held in the month of September, and in consequence of my recent appointment to the Dacca College, I took the opportunity of examining all the classes in the College, to acquaint myself fully with the attainments of each, and with the general system of instruction followed. The examination was a *vivâ voce* one, and in the higher classes this was combined with answering sets of written papers on each of the subjects they had been studying during the year. The following is the general result:—

	1843.	1844.	Difference.
	No.	No.	
<i>Junior Deptt.</i>			
1st Class,	43	35	8
2nd " "	42	35	7
3rd " { A	53	30	23
3rd " { B	51	31	17
4th " { A	98	80	18
Total,	287	214	
<i>Senior Deptt.</i>			
1st Class,	17	20	3 more.
2nd "	19	25	6 more.
3rd "	25	25	
4th "	35	24	11 less.
Total,	96	94	
Total attending the College,	383	308	

JUNIOR DEPARTMENT.

	Present.	Absent.	Remarks by the Examiner.
4th class, ..	B 30	18	Pronounce well—are taught without the meaning. There are too many divisions, and all the class not addressed at one time.
	A 26	14	In good training. Boys not equal. Bengallee badly taught.
3rd class, ..	B 34	7	Reading very bad. The same with respect to Arithmetic and Writing. Bengallee badly taught.
	A 32	3	A good class—well taught. Bengallee somewhat better.
2nd class,	36	6	A very good class, and well taught. Bengallee not so well taught.
1st class,	35	5	Read pretty well—pronunciation not always perfect. Explanations neither ready nor good. Bengallee moderately good.
Total, ..	193	53	246

SENIOR DEPARTMENT.

4th class,	21	3	A good class well taught. Writing and Composition bad: Bengallee indifferent.
3rd , ,	25	0	In good condition, with the exception of English and Bengallee Composition.
2nd , ,	25	0	
1st , ,	20	0	For Scholarships.
Total, ..	91	3	94
Grand Total, ..	284	56	340

Irregular or will not pay for school-
ing,

Students attending the College,

" Of the 308 boys whose names were on the rolls at the time of the examination, 214 belonged to the Junior, and 94 to the Senior department. The total number examined was 284, and the 56 who did not attend during any part of the examination included those who had left on account of not paying for their schooling.

" A list of the boys recommended for prizes is given in the enclosure marked C. The five Ram Lochun prizes, value eight rupees each, have been awarded as follows :

Senior Department, .. { English: Muddon Mohun Bysack.
Vernacular: Issan Chunder Doss.

Junior Department, . . . { Good conduct : Gobind Chunder Chowdry.
English : Rajmohan Uddy.
Vernacular : Sudhu Churn Seil.

"The result of the annual examination of the Junior department, and of the 3rd and 4th classes of the Senior department, is given in the enclosed tabular returns marked A. the number in each column will show the relative merit of the boys composing each class in each branch of their studies : The number (7) being considered as the maximum.

"The general result of this examination is satisfactory. The classes are now arranged, and sufficiently full of respectable youths, generally intelligent, and desirous of acquiring a knowledge of the English language, and of European science which was imparted to them in a more uniform manner than before. The deficiencies in Grammar, Arithmetic, and Composition, as marked in the annual report, have been in a certain degree remedied ; and great progress may be expected in the acquirements of the students of this college in the course of the next year.

I was much disappointed with the general state of the vernacular department of the college. It appears to have been much neglected. Some of the boys were without books ; others did not learn Bengalee ; a third class was learning the language without meaning. It seems to me that it would be much better to discontinue the study of the Bengalee rather than that it should be conducted in a manner so likely to be of no use to the boys, and so disadvantageous to the discipline of the school. Complaints have been made to me of the little progress which the pupils make in a knowledge of the Bengalee language ; and in some cases the parents of the boys are obliged to employ Bengalee Sircars at their own houses, to teach what is professed to be taught in the college.

"The two Junior Pundits are elderly men, brought up at the Sanscrit College, Calcutta, with little energy and less inclination to change their present vicious manner of teaching the Bengalee language. The advantages obtained from following a uniform plan in teaching the Bengalee and English languages, as has been done with success in the college of Mohammud Mohsin, Hooghly, are so obvious and great, that I have no hesitation in recommending such a plan to be followed in the Dacca College. But this requires intelligent pundits, ready to adopt, and to pursue a systematic course of Bengalee instruction ; and as four of the teachers of the junior department are quite competent to instruct their respective classes in the rudiments of their native language, they might be encouraged to do so by a small increase to their present salaries ; and with the forty rupees, at present paid to the two pundits of the junior department a senior pundit might be entertained, to ensure the 1st class of the junior and senior department of the college being taught in the most efficient manner. These two pundits, with the assistance of the native masters teaching the elementary branches of the vernacular department under the supervision of the pundits, will place it in a most efficient condition.

"During the examination of the different classes of the college I had an opportunity of observing the advantage of having printed rules and regulations, and suggestions to masters. In some cases I found the class-books had been substituted for those recommended in the regulations but, in every class, the head master as well as myself, were convinced of the necessity of reverting to the order of the printed list. Throughout the college I found a very great deficiency in the colloquial knowledge of the English language, and that the "interrogation system

of teaching"—and "lessons on objects"—so strongly recommended in the suggestions had been neglected; and so evident did the deficiency appear at the examination that I believe the head masters of both departments will recommend their introduction, in their separate reports.

"Another branch of the studies in the college which requires my special notice, is the hand-writing of the students. There is scarcely a boy in the whole college who writes a good hand. Their copy books, bought with their own money, are generally written in a most careless and slovenly manner. I am aware that it is the intention of Government to rear intelligent subjects rather than good writers; still the hand-writing of the pupils should not be neglected, and each youth before he leaves college should write a legible neat hand. To ensure this I conceive a writing master must be appointed, to superintend the writing of the two senior classes of the junior, and the two junior classes of the senior department.

"I enclose a specimen of the hand-writing of Baboo Ramnarain Seel, one of the junior masters, and should recommend his being appointed writing master on a salary of 30 rupees a month.

"The slow and tedious manner in which the junior class at present learns the rudiments of the English language will be in part remedied by adopting the hints given in the suggestions to masters, which I conceive will be still further improved by having an Infant School Gallery; in which the pupils may be taught for two hours daily, with the assistance of pictures and objects placed before them. This innovation will enliven their studies, and will make them take a greater interest in their lessons. This, it is believed, will induce parents to send their children to school at an earlier age than at present, by which they will acquire a better pronunciation, obtain an additional stock of information, and be better prepared to enter upon higher studies.

"By this means also a deeper impression will be made upon their young minds which will prevent the Hindoo youths so soon forgetting, as at present, their school studies. Possessed of quick perception and retentive memories, the native boys make rapid progress in a knowledge of the English language; but from their want of practice, after leaving the College, it is as rapidly forgotten.

"Should such a modification of the studies of the Junior class be adopted, I should propose that two new teachers be appointed to the two divisions of the fourth class; and that Kasub Lal Chund be promoted to the second division of the 3d class, which Baboo Kudeeram Chund has vacated. A young and energetic master then should be appointed to the Junior class, who would understand enough of the infant school system to be able to use the gallery, and explain in the Bengalee language, the objects and pictures that are brought before them in their lessons. I shall, if necessary, instruct a young man of the 1st class in the manner required. His salary should be 30 Rs.

"To encourage the native children in acquiring an early knowledge of the English language, I should suggest that a branch school be established beyond or near the market place (choke) or the old palace (Lal bag) which is nearly three miles from the present College. Such a school would be situated in a very populous part of this city, which extends six miles along the banks of the river, and would form a feeder to the College, as the branch school at Hooghly has been found to prepare boys with a good pronunciation and knowledge of the English language, for the College of Mohammad Mohsin situated in the town of Chinsurah.

" Another proposal which I have to offer is that a Mathematical teacher be appointed to the senior department, able to give practical instructions in land surveying, map, and plan drawing, &c. A large field is now open in this country for young men who have a practical acquaintance with such a useful branch of knowledge; which will prove to the natives, the advantage of the English education which the College affords. Such a teacher should be able to instruct the senior students in plain Spherical Trigonometry.

" The defects discovered in the new College building required a reference to Calcutta during which the work was stopped; but as certain changes and additions have been sanctioned by Government, it is expected that the building will be in such a state as to admit of its being occupied in a few months hence.

" Since last report the students have paid for their school-books, and other necessaries. The sum collected during the year from fines and schooling amounted to Rs. 400-10. Of the large supply of School and useful Books, kept in store, 2,545 have been sold to the students and masters at cost price; which amounted to rupees 2,793-12. The fines which were levied for irregular attendance amount to Rs. 179-2, and this sum with the allowance of Rs. 70, has been employed in liquidating the debt which has been contracted for library books and for philosophical

132 Library books,	Rs. 580	2	11
217 Class books added to Library ..	416	0	0
Apparatus Models	"	440	1 5
		1,436	4 4
11 months' allowance at 70 Rs. per mensem..	770	0	0
Fines	90	0	0
Balance due by the College....	Rs. 576	4	4

philosophical models, which have been obtained from England, by the late Principal. Those debts are stated in the margin. The models will be useful to the boys of the Junior classes; while a set of philosophical apparatus is much required for the use of the Senior students. The Book Agent will be addressed on this subject.

" The anxiety of the Senior boys to procure useful works, and the number which those who have the means, or who have Scholarships, purchase, and the perseverance with which they study those branches of knowledge required for the Scholarship examination, prove how much they appreciate such allowances; and there is good reason to believe that this measure will do much towards raising up a distinguished body of young men, who will prove alike an honor to the liberality of the English Government, and to their own country.

" The library continues to be well frequented by the Senior students, and 517 volumes have been taken away during the year for their private study at home.

" The reward of the gold and silver medals, for knowledge acquired in the libraries of the College by voluntary study has not been, I regret to add, gained this year.

" As the general result of the annual examination, I have the pleasure in reporting that the Head Masters of both departments have afforded me satisfaction by their attention to their duties. With one exception the teachers have performed their arduous duties with credit; and, when the proposed modification is made in the method of teaching the Bengalee language, a great improvement may be expected in the College, the result of which will be evident at the next annual examination. The three hundred students attending the College are generally of respectable parentage, and are most earnest in their endeavours to acquire a knowledge of the English language. There are none of the junior classes overgrown, and none are neglected by their teachers.

That the education afforded by the College is appreciated is sufficiently evident from the fact that a large proportion of the boys are content to pay for their books, necessaries, and tuition. This must have a most salutary effect upon the prosperity of the College, which will I believe continue to improve under the active supervision of the Local Committee and the continued exertions of the Teachers."

The Committee were informed in reply, that the state of the college was considered to be on the whole very satisfactory, the only defects complained of, being attributable rather to the personal character of some of the subordinate teachers than to any inherent faultiness in the system or to any disinclination on the part of the people to profit by the means of instruction within their reach. The diminution in the number of pupils since the preceding year from 378 to 308 was thought to be far from an unfavorable indication. On the contrary, the college had undoubtedly been benefited by the removal of pupils whose irregular attendance had only impeded the studies of the rest, and who were not likely themselves to derive any advantage from their connexion with the institution. The Governor observed with much satisfaction that the endeavours of the college authorities to render the attendance more regular had been successful, and that the average daily attendance, notwithstanding the actual decrease of numbers, had increased from 224 to 245. The report on the character of the masters, except as regarded Khoderam Chund and the two junior Bengali teachers, was thought satisfactory. The first of these had resigned his situation, but the Committee were desired to dispense with the services of the others, and to entertain one really useful pundit capable of teaching Bengali in a proper manner. It was also intimated to them that the junior masters ought to instruct their several classes in Bengali as well as English.

Mr. J. DeSouza, formerly of the Sibsagor School, was appointed second master of the junior department in the room of Sooruj Koomar Mookerjia who had obtained other employment, and the salaries of the other junior masters were placed on an improved footing of gradation. It was not however thought necessary to appoint either a separate Mathematical teacher or a writing master. The committee were informed that the proposed branch school could not be established unless a considerable proportion of the expence were to be guaranteed from private sources.

At the scholarship examination the following students were considered entitled to the honors for which they competed :—

SENIOR SCHOLARSHIPS.

1. Keshenpershad Surma, (Chittagong.)
2. Reshecase Paul.
3. Juggobundo Mookerjia.
4. Keshen Chunder Sein, (Comillah.)
5. Ramkoomar Bose, (Chittagong.)
6. Kesto Sunder Ghose.

JUNIOR SCHOLARSHIPS.

1. Kalichurn Ghose.
2. Bhugwan Chunder Bose.
3. Anund Chunder Doss.
4. Bissembher Doss.
5. Bungo Chunder Chukerbutty.
6. Ramsunker Sein, (Comillah.)
7. Kishen Chunder Roy, (Do.)
8. Gobind Chunder Bose, (Do.)
9. Bhagobutty Churn Gangoly.

In consequence of the correspondence which took place last year regarding the new College, the Military Board submitted a supplementary estimate amounting to Rs. 19,187, for remedying the defects complained of by the late Principal, which, to a great extent, were admitted on all hands to exist. The proposed improvements included, 1st—a verandah on three sides of the building, to cost Rs. 11,874; 2nd—an iron roof with glazed sky-light over the centre court, to cost Rs. 5,325; and 3rd—a portico to cost Rs. 1,988.

The two last were not thought necessary, but the erection of the verandah at the estimated cost was sanctioned. It was however remarked that the orders conveyed to the Military Board in Mr. Bayley's letter of the 23rd November 1842, did not imply that the college was to be built at the reduced sum of Rs. 20,568-5-10 without a corresponding plan and estimate being submitted. Had this been done the defects in the building would doubtless have attracted the attention of the Board, and have been rectified in time.



PATNA COLLEGE.

10TH YEAR.

Local Committee on the 30th April 1845.

A. Smelt, Esq.	... Session Judge.
H. S. Oldfield, Esq.	... Opium Agent.
T. Sandys, Esq.	... Collector.
J. E. S. Lillie, Esq.	... Officiating Magistrate.
S. Davies, Esq.	... Civil Surgeon.
C. J. Muller, Esq.	... Deputy Collector.

ESTABLISHMENT.

Mr. W. Masters,	Principal.
„ S. Mackintosh,	Head Master.
„ L. Mason,	Assistant Master.
Khyr Oodeen Hossain,	Oordu Teacher.
Ram Esher Doobay	Hindee Teacher.

On the 26th September 1844, the Government determined to erect the School at Patna into the central College for the Behar Province, and Mr. W. Masters, then head master of the Martiniere in Calcutta, was appointed Principal. The Committee were desired to report whether the building then used for the School would accommodate the enlarged establishment incidental to a College, and to submit any proposition they might feel disposed to make for building a College suited to the probable wants of the province, stating at the same time the amount likely to be raised for the purpose by local subscription. Eight Senior and twelve Junior Scholarships were attached to the College, four of the former being denominated "Hutwa Scholarships" in honor of Maharajah Chatterdharee Sahy, who presented the sum of Rs. 50,000, for the establishment of a School in the District of Sarun. The Committee were of opinion that the present School house would be for some time sufficiently spacious to answer the purposes of a College, and that it would not be advisable to build until some idea could be formed of the extent to which the inhabitants of the city and province would seek instruction for their children at the Government Establishment.

At the annual examination the whole of the first class, consisting of eight boys, competed for Junior Scholarships, and one was awarded to H. C. Mann. The holder of last year, Munnee Lall, was not thought to have made sufficient

progress to entitle him to retain his Scholarship. The second class consisting of 17 boys, appeared to the Examiners to have made satisfactory progress, and to have been, on the whole, exceedingly well taught. But in common with the senior pupils, they were deficient in their knowledge of Arithmetic. The third class, of 18, the fourth of 28, and the Junior class, of 29 boys, were considered to have passed a creditable examination in their several studies. The Hindoo Schools, under the superintendence of the head master, were at the close of the year eleven in number, and contained 620 pupils. The first class in each were reading *Æsop's Fables* and *Pleasing Tales*, and were also learning Grammar, Arithmetic and Writing in the Nagree character.

The attention of the Principal was especially directed to the deficiency of the students in Arithmetic, above alluded to. The progress made generally by the students during the year, did not appear to the Government so satisfactory as had been expected, a circumstance which was in a great measure attributed to the attention paid by the head master to the Hindoo Schools, which, however praiseworthy, ought not to have been allowed to interfere with the due performance of his more immediate duties. Balkishen Mati, the Hindoo Teacher, has been promoted to the head teachership of the Muzupperpore School, and his place at Patna has been supplied by Rameshur Dobah, the best among the candidates for the vacant situation, who will be further examined by a duly constituted Committee on the first opportunity.

CHITTAGONG SCHOOL.

8TH YEAR.

Local Committee on the 30th April 1845.

H. Ricketts, Esq.	{ <i>Commissioner and Sudder Board 16th Division.</i>
R. Trotter, Esq.	<i>Salt Agent.</i>
F. Stainforth, Esq.	<i>Civil and Sessions Judge.</i>
A. Sconce, Esq.	<i>Collector of Chittagong.</i>
C. T. Buckland, Esq.	{ <i>Assistant Magistrate and Collector.</i>
Moulvi Munneeroodeen,	<i>Principal Sudder Ameen.</i>
Sheik Abedoollah,	<i>Late ditto.</i>
Moulavi Ashrufally,	<i>Ditto.</i>
Ram Chunder Roy,	<i>Deputy Collector.</i>
Prankishen Roy,	<i>Ditto.</i>
E. Marquard, Esq.	<i>Merchant.</i>
H. Randolph, Esq.	<i>Ditto.</i>

ESTABLISHMENT.

Mr. W. J. Gunn,	<i>Head Master.</i>
Mr. J. DeCosta,	<i>2nd Ditto.</i>
Gobind Chunder Bose,	<i>3rd Ditto.</i>
Poorno Chunder,	<i>4th Ditto.</i>
Muddun Mohun,	<i>Head Pundit.</i>
Moulvee Woozeer Ally,	<i>Persian Moonshee.</i>

The annual examination of this school was held simultaneously with that for Scholarships on the days appointed for that purpose by the Council of Education. The Committee were not satisfied with the progress made generally by the boys, and they did not recommend any boy for a Scholarship. They disapproved of the manner in which the senior boys had been taught, and remarked that they appeared rather to have been *crammed* for the Scholarship examinations than instructed on sound and methodical principles with a view to their future advantage. At the recommendation of the headmaster, the Committee took upon themselves to discontinue the monthly payments for tuition by the pupils, but this course was disapproved by the Government, and the Committee were ordered to revert to the former system.

Two masters, one on Rs. 30 and the other on Rs. 20 a month, have been appointed instead of the third master, who, it was mentioned in last year's report, had been transferred to Patna. The services of the junior Pundit have been dispensed with.

BAULIAH SCHOOL.

9TH YEAR.

Local Committee on the 30th April 1845.

Welby Jackson, Esq.	<i>Commissioner.</i>
G. C. Cheap, Esq.	<i>Civil and Sessions Judge.</i>
J. S. Torrens, Esq.	<i>Collector.</i>
W. M. Dirom, Esq.	<i>Magistrate.</i>
T. W. Wilson, Esq.	<i>Asist. Civil Surgeon, Secy.</i>
J. W. Brown, Esq.	<i>1st Class Abkari Supt.</i>
Moulavi Abdool Ali Khan Ba- hadoor.	<i>Principal Sudder Ameen.</i>
Baboo Huro Chunder Ghose.	<i>2nd Class Abkari Supt.</i>
Syed Ibrahim Hossen.	<i>Serreshtadar of the Criminal Court.</i>

ESTABLISHMENT.

Mr. C. Ridge.	<i>Head Master.</i>
Baboo Thakoordas Chuckerbutty	<i>2nd ditto.</i>
„ Kunjalal Banurjea. . . .	<i>Officiating 3rd Master.</i>
„ Brojo Sunder Maitra. . . .	<i>„ „ „ 4th ditto.</i>
Kailas Chunder Bedyanedhi. .	<i>Head Pundit.</i>
Ambika Churn Turkbagis. .	<i>2nd ditto.</i>

This school has sustained a great loss in the death of the head-master Sharadapershad Bose, who for the space of more than eight years, most zealously and effectively discharged the duties of his situation, and raised the institution to an unusual degree of efficiency. The Committee took occasion to record their sense of the importance of his services, and of the ability and sound discretion, as well as of the peculiar talent for imparting knowledge to his pupils which distinguished him during the long and uninterrupted period of his incumbency. Mr. Ridge was appointed head master in his room, and the second mastership was at the same time conferred on Baboo Thakoordas Chuckerbutty.

Kunjalal Banurjea was considered to have made sufficient progress to entitle him to retain his Scholarship for another year.

The Committee submitted to the Government a proposal for entertaining on the school establishment a person qualified to give instruction in practical surveying, but they were informed that it did not come within the plan of public edu-

cation adopted by the Government to appoint special officers to teach subjects of that nature in the zillah schools, and that students who desire to learn the art of surveying, must proceed to the Central College for that purpose. The Committee were however at the same time told that if any of the masters now or hereafter attached to the school were competent to teach surveying, there would be no objection to their doing so, provided the regular studies of the pupils were not interfered with.

MIDNAPORE SCHOOL.

9TH YEAR.

Local Committee on the 30th April, 1845.

O. W. Malet, Esq.	{ <i>Officiating Collector, Secretary.</i>
R. P. Harrison, Esq.	
H. V. Bayley, Esq.	{ <i>Superintendent of Settlements and Special Deputy Collector.</i>
C. F. Montresor, Esq.	
Baboo Anund Chunder Mitter, .	<i>Deputy Collector.</i>
„ Callypersad Mullick, .	<i>Sheristadar.</i>

ESTABLISHMENT.

Mr. F. Tydd,	<i>Head Master.</i>
Baboo Baikuntunath Chattergia, .	<i>2nd Ditto.</i>
„ Sittaram Das,	<i>3rd Ditto.</i>
Jadubbinder Mookerjee,	<i>4th Ditto.</i>
Gooroodas Vidyalunkar,	<i>Pundit.</i>
Mohesh Chunder Acharjee, . . .	<i>Assistant ditto.</i>
Kuor Seel,	<i>Librarian.</i>

The annual examination of the pupils of this school was held in the month of September 1844. The results were considered by the Committee to be satisfactory and indicative of an increasing desire on the part of the natives to avail themselves of the means of instruction afforded by the school. The Head Master's report, which was concurred in by the Committee, contained the following passages :

“ During the year (i. e. from the first of October 1843, to the 30th of September 1844) 67 boys were admitted, and 53 left the school, leaving 139 names in the books of the Institution.

“ The conduct and cleanliness of the pupils have been in general satisfactory, and their attendance during the year has been more regular than in any previous one, owing chiefly to the rule enforced by the Committee of fining those who could not assign a sufficient reason for their absence.

“ The conduct of the subordinate teachers has been satisfactory ; none absented himself from his duty, except in very few instances on leave, on account of sickness or private affairs, for a few days.”

The committee reported that they had taken five of the principal vernacular schools of the town of Midnapore under their supervision, and had supplied them, with books superior to those which were previously in use. They likewise intimated their intention of examining the scholars occasionally, and of distributing small rewards both to masters and scholars who were found deserving. The Inspector has been directed to report upon these schools at his next visit.

Khetter Mohun Jana was considered to have made progress sufficient to entitle him to retain his junior scholarship for another twelve month.

BHAGULPOOR SCHOOL.

22ND YEAR.

Local Committee on the 30th April 1845.

G. F. Brown, Esq.....	<i>Commissioner.</i>
F. Gouldsbury	<i>Session Judge.</i>
Major T. E. A. Napleton	<i>Commanding Hill Rangers.</i>
Captain W. G. Don	<i>Adjutant ditto.</i>
Mahomad Mojid Khan Bahadoor	<i>Principal Sudder Ameen.</i>
Mahomed Haneef	<i>Moonsiff.</i>
Shah Inyut Hosain.....	<i>Zemindar.</i>

ESTABLISHMENT.

Captain W. G. Don	<i>{ Secretary and Superintendent.</i>
Baboo Gooroo Churn Mitter.....	
Grish Chunder Chatterjee.....	<i>Head Master.</i>
Lalah Shewsahoy	<i>2nd ditto.</i>
Moonshee Auchumbit Lal.....	<i>{ Hindu Teacher & English Assistant.</i>
Moulavee Ooheedoodeen	
Mysah Rhai	<i>1st Urdu Teacher.</i>
Hanuman Dutt	<i>2nd ditto.</i>
	<i>Hindu Teacher.</i>
	<i>Pundit.</i>

The two schools which existed at this station under the names of the Bhaugulpoor Institution, and the Bhagulpoor Hill School were, under the orders of Government dated the 8th January 1845, combined and formed into one establishment. Mr. Ridge having been selected to succeed Sharodapershad Bose at Bauleah, Gooroo Churn Mitter became head master of the Bhaugulpoor school under the superintendence of Captain Don, Adjutant of the Hill Rangers, who was at the same time appointed stipendiary secretary to the local committee. The school-house, which had been built by public subscription, and the bungalow heretofore occupied by the Hill school were sold, and the proceeds carried to the credit of the education fund. A commodious brick house in the centre of the station capable of holding at least 200 boys, was then hired at a monthly rent of Rs. 50, and in this the combined school is now held.

A portion of the funds saved by reducing the double establishment was appropriated to the foundation of three additional junior scholarships tenable at the Patna college by pupils of the Bhagulpoor school.

The annual examination of both schools was held at the usual period, and the progress of the pupils was considered satisfactory and creditable to the masters. The chiefs, who at the head master's suggestion were invited to attend and witness the examination of the boys at the Hill school, were much gratified, and expressed a wish that schools might be established in the vicinity of the hills where their children might go without being far from their homes. The revenue authorities were accordingly instructed to consider the propriety of establishing one of the vernacular schools of the Bhaugulpoor district at some convenient locality within reach of the inhabitants of the Rajmahl Hills.

The result of the scholarship examination was extremely satisfactory. Four pupils, two from each school, competed, and all answered the questions sufficiently well to obtain junior scholarships had so many been available. Rajnauth Misser who obtained the Bhaugulpoor scholarship last year had made sufficient progress to entitle him to retain it, and one of the vacant junior scholarship in the Patna college was awarded to Sheobuns, a pupil of the Hill school, who has since proceeded to Patna to prosecute his studies at the college.

JESSORE SCHOOL.

7TH YEAR.

Local Committee on the 30th April 1845.

E. Bentall, Esq.	<i>Judge.</i>
R. Hampton, Esq.	<i>Magistrate.</i>
F. Lowth, Esq.	<i>Officiating Collector.</i>
W. H. B. Ross, Esq.	<i>Assistant Surgeon, Register of Deeds and Postmaster.</i>
F. Crank, Esq.	<i>Superintendent of Salt Chowkies.</i>
J. H. Reily, Esq.	<i>Uncovenanted Deputy Collector.</i>
Bardakant Roy.	<i>Raja.</i>
Sydek Ahmud.	<i>Cazy.</i>
Mahomud Kaleem.	<i>1st Principal Sudder Ameen.</i>

ESTABLISHMENT.

Mr. J. Smith.	<i>Head Master.</i>
Doyalchunder Roy.	<i>2nd Ditto.</i>
Sreekant Bosc.	<i>Monitor.</i>
Anundo Chunder.	<i>1st Pundit.</i>
Nilmony.	<i>2nd Ditto.</i>

The scholarship-holders of last year, Kistochunder Mujumdar and Shamachurn Mookerjee, were considered to have made improvement in their studies sufficient to entitle them to retain their scholarships until the ensuing examination. One other candidate, Doorgachurn Haldar, acquitted himself with great credit, and was rewarded with a prize by one of the members of the committee.

The attendance of the boys during the rainy months and especially in September was so irregular, that it became necessary to enquire into the causes that led to a result so prejudicial to the general discipline of the school, and to the improvement no less of the regular attendants than of the absentees themselves.

In the last mentioned month the attendance was less than one-half the number borne on the rolls, and the reason assigned by the committee, namely, sickness, did not seem sufficient to account for so great a deficiency. It was intimated to the committee that if they were unable by the

proper exercise of the authority vested in them to check irregular attendance, or if the inhabitants of Jessore continued to shew such indifference to the means afforded them of instructing their children, the Government would be compelled to withdraw its support from the school, and transfer it to some other district where it would be more highly appreciated. The committee stated in reply that over whatever causes they might have control, no exertion would be spared on their part in preventing a decrease of the attendance of the scholars; and since that time there has been a gradual improvement.

CUTTACK SCHOOL.

5TH YEAR.

Local Committee on the 30th April 1845.

A. J. M. Mills, Esq.	Commissioner of Revenue.
J. W. Templer, Esq.	Special Commissioner.
J. B. Ogilvy, Esq.	Judge.
M. S. Gilmore, Esq.	Collector.
E. T. Trevor, Esq.	{ Secretary—Joint Magistrate, Deputy Collector and Officiating Special Deputy Collector.
T. B. Mactier, Esq.	Assistant to Collector.
Tarakant Videasagur	Principal Sudder Ameen.
Moulavi Mohmed Fazil	Law Officer.
Kasseenauth Rae Choudree....	Zemindar.
Meer Jaffer Alli.....	Late Deputy Collector.

ESTABLISHMENT.

Mr. J. K. Rogers	Head Master.
Mr. J. De Souza	2nd Ditto.
Omachurn Chatterjee.....	3rd Ditto.
Bissumbhur Vidyabhoosun	Head Pundit.
Raghubanund.....	2nd Ditto.

The general and scholarship examinations took place simultaneously in the month of October. The candidates for the junior scholarship were five in number, two of whom acquitted themselves very creditably, and to the most successful of whom, Nobin Seringee, the scholarship was awarded. In regard to the general examination, the committee were pleased with the marked improvement made by the more advanced among the scholars, and had every reason to be satisfied both with the manner in which the several masters had conducted their duties, and with the demeanour and conduct of the scholars.

The number of boys belonging to the school was 113, of whom 9 were Christians, 15 Mohammedans, 42 Oriahs and 47 Bengalees. The total number at the previous examination was 79, and the increase had chiefly taken place among natives of the province of Cuttack. The students were divided into four classes, in the following proportion;

1st Class.....	6
2nd ditto.....	12
Carried forward... ..	18

	Brought forward ...	18
3d Class—Section 1.....	8	
,, 2.....	6	
,, 3.....	14	
	—	28
4th Class—Section 1.....	13	
,, 2.....	15	
,, 3.....	24	
,, 4.....	15	
	—	67
Total... 113		—

The disproportion then existing in the numbers composing the different classes, arising in a great measure from the sudden influx of very young boys, was remedied at the general promotion which took place after the examination. The studies of the several classes were as follows :

First Class—Marshman's Brief Survey of History, Goldsmith's History of England, Nicholl's Geography with reference to maps, Lennie's Grammar, Introduction to Natural Philosophy, Use of the Terrestrial Globe, Bonny-castle's Arithmetic, Bridge's Algebra, Translation, and English Composition.

Second ditto—Marshman's History of Bengal, Guy's Geography with reference to maps, Lennie's Grammar, Bonny-castle's Arithmetic, Translation, and Epistolary Composition.

Third ditto—Marshman's History of Bengal, Prose Reader, Nos. 3 and 4, Clift's Geography, Lennie's Grammar, Woollaston's ditto, Chamier's Arithmetic, and Translation from English into Vernacular.

Fourth ditto—Prose Reader No. 1, Spelling, and Multiplication Table.

Some progress has been made in the preparation of vernacular class books. Besides the grammar and vocabulary mentioned at p. 122 of last year's report, a work by the Rev. Mr. Sutton entitled "Introductory lessons and idiomatical exercises" has been adapted and introduced into the school, and another by the same gentleman, on the elements of Natural Philosophy. A translation of Dr. Yates' Bengali Class-reader, or at least of such portions of it as are applicable to the language and other circumstances of the province, is also under preparation. One hundred copies of the introductory lessons at 2 rupees, and 150 copies of the elements of Natural Philosophy at 1 rupee 8 annas, have been purchased for the use of the school.

SYLHET SCHOOL.

5TH YEAR.

Local Committee on the 30th April 1845.

H. Stainforth, Esq.....	<i>Judge.</i>
A. S. Annand, Esq.	<i>Acting Collector.</i>
E. S. Pearson, Esq.....	<i>Secretary, Assistant to the Magistrate and Collector.</i>
H. J. Thornton, Esq.....	<i>Civil Surgeon.</i>
Syud Abas Ullee Khan.....	<i>Principal Sudder Ameen.</i>
Syud Buckt Moozoomdar.....	<i>Zemindar.</i>

ESTABLISHMENT.

Mr. J. Kelso.	<i>Head Master.</i>
Mr. G. Swiney	<i>2nd Master.</i>
Gowry Sunker Turkunkar	<i>Pundit.</i>

The annual examination of this school was held in the month of October. The 1st Class was divided into two Sections, one of which had read the whole of Marshman's history of Bengal and the other a portion of it. The 1st Section had also read the history of England to the reign of James I. The whole class were reading Clift's Geography and Lennie's Grammar, in which they had made some progress; and the majority of them were able to work sums in reduction and the rule of three with facility and correctness. The 2d Class had been studying the English Reader No. 2 and a few chapters of Marshman's History of Bengal. Their progress in Geography was very small. The studies of the 3d and 4th classes were elementary. The committee were not at all satisfied with the state of the school. The 1st class, though somewhat improved since the preceding examination was still in a backward and discreditable state. The pronunciation of the senior boys was indifferent, and their spelling very imperfect. Two boys attempted to compete for the Junior Scholarship, but failed entirely, and the committee were of opinion that unless some change took place in the system of teaching heretofore practised no improvement would take place. Mr. Lodge the inspector was accordingly directed to visit Sylhet and report specially on the state of the School, with a view to the adoption of such steps for placing the establishment on an efficient footing, as might appear after due enquiry to be called for.

MOULMAIN SCHOOL.

10TH YEAR.

Local Committee on the 30th April 1845.

Captain H. M. Durand	<i>Commissioner.</i>
Major W. C. McLeod	<i>Principal Assistant.</i>
Lieut. E. H. Impey	<i>Commandant Local Corps.</i>
Capt. J. Moore	<i>Assistant to the Commissioner Mergui.</i>

ESTABLISHMENT.

G. H. Hough, Esq.	<i>Head Master.</i>
J. Crawley	<i>English Assistant.</i>
Shoey Dan	<i>Burmese Ditto.</i>

The annual examination of this school was held on the 23rd December 1844. The first class was divided into two Sections. The first section consisted of two boys, one a Burmese and the other a Chinese, who had been reading portions of the introduction to Universal History, especially those relating to the Ancient Empires, to Greece and Rome, to England and France, to Hindostan and British India. Of the general historical features of these political divisions they appeared to have acquired a considerable knowledge. They had been exercised in syntactical parsing, and in translating from the vernacular (Burmese) into English. They had acquired some practical knowledge of geometry and surveying and had surveyed a portion of the town of Moulmain, laying it down with correctness on a scale of a quarter of an inch to a chain. The second section had read 'Idiomatic Exercises' and some portions of the Digidurshun. They were acquainted with the geography of Europe and Asia, and with arithmetic as far as the rule of proportion in vulgar fractions. They could also translate with considerable ease from English into the vernacular. The remaining classes from the second to the fifth had made tolerable progress in their studies. The vernacular is taught throughout the school, and the interrogative system of teaching is invariably observed, each boy being required to explain every English lesson in Burmese.

There were no pupils qualified to compete for a junior scholarship, and this unfavorable circumstance is attributed by the committee to the early age at which the boys leave the school, and to a general want of industry and application

which prevents them from attaining more than a very limited knowledge of English. In arithmetic alone has any steady and satisfactory progress been made. Each boy however is now made to pay for his school books, and will hereafter be made to contribute a small sum towards the expense of his education. The committee state that the payment for books 'has been found to answer in every respect,' and it is hoped the change will lead to a gradual improvement in the state of the school.

The Commissioner of the Tenasserim Provinces in endeavouring to carry out the intentions of Government expressed in the resolution of the 10th October, met with considerable difficulty, arising out of the want of translations in the Burmese language of useful standard works. He therefore proposed that Mr. Hough, who is conversant with that language, and whose time and abilities appeared to be inadequately occupied in the mere elementary tuition which is at present required in the Government School, might be relieved from all but an occasional superintendence, and employ the best part of his time in the translation of useful English books. The Commissioner further proposed that as soon as a sufficient number of students in the schools of Moulmein, Tavoy and Mergui could pass a certain examination, they should be formed into a superior class at Moulmein, under the immediate charge and tuition of Mr. Hough, with a view to their being eventually drafted into the public service.

The proposal of the Commissioner was approved by the Government, and the Moulmein school has accordingly been placed under the second master, Mr. Crawley; and until the formation of a superior class, Mr. Hough will be employed in translating, and in superintending the schools at Moulmein and Mergui, going occasionally from one to the other as opportunity offers. The Commissioner has been charged with the duty of seeing that Mr. Hough performs his duty in both respects efficiently.

RAMREE SCHOOL.

7TH YEAR.

Local Committee on the 30th April 1845.

Major A. Bogle	<i>Commissioner of Arracan.</i>
Major Williams	<i>Senior Assistant Commissioner.</i>
Captain Phayre.....	<i>Senior Assistant Commissioner.</i>
Lieutenant Hopkinson	<i>Officiating Senior Assistant Commissioner.</i>
Lieutenant Siddons	<i>Executive Officer.</i>

ESTABLISHMENT.

Mr. R. A. Fink	<i>Head Master.</i>
Abdul Hadi	<i>Oordoo Teacher.</i>
Mounglah	<i>Head Mugh ditto.</i>
Thatwang	<i>Second ditto ditto.</i>

In consequence of the unsatisfactory progress made by the pupils at this school during the year, and the little interest which the people of the district seemed to take in it, the Commissioner of Arrakan has been called upon to report on the best means of applying the annual sum granted for educational purposes in the province. The Commissioner's report has been received, and the subject is under consideration.

MOZUFFERPORE SCHOOL.

1ST YEAR.

Local Committee on the 30th April 1845.

E. V. Irwin, Esq.	<i>Collector.</i>
A. R. Young, Esq.	<i>Joint-Magistrate.</i>
E. A. Samuells, Esq.	<i>Magistrate.</i>
Maharaja Roodor Sing.	<i>Rajah of Durbhunga.</i>

ESTABLISHMENT.

Balkishen Maiti.	<i>Head-Master.</i>
Modusudon Mitter.	<i>Assist. Ditto.</i>

On the 6th November 1844, Messrs. Irwin and Young addressed the Government on the subject of establishing an English School, in the district of Tirhoot. They stated that they had drawn up and circulated a prospectus of their plans in which they "briefly noticed the benefits direct and indirect that would flow from an enlarged system of education, as communicated through the English and Vernacular tongues in schools established at the Sudder Station and the principal towns of the interior," that the sum then subscribed amounted to Rs. 12,000, and that they expected Rs. 3,000 more. They proposed with these means, assisted by the Government, to establish a principal school at Mozufferpore and a smaller school at each of the four largest towns in the district. The Government having about the same time sanctioned the establishment of three vernacular schools in the interior of the district at the public expense, it was thought advisable to concentrate the means raised by Messrs. Irwin and Young in founding an English School at Mozufferpore on an efficient footing.

The school was accordingly opened on the 1st February, under the charge of Balkishen Maiti, formerly assistant teacher at the Patna school, and by the latest accounts there was an attendance of 31 boys, whose studies were of course quite elementary. The school is subordinate to the Patna College, to which it has the privilege of sending four junior scholars on eight rupees a month each. The Local Committee have invested Rs. 8,000 in Government Promissory Notes, the interest of which is expended in partly defraying the expenses of the school, and the remainder of the amount subscribed they have retained in their hands for building purposes.

CHYEBASSA SCHOOL.

Local Committee on the 30th April 1845.

A. DeFountain	{ <i>Captain 40th Regiment Native Infantry, Commanding Troops at Chyebassa.</i>
W. H. Oakes	
C. B. Chalmers, Esq.	

ESTABLISHMENT.

Birjnauth Ghose.....	<i>Head Master.</i>
Parah Cole.....	<i>Assistant Teacher.</i>

CHOTA NAGPOOR SCHOOL.

Local Committee on the 30th April 1845.

Colonel Ouseley	{ <i>Agent Governor-General and Commissioner. Superintendent of the Schools.</i>
Capt. Hannynhton.....	
Capt. Haughton.....	

ESTABLISHMENT.

Mohesh Chunder Chatterjee.....	<i>Head Master.</i>
Karamut Allee.....	<i>Assistant Teacher.</i>
Doorgaram	<i>3d ditto.</i>
Ghurnaram	<i>4th ditto.</i>
Ramperosad.....	<i>Hindee Assistant Teacher.</i>

The annual examination of the Chyebassa School was held on the 17th October, 1844. There were then 61 boys

in the school, divided into 8 classes. The studies of the 1st class consisted of the English Prose Readers, Nos. 2 and 3, geography, arithmetic, and translation.

The examination was said to have been on the whole very satisfactory, but the returns furnished by the assistant in charge of the school were extremely imperfect and conveyed no idea of the actual progress of the pupils since last year.

The examination of the Chota Nagpore School took place on the 9th December 1844. There were 103 boys in the school, divided into 7 classes, but the nature of their studies was not specified in the returns. The Committee however spoke favorably of the progress of the pupils.

The Governor-General's Agent in forwarding the usual statement of the number of students at the Chyebassa School, remarked that there were only 56 pupils on the books, of whom 7 were Coles, and he recommended that, as the people of the country were averse to having their children educated, the school might be transferred to Poorolia in Manbhoom, from whence he had received several applications, and where he anticipated an attendance of three hundred boys. The Government, however, doubted the propriety of depriving the hill tribes of the means of improving their intellectual condition, and the agent was directed to impress upon his assistant at Chyebassa the necessity of frequently visiting the school and encouraging the people to send their children there to receive instruction.

RUSSAPAGLA SCHOOL.

Managing Committee on the 30th April 1845.

Captain W. Mayne, *Superintendent.*
 Prince Mohammed Yasseen.
 Ditto Mohamed Soobhan.
 Ditto Ghoolam Mohamed.
 Shahzadah Mohamad Busheeroodeen.
 Nowab Kyroola Khan.

ESTABLISHMENT.

Mr. H. Haysham	<i>English Teacher.</i>
Molovy Warris Alee	<i>Arabic and Persian Ditto.</i>
Ditto Nosiroodeen.....	<i>Persian Ditto.</i>
Bholanauth Pundit	<i>Bengallee Ditto.</i>

The managers of this school having consented to the admission of the children of respectable Mohamedan families living in the vicinity, the Superintendent enrolled the names of twelve boys who have since taken their places in the several classes among the members of the Mysore family.

At the annual examination there were 32 boys present, all Mohamedans, being 10 in excess of the number present the previous year. The progress made by the pupils especially by those recently admitted, who do not belong to the Mysore family, was considered very satisfactory, and the attendance during the past twelve months had been more than usually regular. Prizes were awarded to four of the students. The conduct of the several masters throughout the year was favourably spoken of.

COMILLAH SCHOOL.

8TH YEAR.

Local Committee on the 30th April 1845.

F. Skipwith, Esq.	<i>Officiating Session Judge.</i>
H. C. Metcalfe, Esq.	<i>Collector.</i>
H. D. Fergusson, Esq.	<i>Officiating Magistrate.</i>
F. Courjon, Esq.	<i>Zemindar.</i>
R. Watt, Esq.	{ <i>Agent to the Rajah of Tipperah.</i>
H. Roe, Esq.	<i>Zemindar.</i>
Mohamed Ally Khan	<i>Chief Sudder Ameen.</i>
Moulvee Mohamed Nazim	<i>Sudder Ameen.</i>
Golaum Ayeah	<i>Kazee.</i>
Moulvee Salamtoollah	{ <i>Uncovenanted Deputy Collector.</i>
Reazooddeen Ahmud....	<i>Serishtadar Judge's Court.</i>
Gourmohun Roy.....	<i>Ditto of Collector's Ditto.</i>

ESTABLISHMENT.

Mr. H. G. Leicester	<i>Head Master.</i>
Baboo Kallydass Mojumdar	<i>Assistant Ditto.</i>
Nobinchunder Banurjea.....	<i>Pundit.</i>
Moulvee Vakeel Oodeen	<i>Professor of Law.</i>

The annual examination of this School took place on the 27th September 1844. The 1st class had read the history of England, Rome, Greece, India and Bengal. They had also studied Geography and Grammar, and were acquainted with arithmetic as far as vulgar and decimal fractions. Eleven boys of this class competed for the junior Scholarships, and several proved themselves qualified to hold them, but the Government Scholarship and the two supported by the Rajah of Tipperah were retained by students of the Comillah School at the Dacca College, and consequently there was no vacancy. The 2d class were examined in the prose Reader, No. IV. Lennie's Grammar, the History of Greece, the Geography of Asia and part of Europe and in arithmetic to simple interest. The pronunciation of this class was good, and with few exceptions they answered correctly the questions put to them by the examiners. The studies of the 3rd and 4th classes were of a more elementary nature, but the

boys acquitted themselves to the satisfaction of the local Committee.

Nine boys were expelled during the year for irregular attendance, and the example thus made, only after repeated admonition, was found to have had a beneficial effect on the discipline of the School. The Head-master and his assistants performed their duties during the year in a creditable manner.

MOORSHEDABAD NIZAMUT COLLEGE.

3D YEAR.

Local Committee as on the 30th April 1845.

Major Genl. F. V. Raper	• <i>Visitor and President— Agent to the Governor-General.</i>
H. P. Russell, Esq.	
W. J. H. Money, Esq.	
Captn. St. G. D. Showers.....	• <i>Superintendent of His Highness the Nawab Nazim's Education.</i>

Nawab Sufdur Ali Khan Bahadur.

Nawab Wahid Hosein Khan Bahadur.

Rajah Seetanauth Bose Bahadur, *Dewan of the Nizamut.*

ESTABLISHMENT.

Mr. F. V. Seddon	<i>Principal.</i>
Mr. J. G. E. Arrow	<i>Head Master.</i>
Mr. J. F. Delanougerede	<i>Second Ditto.</i>
Bushir Uddin	<i>Head Moulvie.</i>
Bakar Ali Khan	<i>Second Ditto.</i>
Tafezzul Hosein	<i>Head Urdu Teacher</i>
Syad Afzal Alli.....	<i>Second Ditto.</i>
Nabogopaul Turkalunkar.....	<i>Head Bengale Pundit.</i>
Nabokanta Turkapunchanun.....	<i>Second Ditto.</i>
Seid Ali Neki.....	<i>Atalik.</i>
Ahmad Uddin	<i>Darogah.</i>
Seid Ali Neki	• <i>Writing Master and Oriental Librarian.</i>
Jugut Chunder Roy	
Seid Feddeh Ali	
	<i>Writer and English Ditto.</i>
	<i>Tubeeb.</i>

The College Committee having reported against the propriety of throwing open the College for the benefit of any except the members of the Nizamut family, and persons of the Mahomedan persuasion connected with them, the Government after a full consideration of the circumstances connected with the origin of the College, and the changes which subsequently took place in its constitution, agreed in opinion with the committee that having with the concurrence of a former Nawab Nazim been founded originally for the benefit

of the younger branches of the Nizamut family, and afterwards opened for the admission of the sons of respectable Mussulman inhabitants of Moorshedabad, it could not in fairness be made available during the minority of the present Nawab, and consequently without his lawful consent, for the education of any other class. If His Highness on coming of age should desire to allow the institution to be converted into a College for general purposes, the Government would be disposed to acquiesce in the arrangement.

But from the extremely unfavorable reports of the state of the College submitted by Mr. Ireland, the late inspector, and also by his successor Mr. Lodge, it had become apparent that the large outlay incurred for its support was altogether wasted on an object which might be easily effected by a far more moderate expenditure. The establishment consisting of a highly paid principal, and a large staff of subordinate masters was on much too extravagant a scale for the instruction of twenty or thirty boys in the mere rudiments of English and the Oriental languages. The Government accordingly determined to dissolve the committee, and abolish the institution as it then existed, leaving the Governor-General's Agent to ascertain and report what small establishment would be sufficient for giving the few boys then in attendance such instruction as their parents or guardians might wish them to receive.

ASSAM SCHOOLS.

Major F. Jenkins	<i>Commissioner, Superintendent of the Schools.</i>
Mr. W. Robinson	

Mr. W. Robinson *Inspector.*

The progress of these Schools under the Inspector, Mr. Robinson, may be gathered from correspondence contained in the Appendix No. 4 to this report. Sufficient time has not elapsed to admit of a conclusive judgment being formed as to the success of the system of management adopted in 1844.

Instruction in the English language is still given at Gowahatty and Sibsagur, and an English teacher has been appointed to the school at the latter place on a salary of Rs. 40 a month. A normal class has been established at Gowahatty, under the immediate superintendence of Mr. Robinson, for training efficient masters for the vernacular Schools. This class consists at present of six youths, selected for their qualifications and character, from all the schools in the province, each of whom receives an allowance of Rs. 3 a-month. The sum of Rs. 1495-0-11 has been sanctioned during the year for the erection and repair of School-buildings. A grant of Rs. 300 a-year has been sanctioned by the Supreme Government for the support of a Vernacular School at Saikwah in the Luckempore division.

THE END.

A P P E N D I X E S.

APPENDIXES TO THE REPORT
OF THE
COUNCIL OF EDUCATION.

APPENDIX A.

SCHOLARSHIP QUESTIONS.

SENIOR SCHOLARSHIPS, 1844.

LITERATURE.

PROSE.

Paraphrase, explain, and illustrate by examples, as fully as you can, the two following aphorisms of Lord Bacon :

“ Knowledge and human power are synonymous, since ignorance of the cause, frustrates the effect. For nature is only subdued by submission ; and that which in contemplative philosophy corresponds with the cause, in practice becomes the rule.”

“ Man, whilst operating, can only move natural bodies to and from one another ; nature, internally, performs the rest.”

The value of a complete answer is 20.

POETRY.

Far from the sun and summer gale,
In thy green lap* was Nature's darling laid,
What time, where lucid Avon stray'd,
To him the mighty mother did unveil
Her awful face : the dauntless child
Stretched forth his little arms and smil'd.

* The lap of Albion.

" This pencil take (she said), whose colours clear
Richly paint the vernal year :
Thine too these golden keys, immortal boy !
This can unlock the gates of joy ;
Of horror that, and thrilling fears,
Or ope the sacred source of sympathetic tears."

Nor second He, that rode sublime
Upon the seraph wings of ecstasy,
The secrets of th' abyss to spy,
He pass'd the flaming bounds of place and time :
The living throne, the sapphire blaze,
Where angels tremble while they gaze,
He saw ; but, blasted with excess of light,
Closed his eyes in endless night.
Behold, where Dryden's less presumptuous car
Wide o'er the fields of glory bear
Two coursers of ethereal race,
With necks in thunder cloth'd and long-resounding pace.

Hark, his hands the lyre explore !
Bright-eyed fancy, hov'ring o'er,
Scatters from her pictur'd urn
Thoughts that breathe, and words that burn.
But ah ! 'tis heard no more—.

Oh ! Lyre divine, what daring spirit
Wakes thee now ? Though he inherit
Nor the pride, nor ample pinion
That the Theban eagle bear,
Sailing with supreme dominion
Through the azure deep of air :
Yet oft before his infant eyes would run
Such forms as glitter in the muses ray,
With orient hues unborrow'd of the sun :
Yet shall he mount and keep his distant way
Beyond the limits of a vulgar fate,
Beneath the good how far—but far above the

The value of a complete answer to each question is marked at the end of each.

1. Who is it that the Poet describes as Nature's darling? Show how the speech which Nature makes to him applies to the person in question.

2. "Nor second he." Explain the meaning of these words, and shew who is the person intended, by applying to him in detail the description which follows.	9
3. What are the "two coursers of ethereal race," and how are they connected with Dryden?	4
4. "Hark his hands the lyre explore." To what does this allude? .	2
5. "What daring spirit wakes thee now?" Who is here meant? Who is the Theban eagle, and why is the person in question compared to him? and generally how does the description apply to him? . . .	9

HISTORY.

1. Mention any six battles in the <i>History of the World</i> , which you may consider to have had the greatest influence over its fortunes, stating at the same time your reasons for each.	6
2. State the extent of the Empire of Charlemagne, and how was it divided after his death?	3
3. Mention some particulars of the three last sovereigns of Burgundy. How did that Dukedom become joined to the kingdom of France?	5
4. Give some account of the wars between Pyrrhus and the Romans: at what period was the Roman dominion first established over all Italy?	3
5. A short account of the 3rd Punic War.	2
6. Mention any particulars in the lives of Cranmer, Sir Thomas Moore, Empson, Thomas Cromwell, John Hampden and Sir Edmondsbury Godfrey.	5
7. What wars were undertaken in the reign of Anne, and what generals were engaged on both sides?	4
8. What causes led to the ascendancy of Athens under Pericles? give the turning point in the Peloponnesian War, when that power began to decline.	3
9. What were the Messenian Wars? What part did Athens take in them?	4
10. What power was enjoyed by the Ephori? Has any office resembling theirs ever existed in any modern state?	4
11. Give a sketch of the rise of the Mahratta power, and the result of their struggles with Aurungzebe.	3
12. Describe the origin, institutions, and national character of the Rajputs.	3

2. Define the centre of gravity of a body, and show how to determine experimentally the centre of gravity of a body consisting of a lamina of uniform thickness, or of a body of uniform density and symmetrically situated on either side of a given plane.

Define also the centre of suspension, the centre of oscillation, the centre of percussion, and the centre of spontaneous rotation. Explain what is meant by stating the first two to be reciprocal, and show how to construct practically a simple isochronous pendulum.

3. Show how to determine the mechanical advantages of any machine, when the mechanical advantage of each component part is given. Suppose the work done by a machine to be measured by the product of the weight moved, and by the space through which it is moved—what advantage, estimated by the work done, is gained by applying force through the intervention of any number of machines, neglecting the friction and inertia of the machine, and the prejudicial resistance of the atmosphere, &c.

4. A body is projected up a given inclined plane with a given velocity—how far will it ascend?

5. What is the fallacy of the following? bodies of all weights fall equally in a given time in *vacuo*; the removal of a pendulum from one part of the earth to another, alters nothing but its weight; therefore the removal of a pendulum from one part of the earth to another does not alter its time of oscillation.

6. State the laws of refraction and reflexion, and the meaning of total reflexion.—Explain the theory of the Rainbow, both primary and secondary, and show that the colours in the secondary rainbow are in inverse order to those in the primary.

7. Describe the common refracting telescope, and in particular the achromatization of the object glass.

8. Suppose the atmosphere divided into a number of parallel strata of equal thickness, the mean density of these strata will diminish in geometric progression, as their heights above the centre of the earth increase in arithmetic progression.

9. Describe the hydrostatic balance, and the mode of applying it to obtain the specific gravities of solid bodies.

10. Give a universal and practical rule for determining in pounds weight, the *total* pressure which a mass of water exerts on any portion of a surface curved or plane, anywhere situated in or around it. Apply this rule to determine the pressure upon each side of an upright cubic vessel filled with water, and also upon the entire surface of a sphere so filled.

11. What is meant by the focal length of a lens, and what by its focal power? The focal length of each of a number of united lenses being given, show how to calculate the focal power of the combination.	5
12. Explain the apparent phenomena of the heavens to a spectator placed at the pole.	3
13. Explain the Julian and Gregorian introduction of intercalary days into the leap year, and assuming the true length of the mean tropical year to be 365.242264 days, shew that the Julian correction introduced an error of 7 days after the lapse of each 1,000 years, and show in how many the error in the Gregorian Calendar amounts to one day.	4
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SUBJECT FOR ESSAY.

“On the infinity of the natural productions of the universe, and the effects resulting from Science as applied to these productions.”

SENIOR SCHOLARSHIP, 1844.

SUBJECT FOR BENGALLEE ESSAY.

বাদেশীয় ভাষার অনুশীলনের উপকার বর্ণনা কর।

SENIOR SCHOLARSHIP, 1844.

SUBJECT FOR OORDOO ESSAY.

اپنے وطن کی زبان بخوبی سیکھنے میں کیا کیا
قواعد متصور ہی تفصیل لکھنا چاہئے

JUNIOR SCHOLARSHIPS, 1844.

GRAMMAR.

On account of a naked man, 111

On parent knees a naked new born child,
Wearing their soldier while all around them - 111

Weeping thou sadst while all around thee
So lone, that sinking in the last long gloom

So live, that, sinking in thy last long sleep
Calm thou may'st smile when all around thee ween

For forms of Government let fools contest.	
Whate'er is best administer'd is best.	6
7. What do these words signify: Syntax—Prosody—Orthography—Punctuation—Ellipses—a Parenthesis—an interjection—a hyphen—a metaphor—an epithet—an adverb—a preposition?	10
8. Correct the faults in the spelling and orthography of the following passage, and supply the stops—	
Education is one of the greatest blessings which it has pleased Providence to allow us to cultivate it is a companion of which no affliction can deprive us which no climate can change no enemy overcome no Tyranny inslave a friend at home an introduction abroad in solitude a resource in society an ornament The Guide to vertue and the Government of Genius—Without education man is but a splendid animall a reasoninge savage vacilating between the dignity of an intelligence derived from heaven and the degradation of passion in which the Brutes participate.	7

HISTORY.

England.

1. Mention the leading provisions of Magna Charta: what grievances was it designed to remove? What classes of persons derived immediate benefit from it? How did it ultimately operate upon the whole community?	5
2. State the title under which the House of York claimed the throne against Henry 6th and those of Henry 7th, Mary Queen of Scots and Lady Jane Gray.	5
3. What parties were engaged in the battles of Evesham, Tewkesbury, and Naseby?—Mention their dates, and the results with which they were attended.	5
4. Relate the events which led to the calling of the Long Parliament.	5

Greece.

5. What is the date of the Peloponnesian war? How long did it continue? State the real and ostensible causes which led to it.	5
6. Who were the parties engaged in the battle of Leuctra? To what does Xenophon attribute the event of that battle, and in what respect does he differ from other writers on this point?	5

Rome.

7. Give a brief account of Cicero's proceedings during his proconsulate.	5
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8. Who were the parties engaged in, and what were the results of the battles of Pharsalia and Actium—Mention the chief historical incidents of interest, connected with those celebrated engagements...	5
<i>India.</i>	
9. Who was Syud Hussein Shah—when did he reign and over what countries? State the principal events connected with his reign and that of <i>Shere Shah</i>	3
10. When and by whom was Suttee abolished, and what have been the results of that wise and humane measure.	3
11. Mention the principal events connected with the reigns of Hyder Ali, and Tippoo Sultaun	2
12. Who were the European contemporaries of Akber Shah? What countries were governed by him, and for what events is his reign remarkable?	2
	50

GEOGRAPHY.

1. Trace the courses of the Ganges, Indus, and Nerbudda, from their origin to their termination: mention the countries through which they pass, and the chief towns situated upon each of them.	5
2. What are the boundaries of the Burmese Empire?	3
3. What are the chief natural and artificial productions of China, the places in which they are produced and exist, and the countries to which they are exported?	3
4. Mention the general character of the Affghans, Persians, Tartar Tribes, Mahrattas, Chinese, inhabitants of Bengal, and natives of Great Britain.	5
5. What are the comparative heights of the most celebrated mountains of Europe—Asia—Africa—and America:—and which of them contain active Volcanoes?	5
6. What do you understand by the terms <i>Equator</i> — <i>Ecliptic</i> — <i>Meridian</i> — <i>Horizon</i> — <i>Arctic and Antarctic circles</i> — <i>Tropics of Cancer and Capricorn</i> ?	4
7. Sketch a plan illustrating the Geographical features of the globe.	10
8. Draw a Map of the British Possessions in the East, indicating their boundaries—chief rivers and mountains—the position of the principal cities and other places of note—with their relations to neighbouring countries.	15
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ARITHMETIC.

1. Write in figures the following numbers—four hundred and five millions eight hundred and twenty-three thousand and ninety-nine, and three billions eight hundred and thirty-nine millions two hundred and ten thousand three hundred and fifteen. $1\frac{1}{2}$

2. Express the following numbers in writing 8642302594—6180 246930. $1\frac{1}{2}$

3. Explain the meaning of the signs $+$ $-$ \times \div $::$ and illustrate each by an example? 2

4. If 20000 men are besieged in a town with provisions for 6 weeks, at the rate of half a seer a day per man, and are relieved by 2376 men, how many chittacks a day must each man have that the provisions may last 25 days? 3

5. Reduce $\frac{7}{9}$ of a Gold Mohur to the fraction of an anna? . . . 2

6. From 213.84325 take 97.4018752. 2

7. What is the insurance of a cargo boat from Calcutta to Allahabad, valued at Cos. Rs. 59410-14-2 at $12\frac{1}{2}$ per cent.? 5

8. Suppose 900 gs. are to be paid at the end of $2\frac{1}{2}$ years and 450£ more at the end of 6 months, required the equated time to pay the whole, allowing $3\frac{1}{4}$ per cent simple Interest. 5

9. The extremes of a geometrical series are 2 and 98426 and the ratio 7, what is the sum of the series? 4

10. A and B can perform a certain piece of work in 8 days, A and C can do it in 9 days, and B and C in 10 days, how many days will each of them require to perform the same work when they labor separately. 7

11. Explain the method of subtracting several numbers from several other given numbers, without making partial additions.

12. Prove by an example that the multiplication of any number by 11 may be reduced to Simple Addition, and that Simple Subtraction may be employed to multiply any number by 9. 9

To be translated into English.

দক্ষিণ দেশে সকল গুণনির্ধারণ দাঁড়াপর্য নামে এক মহারাজ ছিলেন। তিনি প্রতিদিন যাচককে প্রচুর ধন দীন না কঢ়িয়া জনগ্রহণ করিতেন না তাহার একপ দৃঢ়ত্বপ্রযুক্ত আয়াধিক বয় হওয়াতে পূর্বে সঞ্চিত ধন কয় হইয়া নির্ধন হইলেন। পরে ধনার্থী হইয়া যুক্তোদেশগ করিতে

ਮेनारदिग्जके आज्ञा दिलेन इत्तोमध्ये एक बुज्जाचारी राजस्तान उपस्थित है जैन। राजा पान्दीदि वारा ताहार पूजा करिया जिज्ञासा करिले न १५ हे रहाशय आपनि मर्वर्त्रगामी ओ मर्वर्त्र पश्चिम अतएव कोन्देश्वरे राजा अधार्मिक ताहा आज्ञा करन १ तथम बुज्जाचारी कहिलेन शुन महाराज मगध देशे कलिप्रिय नामे राजा आच्छे ताहार मार्गानुकूलगुण एवं ताहार साधु पीड़न पर्वतम ओ असाधु सम्मान कीर्ति ओ परस्ती गमन सुथ ओ रिग्या वाक्य निति क्रिया ओ शिष्ट जनपालार्थ चीति अतएव पापे अन्वराग पूर्वे विरागशाली अधार्मिक राजा एतादृश भूमण्डले आर नाहि हे महाराज आपनि स्वच्छम्द ताहाके पराजित करिया ताहार मन्दिर लहिया पृथिवीपुर तावह दरिद्र प्रतिपालन कर। राजा इता शुभिया मगधदेशे गिया श्रीगम युद्धेतेहै मेराजाके नष्ट करिया ताहार पूर्व धार्मिक धर्म नालिके राजा करिया राजधन आच्छेक लहिया यदेशे अन्त्यान करिलेम इति ।

To be translated into English.

ایک کنبو اور کشمیری بزرگت میں تجارت کرنے تھے
از بکہ بے دو نو قوم بذات شہور ہیں یک
دوسرے کے فریب دینے کی فکر میں رہتا تھا
کنبو بیکار ہوا کشمیری جی میں خوش ہوا کہ اگر یہہ مر جائیکا
سب مال اس کا میرے ہ تھد لگا کا کنبو بھی اپنے دلمبین
سوچا کہ میرے مر نکے بعد سب اسباب اسکے قابو میں
آدیگا میرے بال چھونکو کچھ نہ پہنچی گا ایسی تدبیر
کیا چاہئے کہ اسکے ہ تھہ نہ لگے آخر جی میں ایک بات
تھہرا کر دنے دکا کشمیری نے کہا تم رونے کسو اسٹے ہو

خدا کو یاد کرو اچھے ہو جاو گے اوس نے کہا ہیں جاتا ہوں
 کہ اس بیماری میں نہ پھونڈ کا اور مجھے مزینکا غم نہیں
 افسوس اتنا ہی کہ کچھ رسم رسومات سفر میں
 ادا نہو سکیں گی کشمیری بولا کہ ہم تمہارے
 دوست دلی ہیں ہم سے کہہ دو سب بجالا وینگے
 تسب کنبو نے کہا ہماری قوم میں دستور ہی جب
 کوئی مرنے پر ہوتا ہی اسوقت سویں اسکے
 ناخونوں میں چھبو دیتے ہیں اور لوہے کی میخ
 سنبھلے میں تھونکتے ہیں اس نے کہا یہ کتنی بڑی
 بات ہی اسکے کے غم کھاتے ہو غرض جب وہ
 مرنے لگاتب وہ اسکی دونوں وصیتیں بجالایا مذان
 جب مردہ شو نہلانے کو آیا لوہے کی میخ اور سویں
 دیکھ کر جلد باہر نکلا اور کوتوال کو خبر کی پیادے آکر
 اسے پکر لیگئے حاکم نے جانکے اسی نے مار دا
 ہی آغراں کشمیری کو قید کیا اور اس کنبو کا گھر
 تحقیق کر کے سارا اسباب اسکے لئے کون کو
 بھیج دیا

ARABIC SCHOLARSHIPS, 1844.

منطق

LOGIC TO BE ANSWERED IN ARABIC.

SENIOR SCHOLAR.

يكتب جواب هذا السؤال بالعربية

هل يكون تقابل بين الوحدة والكثرة وهل تكون معاندة
بالذات بين الخمسة والاثنين وبين اللفظ المركب والمفرد

ام لا *

ايضا

ما الفرق بين المطابق بالكسر والمطابق بالفتح عند
المنطقيين *

هذل سه

GEOMETRY TO BE ANSWERED IN ARABIC.

SENIOR SCHOLAR.

يكتب الجواب بالعربي

اطول الا وقار في الدائرة قطرها والاقرب الى المركز

اطول من الا بعده *

ايضا

نريد ان نخرج من نقطة الى دائرة خطائهما سهها *

نقل ہندی

HINDEE STORY.

To be translated into Arabic.

SENIOR SCHOLAR.

یہ رسم بالعربی

دو دلی کے بانکے برا نہیں مال کے اڑا نے کھانے
والے کسی مکان سے یہ منصوبہ کر کے اٹھے
کہ آج بازار میں چلکر ہن کوڑی ہیسے مفت کی
متھائی کھایا چاہئے اور آگے پیچھے ہو بازار میں
پیچے ایک تو جاتے ہی رُپی کی متھائی تلوادگا
حلوائی کی دوکان پر بیٹھے کھانے اور دوسرے نے
اُسی حلوائی سے آٹھ آنے کی متھائی اور
ادھیلی کے تک لے اپنے راہ لی حلوائی نے دور کر
اوہ کا دامن پکڑا اور کہا میرا رُپیا دو وہ بولا
میں دے چکا ہوں اس میں دونوں سے رو بدل
ہونے لگی اور بہت سے لوگ جمع ہو گئے تب
اس بانکے نے کہا کہ میں نے یک بھلے آدمی نے
دیکھتے اسے رُپیا دیا ہی نہ مانے چلکر پچھوادوں
لوگوں نے کہا اچھا تو کہتا ہی تو دوکان پر کیوں نہیں لیجا تا

لو لوں کے کہنے سننے سے حاوائی نے دوکان پر جا
 اُس متھائی کھانے والے سے پوچھا کہ میان
 صاحب آپ سچ کئے اس نے مجھے روپیا کب دیا
 ہی وہ بولا ابی انہوں نے تو روپیا میرے دیکھتے
 دیا ہی پر کہیں میرا روپیا نہ بخول جائیو یہ کہہ
 دے دونوں اسے احمق بنا متھائی کھا جلے گئے
 اور وہ بیچارا رو جھیکا کر بیٹھا رہا

TAREEKHI TYMOOREE.

For Persian Translation.

SENIOR SCHOLAR.

تاریخ تیموری

یترجم بالفارسی

ولما زینت ما شطة الکون عر وس المکان واقام مزین الجمادات
 قوام الزمان وتهیجت القوى النامیه وتمرجت مخدرات
 الذرى السامیه وشبیت الجمرات ودببت الحشرات تحرک
 للزحیل ذلك الافغی ونفث على هوام امواات الزمهریر من
 احیاء عساکرہ فاذا هی حیة تمعنی فدق الکوس فجاوب
 صدای الرعد القاصف وملعث مرا یا اللبوس فانعکس منها

ايماض البرق الخاطف وعرض قبوله في الترسوس فاحتاط
 بالاطوا دقوس قزح وسير خيوله في اللبوس فتجلىت كتائب
 الکثيمان بشفوف الورد والريحان * خالية في ذلك الامر
 المفترض وما رت الجمال فمررت الجبال مرا السحاب وسارت
 الرعاع فصعد العنان من النقع الشباب وشرعت البد رايل
 فاذا رطب الاغصان متمايل وهز هزت القواصل فانساب
 في القصيل مرهف الجداول ونضنضت السنة الخناجر و
 النيازك فمررت عذبات العذبات ونشرت اعلام الکتاب
 فانبعثت اشاهير الا زاهير على عقبات العقبات وعلى
 الجملة فان الربيع حاکى ببروقة بوارقه وبرعوده صواعقه
 ونخمايله وروابيه زرابيه ونمارقه وبرکامه قتامه وبشقاعقه
 اعلامه وبأشجاره المزهرة خيامه وباغصانه رماحة وبعواصف
 امرة ونهاية رياحه وبكتابه المسود كتبه الخضر وبازهاره
 الزرق مزارقه الزهر وبسيوله الجحافلة مسیر جحافله
 وباضطرباب بحر في المقه تموج خمائله عند هبوب اصائله
 واهتم بين ذلك العوار والرزل قافلا بالبالي الفارغ الى
 سمرقند فسار و السرو زندیمه والسبور حرمیمه والا شرماعقره
 والنشاط هسامرة وبين التفریط والا فرات موارده ومصادره
 حتى قطع ولايات آذر بیجان وحل رکابه بعمالک
 خراسان وفي خل منه ملوك الا قالیم وارباب الیتیجان

DEEWANI MOOTUNUBBEE.

متنبی

For Translation into Oordoo.

SENIOR SCHOLAR.

معنى اسکی زبان اردو سی لکھی جائیں

انا لائیں ان کنت وقت اللوا نم
 علمت بما بی بین تلك المعا لم
 ولکنی مما ذہلت متین
 کسال وقلبی باجح مثل کاتم
 ورقنا کانا کل وجہ قلوبنا
 تمکن من اذوا دنا فی القوائم
 ودستنا باخفا ف المطي ترابها
 فلا زلت استشفي بشم المنا هم
 دیار اللوا تی دارهن عزیزة
 بطول القنا يحفظن لا بالتمائم
 حسان الثنی ینقش الوشی مثله
 اذا ممن فی اجسا مهن النواعم
 ویبھمن عن درتقلدن مثله
 کان التراقي وشحت بالعیام
 فمالی ولذ نیما طلا بی نجومها
 ومسعای منها فی شدوق الاراقم
 من السلم ان تستعمل الجھل درنه
 اذا اتسعت فی الحلم طرق المظالم

MUQAMATI HUREEREE.

—
For Persian Translation.
 —

SENIOR SCHOLAR.

مَقَامَاتُ حَرِيرِي

يُتَرَجَّمُ بِالْفَارَسِيِّ

حَكَىُ الْحَارِثُ بْنُ هَمَامَ قَالَ نَبَابِي مَأْلُوفُ الْوَطَنِ فِي شَرَخِ
 الْزَّمْنِ لِخُطْبِ خَشِيٍّ وَخُوفِ غَشِيٍّ فَارَقَتْ كَأْسَ الْكَرْمِ وَنَصَصَتْ
 رَكَابُ السَّرَّى وَجَبَتْ فِي مَيْرَى وَعُورَالِمِ تَدَمَّتْهَا الْخَطَا وَلَا
 اهْتَلَتْ إِلَيْهِ الْقَطَا حَتَّى وَرَدَتْ حَمَىُ الْخَلَافَةِ وَالْحَرَمِ
 الْعَاصِمُ مِنَ الْمَخَافَةِ فَسَرَوْتُ إِبْجَاسَ الرَّوْعِ وَاهْتَشَعَارَهُ
 وَتَسَرَّ بَلَتْ لِبَاسَ الْأَمْنِ وَشَعَارَهُ وَقَصَرَتْ هَمَىُ عَلَى لَذَّةِ
 اجْتِنِيَهَا وَمَلْحَةِ اجْتِنِيَهَا فَبَرَزَتْ يَوْمًا إِلَى الْحَرِيمِ لَأَرْوَضَ
 طَرْفِي وَاجِيلَ فِي طَرْفَه طَرْفِي فَإِذَا فَرْسَانُ مَتَّالِوْنَ وَرِجَالُ
 مَنْتَالِوْنَ وَشِيْخُ طَوِيلِ الْلِّسَانِ قَصِيرُ الطَّيْلِسَانِ قَدْ لَبَبَ فَتَىَ
 جَلَّ يَدَ الشَّهَابِ خَلَقَ الْجَلَابَ فَرَكَفَتْ اثْرَ النَّظَارَةِ حَتَّى
 وَافَيْنَا بَابَ الْأَمَارَةِ وَهُنَاكَ صَاحِبُ الْمَعْوَنَةِ مُتَرَبِّعًا فِي دَسْتَهِ
 وَمَرَوْعًا بِسَمْتِهِ فَقَالَ لِهِ الشِّيْخُ أَعْزَّهُ اللَّهُ الْوَالِي وَجَعَلَ كَعْبَهُ
 الْعَالَىَ إِنِّي كَفَلْتُ هَذَا الْغَلَامَ فَطِيمًا وَرَبِّيَتُهُ يَتِيمًا ثُمَّ لَمَّا تَعْلَمَهُ

فُوْقَ

LAW QUESTIONS.

To be answered in Arabic.

SENIOR SCHOLAR.

يكتب الجواب بالعربي

وصية المكاتب على كم اقسام رأى واحدة منها باطلة رايهَا
 جائزة بالا جماع رايهَا مختلف فيها *
 ايضا

رجل قال ان تزوجت امرأة فهي طلاق فاكرة ملى ان
 يزوج امرأة بهر مثلاها فشكها هل يجوز نكاحها ام لا
 ويقع الطلاق ام لا وعليه كل المهرام نصفه وهل يرجع
 بذلك ملى المكرة ام لا *

نفحة اليمن

NUFIUTOOL YUMUN.

To be translated into Persian.

JUNIOR SCHOLAR.

يترجم بالفارسي
 اصابة الرأى صانتي عن الخطأ
 وحملية الفضل زانتي لدى العطل
 مجلد اخيرا ومجدد اولا شروع

والشمس راد الضحى كالشمس في الطفل
ورجح من لغب نصوى وعج لما
القى ركابي واج الركب في عذلي
وذى شطاط كصدر الرمح معتقل
بمثله غير هياب ولا و كل
طردت سرح الکرى عن ورد مقلته
والليل اغرى سوام النوم بالمقيل
فهل تعين على غي ٥٥٥
والغي يزجر احيانا من الفشل
اني اريد طرق الحي من اضم
وقد حمته رماة الحي من نعل
نوم ناشئة بالجزع قل هسيت
نصا لها بمية الغنج والكحل
لعل الماء بالجزع ثانية
يل ب منها نسيم البرء في عل

صوف

GRAMMAR.

JUNIOR SCHOLAR.

يكتب الجواب باللغة الرسی

اذا وقعت الواو والياء المتحرّكة بعد فتحة لازمة ولم يمتنع
متحرّكتين بحركة عارضية فما الحكم فيهما وكم شرط لهما
عند اهل التصريف *

صرف

كل لفظ مل كرمشتمل على ثلاثة احرف اذا جعل من اعلام المؤنث وكل لفظ مؤنث اذا جعل علماً مذكراً فتصغير كلتا لفظ باى وجه يجيئ وهل فيه خلاف ام لا *

حساب

ARITHMETIC.

JUNIOR SCHOLAR.

يكتب الاجواب بالفارسی

اى عدد يكون مجموع عدهما عشرة ومجموع مربعيهما ثمانية وخمسين *

اخرى

جيش من الرجال محتوى على الف وستة وستين نفر فحكم رب الجيش ان يجعلوه جماعتين علية كل دتين تكون كل واحدة منهما بشكل مربع بحيث ان يكون اربعة رجال زائداً في ضلع مربع من ضلع مربع اخر فعلى كم نفر يحتوى ضلع كل واحد من المربعين *

اخرى

رجل اشتري بقرات بثمانين درهم بحيث اذا كان اربع بقرات زائداً يكون ثمن كل واحد من البقرات انقص بدرهم واحد من الثمن الذي اشتراها به فكم عدد بقرات *

SYNTAX.

JUNIOR SCHOLAR.

نحو

يكتب الجواب بالفارسی

عط اسم الظاهر على الضمير المجرور جائز ام لا وفيه كم
من المذاهب للنهاة *

آخر

كل تركيب تكرريه المنادى المفرد المعرفة صورة و ولى
الثاني امم مجرور بالاضافة وكل منادى مضاف الى ياء
المتكلم فما حكم اعرابه في هاتين الصورتين *

HINDEE STORY.

نقل هندی

یسر جم بالعربی

To be translated into Arabic.

JUNIOR SCHOLAR.

دو آشنا ماکر سیر کو نکلے اور چلے چلے دریا کنارے
پر چھے تب ایک نے دوسرے سے کہا کہ
کھائی تم یہاں کھترے رہو تو میں جلدی سے

ایک غوطہ لگالوں اسے کہا بہت بہتر یہ
 سن وہ یہس روپی اسے سپرد کر کپڑے
 کنارے پر رکھ جوں پانی میں پیٹھا توں اس نے
 چالاکی سے دے روپی کسی کے ہاتھ اپنے گھر
 بھیج دئے اس نے نکل کپڑے پہن روپی مانگے
 یہ بولا حساب سن لو اس نے کہا ابھی دیتے
 دیر بھی نہیں ہوئی حساب کیسا غرض دونوں سے
 یکبار ہونے لگی اور سو پچاس آدمی گھر آئے
 ان میں سے ایک نے روپی والے سے کہا کہ
 میان کیون جھکرتا ہی حساب کس لئے نہیں سن لیتا
 ہر مان اس نے کہا اچھا کھم وہ بولا حسوت
 آپ نے غوطہ مارا میں نے جانا دوب لئے پانچ روپی
 دے تمہارے گھر بخ. ٹھیک اور نکلے تب بھی اور
 پانچ روپی خوشی کی خیرات میں دے رہے پانچ
 سو میں نے اپنے گھر ٹھیک ہیں اور نکا کچھ اندیشہ
 ہو تو مجھ سے نمسک لکھوالو یہ دھانڈھل پنے
 کی بات سنن وہ بیچارا بولا بھلا صاحب بھر پائے *

SANSKRIT SCHOLARSHIP, 1844.

SENIOR.

FIRST DAY.

Sanskrit to be translated into Vernacular.

देशीय भाष्यानुवाद्यतामिति ॥

तापसौ । राजन् समिदाहणाय प्रस्थितावावां, रघुचासमदू
र्द्देः कण्ठस्य साधिदैवतश्च शकुन्तलयाऽनुमालिनोत्तरमात्रमोद्द्यु
ते न चेदन्यः कार्यातिपातख्लद्वच प्रविश्य अतिथिसत्कारोऽगृह्यतां ।
अपिच ।

धर्मग्रास्तपेधनानां प्रतिहतविनाः क्रियाः समभिवीच्य ।

जास्यसि क्रियद्वज्ञेमे रक्षति मैर्वीकिणाङ्ग इति ।

राजा । सविहितोऽच कुलपतिः ।

तापसौ । इदानीमेव दुहितरमतिथिसत् काशायादिश्च दैवमस्याः
प्रतिकूलं श्रमयितुं सोमतीर्थं गतः ।

राजा । यदेवं तामेव पश्यामि, सैव विदितभक्तिर्महर्षये मां कथं
पिष्यति ।

तापसौ । एवं साधयावस्तावदिति निष्क्रान्तः सशिष्योवैखानसः ।

राजा । सूत चोदयात्मान् पुण्याश्रम दर्शनेनात्मानं पुनीमहे ।

सूत । यथाज्ञापयत्यव्युद्यानिति भूयोरथवेगं निखृपयति ।

राजा । समन्तादवलोक्य । सूत अकथितोऽपि ज्ञायत एव यथाय
माभोगस्तपेऽवनस्येति ।

सूत । कथमिव ।

राजा । किं न पश्यति भवान् । इहत्ति ।

नीवारा: शुक्कोटरार्भवमुखभ्रवारूणामधः,
 प्रसिंगधाः क्वचिदिङ्कुदीपालभिदः सूचन्तरेवोपलाः ।
 विश्वार्थेपगमादभिव्रतयः शब्दं सहन्ते न्वगा
 लोयाधारपथात्त वलालशिखानिस्यन्दिरेखाङ्किताः ।
 चपिच ।

कुल्याम्भो भिः पवनचपलैः शाखिनेऽधौतमूला
 भिन्नोरागः किसलयरुचामाज्यधूमोद्गमेन ।
 एते चार्बागुपवनभुविच्छिव्रदर्भाङ्कुदायां
 नस्ताशङ्काहरिणशिश्वेमन्दमन्दं चरन्ति ।
 सूतः । सर्वमुपपन्नं ।
 राजा । लोकमन्तरं गत्वा । सूत आश्रमोपरोद्धोमाभूत्तदिहैव
 रथं स्थापय यावदवतरामि ।
 सूत । धृताः प्रयह्नास्त्रदिहैव अवतरत्वायुग्मान् ।
 राजा । अवतीर्थात्मानमवलोक्य च । सूत विनीतवेशप्रवेष्ट
 व्यानि तपोवनानि तदिमानि तावदगृह्णन्तामामर
 णानि धनुर्खेति सूतस्तर्पयति । सूतोगृह्णाति ।
 राजा । यावदाश्रमवासिनः प्रेत्य निवर्त्तिय, तावदार्द्रेष्वाः क्रिय
 न्तां वाचिनः ।
 सूत । वथाच्चापयत्वायुग्मानिनि निष्क्रान्तः ।
 राजा । परिक्रन्यावलोक्य च । इदं तावत्तपेऽवनं प्रविशामि ।
 प्रवेष्टकेन निमिनं सूचयित्वा । अये ज्ञान्तमिदमाश्रम
 पदं स्फुरति च वाहुः कुतः पालमिहास्माकं ।
 अथवा भवितव्यानां द्वाराणि भवन्ति सर्वच ।

SENIOR SCHOLARSHIP, 1844.

SECOND DAY.

Sanskrit Analysis.

१ इत्यमन्त्र विततक्रमे क्रतौ वीच्य धर्ममथ धर्मजन्मना
 अर्धदानमनुचोदितो वचः सभ्यमध्यधित शान्तनोः सुतः ।
 आत्मनैव गुणदोषकोविदः किञ्च वेत्स करण्यिथ वक्षुषु ।
 यत्तथापि न गुरुन्नप्रच्छसिलं क्रमोऽयमिति तत्र कारणम् ॥
 शेभयन्ति परितः प्रतापिनोमंत्रशक्तिविनिवारितापदः ।
 तत्त्वमुख्यमुखः स्वयम्भुवेभूमुजस्य परलोकजिष्ठावः ॥
 अत्रचेष सकलेषपि भाति माम्प्रत्यग्नेषगुणवन्धुरहंति ।
 भूमिदेवनरदेवसङ्गमे पूर्वदेवरिपुर हृणाहरिः ॥
 मर्यमाचमवदीधरद्वान्मैनमानमितदैव्यदानवम् ।
 अंशस्य जनतातिवर्त्तिनो वेधसः प्रतिजनं क्षतस्थितेः ॥
 सर्ववेदिनमनादिमास्थितं देहिनामनु जिघृक्षया वपुः ।
 कुप्रकर्मफलभेगवर्जितं युविशेषममुमीश्वरं विदुः ॥
 केवलं दधति कर्त्तवाचिनः प्रत्ययानिह न जातुकर्मणि ।
 धातवः सृजति संहतिशास्त्रयः स्तौतिरुच विपरीतकारकः ॥
 पूर्वमेष किल सृष्टवानपर्लासु वीर्यमनिवार्यमादधौ ।
 तत्र कारणमभूद्विरम्भयं ब्रह्मणोऽसृजदसाविदं जगत् ॥

एतेषां स्तोकानां व्याख्या लिखताम् ।

२ वचनै रसतां महीयसोनखनु वेति गुरुत्व मुद्रतैः ।
 किमपैति रजोभि दैर्व्यरैरव कीर्भस्य मण्महार्घता ॥

यस्य किञ्चिदपकर्तुमच्चमः कायनिग्रह गृहीतविग्रहः ।
 कान्तवक्त्रसद्ग्राहकिति छतो राज्ञिन्दुमधुनापि वाधते ॥
 अनेन कस्यापि कुलाङ्कुरेण स्पृष्टस्य गात्रे सुखिता मैवम् ।
 कां निर्णतिं चेतसि तस्य कुर्याद्यस्यायमङ्गात् छतिनः प्रसूतः ॥
 करेण वातायनलभितेन स्पृष्टस्या चण्डि कुतूहलिन्या ।
 आमुच्चतीवात्मरणद्वितीयमुद्दित्विद्युद्वलयो वनस्ते ॥
 नलेन भायाः प्रश्निना निशेव त्वयास भायात्रिप्त्या प्रश्नीव ।
 पुनः पुनस्तद्युग्युल्यिथाता योग्यासुपात्ते नु युवां युयुच्चुः ॥
 उपसन्धयमात्त तनु सानुमतः प्रिखरेषु तत्क्षणमशीतरुचः ।
 करजात्तमस्तसमयेष्यि सतासुचितं खलूच्चतरमेव पदम् ॥

एतेषु लक्ष्माराः सोपपत्तिकं सलक्षणं उद्भावन्ताम्
 कन्दसमेतेषां नामानि लक्षणानि च लिखन्ताम् ॥
 कुतः संगृहीता इमे स्त्रीकाः ॥

SENIOR SCHOLARSHIP, 1844.

THIRD DAY.

Questions in Science (Nyāya or Logie.)

१ जीवी देवदत्तोगृहेनात्ति, पीनोदेवदत्तोदिवानभुक्ते, इत्यादि
 प्रज्ञानन्तरं गत्तेष्टतोदेवदत्तस्य जीतिं वह्नि: सत्त्वं विनानुपपत्तं दिनेष्ट
 भुज्ञानस्य देवदत्तस्य रजनी भोजनं विना पीनतानुपपत्तेत्याद्यनुपपत्ति
 यहादेवदत्तोवहिरत्ति देवदत्तो रजन्यामश्चातीत्यादि प्रभितिर्भवति

तदनरोधात् महर्षि जैमिनिमतानुयायिभिर्महर्षिवादरायणम्
तानुयायिभिर्महर्षिवादरता खीक्रियते प्रमाणचतुर्य
वादि भगवदक्षचरणमतानुयायिभिर्महर्षिवादरता खीक्रियते अत्रेयं एका
न्यायमते प्रोक्ता प्रमितिः केन प्रमाणेन भर्ति, प्रत्यक्षेणानुमानेन वा
प्रत्यक्षेण अत्रेत् केनेन्द्रियेण केनच सन्निकर्षेणानुमानेन अत्रेत् तत्र कीदृशं
व्याप्तिज्ञानं कोटिशेषावा परामर्शं इति

भ्रमभिन्नन्तु ज्ञानमतेज्ञात्वाच्चते प्रमा, अथवातत्प्रकारं यज्ञानं तत्र
द्विशेष्यकम् । तत् प्रमेत्यत्र कथानुपपत्त्या द्वितीयलक्षणानुसरण
मिति ॥

३ परमकारुणिकोमहर्षिर्महर्षिवानक्षपादः प्रथमाध्याये
प्रमाणलक्षणप्रकरणे प्रत्यक्षानुमानेनप्रमाणशब्दाः प्रमाणानीति
सूत्रेण चतुर्गामभिदधे प्रामाण्यं परीक्षितवानपि द्वितीयाध्याये प्रमा-
ण विशेषपरीक्षा प्रकरणे प्रत्यक्षलक्षणानुपपत्तिरसमग्रवचनादि
सूत्रैः, महर्षिकणादमते शब्देनप्रमाणयोर्महर्षिकपिलादिमते चो
पमानस्य प्रामाण्यं शश्विष्याणसमान मतेदं एत्यते, गौरस्ति गा-
मानयेत्यादिसाकाङ्क्षपदकदम्बश्वरणानन्तरमुत्पद्यमानस्य गवादा-
वक्षित्वादेवाधस्य गवयादौ गवादि सादृशज्ञानानन्तरमुत्पद्यमान-
स्य गवयादौ गवयादिपदवाच्यत्वेऽधस्य च सर्वानुभवसिद्धत्वात् त्वा-
दृश्वेष्यो वैशेषिकादिभिरनुमानेनैवेऽपपादनोयस्त्रिकः पच्छाः किं
साध्यं कोहेतुः कोवादृशान्त इति

४ नित्यविज्ञानात्मवादी कस्तदभिमतं विज्ञानस्य नित्यत्वं किं
प्रमाणप्रमितं तन्मते जीवेत्यरयोर्मेदोऽस्ति नवा कस्मात् देवान्तर्मत-
मनादृतं नैयायिकैरिति ॥

५ गम्भीरायां नद्यां घोष इत्यत्र कथा वृत्त्या कथा चरीत्या कीदृ-
शोऽन्वयेऽथः सम्याद्यः वृत्तिस्त्र सा किंचक्षणेति ।

६ आद्याद्य गुणन्तेषामवाप्नोति परः परः । योवायावति यच्चैषां सप्ततावद्गुणः स्वत्तद्यादिना मन्वादिभिः शब्दात्यगुणस्य पञ्चमहाभूतान्तर्वर्त्तिवायु वृत्तिल मङ्गीकतं नैयायिकानान्त दनङ्गी कारे का युक्तिः केवा नैयायिकाभिमतः शब्दोत्पत्तिप्रकारः शब्दस्यानित्यत्वं कथा युक्तानैयायिकैर्यवस्थापि तं, तत्रविवदमानाः केवा, न्यायवैशेषिकसिद्धं शब्दत्याकारणगुणोत्पत्तिप्रत्यक्षम् किम् ॥

७ आराचम्बादिभिर्महर्षिकण्ठमन्त्रपञ्चानुसारिभिर्मर्मगवदक्ष चरण पञ्चानुसारिभित्त्वा चार्ब्बाकाभिमतः संघातवादः कथा रीत्याखण्डित इति ॥

८ द्रव्यादयः पञ्चभावा अनेके समवायिन इत्यस्य कोर्थ्येति ।

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Questions in Science—(Smrite or Law.)

धर्मशास्त्र प्रश्नाः ॥

१ काचित् स्त्री सुरापानेन तच्चाकत मणां विगणायितुमभ्यु पागमत्, कियत् कालानश्च भृत्यमणेन देहीन्यभार्थितात्मयादय मितिप्रतिबु बाणाप्राच्यात्वतो, अथेदानी मुक्तमणैतविज्ञापि तेन राज्ञासात् द्वन्द्वायनी यानवेति ॥

२ बत्सराभ्यच्च एव मयाभ्यमाधि मोचयित योन्यथा तत्त्वैव भवि ष्टीति नियमेन बज्जमूल्य मुद्यान मेकं गोप्याधिंकतवा कस्त्रित् कि चिदृग्णं कतवान अथातीतेष्टपि संवत्सरेष्टमणेनाधि मुदधार, धनो तत्त्वैव खमिदातीमिति निष्ठिच्च वत्सराति क्रम दिनानं द यथेच्छमुमुज्य द्वादशोन्हि तद्विक्रीणोत्तमा, अथाधमणैषपि तस्मिन्नेवदिने धनदानेनाधि मोचयितुसुपस्थितः अत्र काच्च वस्तुते ॥

३ कच्छिदुपमिहितं द्रव्यमज्जानेनेपेक्षया वा नाश्चितवान् ततो नायमभ्यर्थितेऽपि मदीयं द्रव्यं प्रत्यर्थतीति द्रव्यस्तामिना विज्ञापितेन राज्ञासौ दापनीयोनवा, अथ दापनीय स्तदा कथा रीत्येति ॥

४ कस्यचिच्छतुर्वु पुचेषु मध्यमः प्रतिग्रहेण किञ्चिद्वनसुपार्ज्जितवान् तत्र च पिट्ठद्रव्यविरोधोनास्तीति वात्वासौ भागग्रहणार्थं विवदमानेभ्य इतरेभ्यो न किञ्चिदपिदित्सति अतको न्याय इति ॥

५ कस्यचिद्वनिन एकोदत्तकोऽन्यः चेत्जोऽपरश्चारस इतिचयः पुचाचासन् तत्र चेत्जदत्तकै सदैवारसविद्वेषिणै निर्गुणै च, अथोपरते धनिनभागग्रहणाय विवादमानानां तेषां कीदृशे न्याय प्राप्तो विभागइति ॥

६ कच्छित् स्वेच्छया यथाज्ञास्त्वं चीन् पुचान् विभज्य स्वयच्छ्वाचितमंशं गृहीत्वा एथकस्थितः ततः कियताकालेन पुचेणैकेन संस्कृष्टः स्वमाचायासेनान्य धनानुपघातेन च वज्ज्ञतरं धनमर्ज्जितवान् अथ पुचमेकमुत्पाद्य प्राणैर्विद्योजितः; अत्र पृच्छाकस्तस्य स्वोचितेऽप्यश्चासौत् कशाधुनाविभक्तजसंस्कृष्टयोः पुचयोर्युक्तियुक्तो विभाग इति ॥

७ कच्छित् स्वार्जितं धनं विभजन् भक्षाय पुचायांश्चदयमितरेभ्यश्चैकैकमंशं दत्त्वामृतः, इदानीं न्यून विभागेन विभक्तैः पुचैः पिट्ठवाते। विभागोऽन्यथयितुं शक्यो नवेति ॥

८ कस्यचिद्वनिनोद्दे पलौ तयोरेकस्यामेको अपरस्यांचयः पुचाजीवन्नेव धनी पलीभ्यां किञ्चिद्वत्वा पुचान् विभज्य मृतस्ततः सेदराणामेकस्थिन् पुचमेकं रक्षित्वामृते वत्तमानयोरेकः सेदरभावपुचेण वैमाचेषेण च संस्कृष्टः संस्कृष्ट धनेऽपघाते न च किञ्चिदर्जयित्वा कन्यामेकां रक्षित्वा मृतस्ततो धनिपत्यौमते अत्र कीदृशी विभाग कल्पनेति ॥

Questions in Science—(Jyotisha or Mathematics.)

ज्योतिष प्रश्नाः ॥

१ कच्चित् स्वाधा सेन किञ्चिद्द्वन्द्व मर्ज्जिवा पित्रे नवांशं मात्रे चिभागं दत्ता तयोरन्तरेण द्विगुणितेन चतुरः पुत्रान् विभज्य विश्वितं सुद्राः पल्लवै प्रादादत्तेन कियत्वो सुद्रा अर्जिता इति ॥

२ यद्योराश्वो विद्योगे पच्च, शत्योऽच्चान्तरं पञ्चसप्तत्वधिकं शत हृयं तौराश्वी काविति ॥

३ वत्सरेश्टं प्रतिसुद्राचतुष्टय वृद्धा धनं शृण्वत्वा, चतुर्मासाधिक वर्षचयानन्तरं सद्विकर्णं शोधनाय, चतुःषष्ठुत्तरद्वाविंश्चत्तमानीतमत्र कियती द्विर्मूलञ्च कियदिति ॥

४ केन चिद्विनिकेन पञ्चविंशदधिक सहस्रसुद्राः वत्सरेश्टं प्रति चिचतुरष्टदादशवृद्धाविभागशस्तुव्वधमर्णेषु प्रयुज्य चतुर्दश पञ्चाष मासेषु तुल्यं फलमावास मत्र कर्त्तृं कियतिसुद्रा ददेत् कियान् वा तत्र लाभ इति ॥

५ विश्वेन्द्र तिथिवर्णं सुवर्णेनां चष्टपञ्चमाषास्त्रया षोडशकस्यापि किञ्चित्, तेषां युतौ सादृच्च चतुर्दशवर्णकं जात मत्र षोडशवर्णस्य कियन्तो माषास्त्रा इति ॥

६ कच्चिदाद्ये दिने सुद्रापञ्चकं ब्राह्मणेभ्यो दत्ता प्रत्यहं पच्च चयेन दातुं प्रष्टत्तसेन द्विंसहस्र षट्शत चत्वारिंश्चन्मुद्राः कियद्विनै ईत्ता इति ॥

७ यद्युत्तस्य व्याससंख्या पञ्चविंशतिर्ज्याच पञ्चदशहस्रा, तत्रैषु परिधिः क्षेत्रफलञ्च कियदिति ॥

८ एक केऽटिके यत्र चिमुजद्वये कर्णयोरन्तरं है, भुजयोर्य वियोगश्चत्वारः, तत्रभुजकेऽटिकर्णीनां किं मानं क्षेत्रफलञ्च कियदिति ॥

SENIOR SCHOLARSHIP, 1844.

FOURTH DAY.

Bengaloo Prose to be translated into Sanskrit.

সংস্কৃতিলালনুবাদতাম্।

পূর্বকালে উদ্বাগকমামে এক ঋষিছিলেন । তাহার নিকটে কহোড়াথ্য এক বুজ্জন অধ্যয়ন করেন । ঐ উদ্বাগক শুক্র, কহোড় শিষ্যের পঞ্চবিংশতি বষ' বয়সের মধ্যে বেদাধ্যয়ন সমাপ্ত, কর্যাইয়া তদনুষ্ঠিত বৃক্ষচর্য ধর্ম'নিষ্ঠা ও অধীত শাস্ত্রার্থজ্ঞান সম্পূর্ণভাবে দেখিয়া এবং শুন্নুবাতে সন্তুষ্ট হইয়া সুজ্ঞাতা নাম্বী স্বকর্মণ সহিত তাহার বিবাহ দিলেন । এই ক্রমে কহোড় সন্তোক হইয়া ধর্ম'গ্রন্থ স্বাধ্যায়াধ্যয়ন ঘাগনান কর্ম'ভ্য ও বৃক্ষর্থ' অধ্যাপন ধাজন। প্রতিপ্রথ ক্রিয়াভ্য কর্ত গার্হস্থ্যমে থাকিলেন, শয়ন কাল ব্যতিরেকে অবস্থন বেদার্থ' ভাবনায় কালক্ষেপণ করেন, এতজুতে বহু শিষ্য উপশিষ্য সমভিবাহারে পরমেশ্বর প্রণিধানে সমজ্ঞা মামে নদীভীরে সুথে বাস করেন । কিয়ৎকালানন্তর ঐ সুজ্ঞাতা মুনি-পত্নীর গৰ্ত্ত হইল । কুচিত্ব বালক স্বপিতার নিরন্তর অয়ীপাঠ শুব্ধ করিয়া গৰ্ভস্থাবস্থাতেই দীর্ঘাত্মকল্পাতে অয়ীবিদ্যাতে নিপুণতর হইলেন । দৈবাং এক দিবস রাত্রিষেগে সর্বশিষ্য মধ্যে কহোড় বেদোচ্চারণ করিতেছেন ইতিমধ্যে মাতৃগৰ্ত্তস্থ শিষ্য স্বপিতাকে সন্মোধন করিয়া কহিল হে তাত আপনি সমস্ত রংজন্মী বেদ পারায়ণ করেন কিন্ত নিন্দ। আলস্য তন্ত্রাদি দোষে উচ্চারণ শুন্দ হয় ন। আমি আপনকার ধর্ম'বলে মাতৃগন্তে' পাকিয়াই সর্ববেদ পারণ হইয়াছি । কহোড় শিষ্যমধ্যে গৰ্ত্তস্থ বালকের বাকে স্ববেদোচ্চারণ দোষেদূষিতনে অত্যন্ত বজ্জিত হইয়া গৰ্ত্তস্থ বালককে অভিশাপ দিলেন বে আমি তোমার পিতা অভিষ্ঠান তুমি আমার উচ্চারণের দোষাখণান করিয়া শিষ্যমধ্যে অসন্তুষ্ট করিলা এই অপরাধে তুমি অষ্টাজ্ঞে বক্ত হইয়া অষ্টাবক্ত নামে প্রসিদ্ধ হইয়, থাকিব। মহাশ্চক্রর অপমান আর ন। করে এই অভিপ্রায়ে এতজুত শাপদিয়া পুত্রের বেদজ্ঞান বৈপুণ্যক্রম প্রয় শোভা প্রযুক্ত অঙ্গ মৌল্য হানি অতি তুচ্ছজ্ঞান করিয়া হৃদয়ে ইষ্বিত হইয়। থাকিলেন ।

পরে কতিপয় দিবসানন্দের সুজাতা বুজ্জনী পতি মহীপে বিনয়ে নিবেদন করিলেন । হে শামিল আমার প্রেমবক্তৃ আমন্ত্র হইল এ সময়ে কিছু ধরের উদ্যোগ করা আবশ্যক । কহোড় সহধর্মীর এই বাণীতে বিদেহ নগরে জনকরাজের ষষ্ঠমভাতে ধন প্রাপ্তি নিমিস্তে গমন করিলেন । সেই সময়ে সর্বশাস্ত্র পারদশী বন্দিমামে এক অতি প্রথান পণ্ডিত বিদেহ রাজের আমন্ত্রণে সভাগত পণ্ডিতগণ সঙ্গে প্রতিষ্ঠা পূর্বক শাস্ত্র বিচারে প্রবৃত্ত হিলেন । সে প্রতিষ্ঠা এই, আমি ঘাহাকে পড়া-জয় করিব তাঁকে জলে ডুবাইব এবং ঘাহার নিকট পরাজিত হইব সে আমাকে জলে ডুবাইবে । কহোড় রিখিলাধিরাজ রাজধানী প্রবিষ্ট হইয়া রাজার নিকট শাস্ত্র বিচারে প্রতিপত্তি জন্মাইয়। বন্দিমসঙ্গে শাস্ত্রীয় বাদার্থ সঙ্কটে পড়িয়। তৎ কর্তৃক পরাজিত হইয়। জলে নিমগ্ন হইলেন । পরে তৎপত্তি সুজাতা ও খন্দুর উদ্বালক ও শগালক দ্রেতকেতু এ সমাচার গোচর হইয়। অত্যন্ত খিদ্যমান হইলেন ।

SENIOR SCHOLARSHIP, 1844.

FIFTH DAY.

Subject for Sanskrit Essay.

মনুষ্যাণ্ব লৌকিকেষু বিষয়েষু কস্মিন্নাকাংক্ষাস্মৈবস্মীনি ॥

স্বর্ণকৃতেন গন্ধেন লিখ্যাতাম্ ॥

JUNIOR SCHOLARSHIP, 1844.

FIRST DAY.

Grammatical Exercise.

व्याकरण प्रश्नाः ।

निन्न चिखितासु पंक्तिषु अशुद्धयः सशासनं प्रदर्श्य यन्तामिति ॥

१ मूढः खवुद्धिना कर्म कुर्वन् प्रणश्यति ।

२ राघवेण विभीषणो लङ्काराज्येऽभिषिक्तवान् ॥

३ धनेन वृत्ते न सुखम् ।

४ वयमेकदा दंडकारण्ये परिभ्रमन् मृगमेकमपश्यन् ॥

५ ते संप्रत्ययोध्या न गरे ऽध्यासने ।

६ मनस्तिगर्हितेन कर्मणा न प्रस्तितव्यम् ॥

७ कामिनी कान्तं परिष्वजति ।

८ स सदा भावणा चार्द्धं विरुद्धं ॥

९ अधम प्रवृत्येऽहि मातारं जन्मदातारस्त्र नाभिनन्दनि ।

१० मम दौ पत्न्यौ, ने ऽनवरतमेव मां पतिवात् सत्यात् शुच्यूषति ॥

११ वृक्षाणां राज्ञे जाम्बवते, कपिराज्ञे सुग्रीवाय च, रामो वज्जशः पारितोषिकं ददौ ।

१२ कस्त्रिदति कोपनेविपक्ष मनासाद्यन्निजं वक्षएव कराभ्य-माजघान् ॥

१३ पंडितः स्तुतेव परनिन्दातो विरमते, मङ्गसु निवारितो-ऽपि न निवर्त्ततीत्यहो महदाच्यर्थम् ।

१४ अहमेकदा शकटेन पद्धिसच्चरन् मनोहरमस्तमेकमपश्यम् ॥

१५ यदि त्वयाह सुपदिश्यते तदावश्यमेव ज्ञानं लभेयम् ।

१६ काचिद्विनिता वौणां शृखन्तो इष्टातिशयं लेभे ॥

१७ कार्त्तवीर्यो वाङ्गवीर्येण रावणं परात्रिगाय ।

१८ विपस्त्रित् परदारां रूपवती मपि न पश्यते ॥

१९ कस्त्रिक्षज्या नम्नमुखो ऽवतष्टौ ।

JUNIOR SCHOLARSHIP, 1844.

SECOND DAY.

Sanskrit Poetry to be explained in Sanskrit Prose.

द्वातसीता परित्यागः सरलाकरमेखलाम् ।
 वुभुजे पृथिवीपालः पृथिवीमेव केवलाम् ॥
 लवणेन विलुप्तेज्यास्ता मित्तेण तमभ्युः ।
 मुनयो यसुनाभाजः शरण्यं शरणार्थिनः ॥
 अवेक्ष्य रामं ते तत्त्विन्न प्रजङ्गः खतेजसा ।
 चाणाभावेहि शापास्त्वा: कुर्वन्ति तपसोच्ययम् ॥
 प्रतिशुश्राव काकुत्स्खस्तेभ्यो विन्नप्रतिक्रियाम् ।
 धर्मं संरक्षणार्थैव प्रटक्तिर्भुवि शाङ्गिणः ॥
 ते रामाय वधोपाय माचख्युर्विवुधद्विषः ।
 दुर्जयो लवणः पूर्णी, विशूलः प्रार्थतामिति ॥
 आदिदेशाद्य शत्रुग्नं तेषां चैमाय राघवः ।
 करिष्यन्निव नामास्य यथार्थमरिनियहात् ॥
 यः कच्चन रघूणां हि परमेकः परन्तपः ।
 अपवाद इवेत्सर्गं व्यावर्त्यितुमीश्वरः ॥
 अग्रजेन प्रयुक्ताशीस्तो दाशरथी रथी ।
 यथौ वनस्थलीः पश्चन् पुष्टिताः सुरभीरभीः ॥
 रामादेशादनुगता चेना तस्यार्थं मिद्वये ।
 पश्चादध्ययनार्थस्य धातोरधि रिवाभवत् ॥
 एतेषां व्यास्या चिक्षतामिति ॥

JUNIOR SCHOLARSHIP, 1844.

THIRD DAY.

Vernacular Prose to be translated into Sanskrit.

संस्कृतेनानुवादमानिति ।

ভৱন্তাজ মামে এক মুনিপুরু ছিলেন তিনি মনুষ্যলোকেতে যাবৎ শাস্ত্রের প্রচার আছে তাবৎ শাস্ত্রপাঠ করিয়া মনে করিলেন আমি মনুষ্য লোকীয় সকল শাস্ত্র অধ্যয়ন করিলাম সংগ্রহ পৃথিবীতে এমন কেহ নাই যে আমাকে অধ্যয়ন করায় অতএব স্বর্গে সূর্যের নিকটেগিয়া স্বর্গলোক প্রচারিত সর্বশাস্ত্র অধ্যয়ন করি । এই রূপ মনোরথালভ হইয়া তপোবন হইতে মধ্যাহ্ন সময়ে দিবাকরের নিকটেগিয়া অনতিদুরে থাকিয়া আদি-তাকে সম্মুখে করিয়া কহিলেন হে ভাস্ত্র তুমি সর্বশাস্ত্রাকর আমি তোমার সমীক্ষে দেবতোকীয় সর্বশাস্ত্রাধ্যয়ন করিতে আসিয়াছি আমাকে পাঠ করাও । প্রভাকর কহিলেন আমি এক নিমেষাদ্বে দুই হাজার দুই শত দুই ঘোজন গমন করি এবং আমার তেজ অতি দুষ্প্রত আমি মধ্যাহ্নকা জাতিরিক্ত ক্ষণগতি হির নহি তোমার অধ্যয়ন আমার নিকটে কিন্তু হইবে, আর তোমারিবা অধ্যয়নের আবশ্যক কি, তোমার যে অধ্যেত্ব তাহা অধীত হইয়াছে । জিধুরভিত্তের সর্বশাস্ত্রজ্ঞান বাসনা দুর্বাসনা মাত্র সে ফলোপধায়ক হয় না । অতএব এ দুর্বাশ ত্যাগকর স্বস্তিমে গমন কর । সূর্যের এবাক্ষ শুনিয়া ভৱন্তাজ কহিলেন তুমি যেমন গমন করিবা আমিও তোমার সহিত তেমনি গমন করিব আর তোমার তেজেতে আমার কি করিতে পারিব বহুকি বহুকে দর্শ করে । যে তপোবনে তোমার এতাদৃশ সামর্গ্য ও তেজ হইয়াছে তাদৃশ তপোবন কি অনেকের নাই । এই রূপ ভৱন্তাজের সাহস্রার বাক্য শুব্দেকরিয়াসুর্য মনে করিলেন যে ইহার তত্ত্বজ্ঞান হয় নাই কেবল বছ শাস্ত্রাধ্যয়ন জনিত বিদ্যায়দোষাত্ত হইয়া আরাজাহস্তার হইয়াচ্ছে ইহার সমুচ্চিত ফলহীন্যা উপযুক্ত হয় । এইরূপ মনে করিয়া মুনিতনয়কে কহিলেন ভাল তবে পড় । ইহা কহিয়া বেদোচ্চারণ করামাজে সূর্যের পূর্বাপেক্ষা অধিক তেজোবৃক্তি হইল তাহাতে মুনিপুত্রের শাশ্বতাভাব সমেত মুখ দর্শ হইল এইরূপে স্বয়ং দক্ষানন্দ হইয়া অধঃপতিত হইলেন । কিন্তু প্রাণান্ত হইল না অতএব আত্মস্তিক কিছুই ভাল নয় ।

JUNIOR SCHOLARSHIP, 1844.

FOURTH DAY.

Sanskrit Prose into Vernacular.

परिव्राजकः कथयति, अहं सिंहस्य भूपतेजींमूतकेतोः पुत्रः कन्दर्पकेतुर्नाम, एकदा केलिकाननावस्थितेन मया पोतवण्डमुखा च्छुतं, यद्व समुद्रमधे चतुर्दश्यामाविभूत कल्पतरुतत्त्वे रत्नावली किरणाकर्वुरेपर्यके स्थिता सर्वालंकार भूषिता लच्छीरिवापरावीणां वादयन्ती कन्याकाविहृश्यते इति, ततोऽहं पोतवण्डिज मादाय पोत मारुद्ध तत्र गतः । अनन्तरं तत्र गत्वा पर्यके ऽहं ममा तथेव सा अवलोकिता, ततःसा सखी समेता समुद्रमधे ममा अदृश्या भवत्, ततस्ताङ्गावण्ण गुणाकर्णेन मयाप्राप्ति बुद्ध्या भन्नः प्रदत्तः, तदनन्तरं कल्पतरोः शाखामारुद्ध तस्याः कनक पत्तनं नाम पत्तनं प्राप्य सुवर्णं प्रासादे तथैव सापर्यकस्या विद्याधरीभिरुपास्यमाना मयावलोकिता, तथाचाहं दूरादेव दृष्ट्यासखीं प्रस्थाप्य सादरं संभाषितः ततस्तासुख्याच मया पृष्ठया समाख्यातं, एवा कन्दर्पकेलिनाम्भे विद्याधरं चक्रवर्त्तिनः पुत्री रत्नमंजरी नाम अनया प्रतिज्ञा विहिता, यः कनक पत्तन खचक्षुषागत्य पश्यति स एव पितुर्गोचरेण मां परिनेष्यतीति, ततोऽहं तां गान्धर्वं विवाहेन परिणीतवान् अथ गान्धर्वं विवाहेवत्ते तया सहाहं रममाण्डिरं तिष्ठामि । तत एकदारहसि तयोक्तां सामिन् सर्वदासेच्छया सर्वमिदमुपभोक्तव्यं किंतु एवा चिन्नगता सर्वरेखा नाम विद्याधरी न जदाचिदपि स्फुरत्वा । ततस्तावचना दुपजात कौतुकेन मया सर्वरेखा स्तनमंडले स्फृष्टा तयाच चित्रगतयाप्यहं तथा क्षत्वा चरणपंकजेनाहतः, यथागत्य खसाद्ये पतितः; अथ दुष्प वार्त्तोऽहं प्रब्रजितः पृथिवीं भूम्यन् इमां नगरी मनुप्राप्तः । अत्र चास्तं गते रवौ प्रविश्यन्ते वासन्न गोपगृहे आवासं प्रर्थितवान्, तेन च

निजगे हस्तैकदेशोऽनुज्ञातः । अनुज्ञायच कथिता गृहिणी, यवादह
मागच्छामि तावदयं यथा भद्रेण तिष्ठति तथा करिष्यति ।
इत्युक्तागतः ॥

देशीय भाषयानुवादतामिति ॥

JUNIOR SCHOLARSHIP, 1844.

FIFTH DAY.

Arithmetical Exercise.

१ पच्चदश क्रोश गमन समर्थन चिंशता दिवसैर्गम्यं देशं दश क्रोश
गमन चामः कियद्विर्द्विवसैर्गच्छति ।

२ द्वागेभ्यो गावस्त्रिगुण भोजिनः; तत्रः यदि चिभिष्वागौ चतुर्मिस्च
गोभिर्मिलिता पच्चत्वारिंशत् सेर परिमितं भुज्यते तदा नवभि
श्वागौ द्वाभ्याच्च गोभ्यां मिलिता कियद्वेष्टाव्यमिति ।

३ । ३७५ पुरुषैः पच्चविंशत्या दिनै निर्वाह्यां कर्म ६२५ पुरुषैः
कियद्विर्द्विनै निर्वाह्य मिति ।

४ द्वात्वारिंशत् कर्मकरा यदि पच्चदशभि रहोभिरुन पच्चाशदस्त
मितां भित्तिं निर्माण्ति, तदासप्तभिः सप्तहस्तमिता भित्तिः किय
हिन साध्येति ।

५ विंशतिः शिश्वो दशभिर्द्विवसै यदि पच्चसेर परिमितं भुज्यते तदा
पच्च शिश्वोऽस्थामि द्विवसैः कियदिति ।

६ अनेन ४२५४७७५८ राशिना-राशिरवं ८०३ भज्यता मिति ।

७ अनेन राशिना ४१०४५७०६२७ राशिरवं ४२६६ भज्यतामिति ।

८ । १४२२ अनेन राशिना ४५६७१२ राशिरवं गुण्यतामिति ।

एतेषांप्रश्नानामुच्चरं लिख्यताम् ॥

5. Why does he call upon Taliessin to bear them, and who was Taliessin ?	3
6. What is the nominative case to "adorn," to "move," and to "bear" ?	3
7. Whom does the poet allude to in the three first lines of the last stanza ?	2
Whom in the next three lines ?	2
Whom in the next two ?	2
Show how the descriptions apply to each person.	12
8. Explain for to know much, &c.	5
9. What is the meaning of taking a play pleasure, &c. ?	3
10. Give an example of such a deceit of the eye as he likens to the way in which men of noble <u>birth</u> look upon new men when they rise.	5
11. How does he prove that an inquisitive man is commonly envious ?	5

NATURAL PHILOSOPHY.

1. State Kepler's laws and the nature of the observations, whence they were deduced.
2. Watt's improvements on the Steam Engine.
3. How has the origin of aerolites been explained? If supposed to be discharged from lunar volcanoes, what would generally be their apparent direction in our atmosphere?
4. Give reasons from phenomena for the truth of the Copernican system, more particularly for the diurnal and orbital motions of the earth.
5. Explain the reflexion of sound.
6. Show how to find the heights of Mountains by means of the Barometer and Thermometer.
7. Principal phenomena of polarized light.
8. Trade winds.

Prove the trinomial theorem, and give the general term of the expansion of $(1-x)^{\frac{1}{2}}$.

What is the equation of an oblique Cylinder, with a circular base?

ANSWERS DELIVERED BY THE SUCCESSFUL CANDIDATES OF THE HINDOO COLLEGE AT THE RECENT EXAMINATION.

LITERATURE.

PROSE.

I. It is an old and wise saying, that "knowledge is power." For without the aid of knowledge, we can scarcely accomplish anything. Hence Bacon observes that knowledge and human power are synonymous. A doctor may possess an incredible degree of force, but, at the same time, he may not have the power of curing a patient. That is, he may not be acquainted with the cause of the patient's disease. So it appears from this, that power is the same as an acquaintance with causes and their effects; which, in other words, is nothing more but knowledge. Again; it is said, that it was by the power of the Sicilian philosopher, that the Roman galleys were burnt. What was this power? It was not the muscular strength of Archimedes, but his acquaintance with the cause and effects of burning mirrors; which means (as already said) his knowledge.

Bacon next goes on to say, "for nature is only subdued by submission," that is, the more we submit to nature, the more we subdue her. For the more we submit to her, the more are we acquainted with her secrets, and can therefore more easily overcome her. "And that which in contemplative philosophy corresponds with the cause, in practice becomes the rule." This means, that what we find by contemplation to agree with the cause, is in practice reduced into the rule.

II. Man while he operates, can do nothing more but move natural bodies to and from one another. That is, he either brings them together or separates them. This is all the power he possesses. What happens after man has moved the natural bodies to one another, or from one another, is performed by the internal operations of nature. As for instance: a man may bring together the two colors, yellow and blue, but it is beyond *his* ability to produce the green by their mixture. That must be done entirely by the internal operation of nature. In the same way, a person may apply fire to a magazine of gunpowder; but the explosion which follows is entirely owing to the secret workings of nature. Man has, by experience and observation, acquired the knowledge of the facts, that yellow mixed with blue will produce green, and that gunpowder

will burst on fire being set to it. But the effects in either case must be performed by nature. Thus, in all cases wherein man is operating, he does nothing more but move natural bodies to one another or from one another; the effect of which is internally performed by nature.

POETRY.

I. The poet in describing the Progress of Poesy from Mount Parnassus, has already travelled through Greece and Italy, and then arrived in England, whose poets he is reciting. By "Nature's darling" is meant the sweet bard of Avon, the immortal Shakspeare. The pencil he received from his mother, he has used with the greatest success. For he has described the beauties of nature with great force and precision. Again; it is said, that Nature presented her darling child with "two golden keys." About the first she says "This can unlock the gates of joy;" and regarding the second, she says,

"Of honor that and thrilling fears ;
Or ope the sacred source of sympathetic tears."

The first therefore appears to be comedy, and the latter tragedy: in which both branches of the drama, Shakspeare has excelled all the modern, and I believe almost all the ancient dramatists. For none has so successfully lifted the curtain of the human heart as "sweetest Shakspeare, fancy's airy child."

II. "Nor second He." This means that the person whom the poet is about to describe, is not inferior to him of whom he has just before spoken. This "He" is, assuredly, the Author of *Paradise Lost*. It was the enterprising genius of Milton that dared to soar beyond the limits of time and place, to fly into the regions of eternity, and behold the dazzling glory of the Creator. The descriptions he has given of the angels, of the sapphire pavement, of the Heavens, and, particularly, of the ineffable glory which encircles the throne of the Almighty, are apt to make a person believe that the Author was an eye-witness of them. In one part of the *Paradise Lost*, Milton has said, that the beams which emanate from the throne of God are so bright and luminous, that the angels cannot gaze at him, but cover their eyes with their wings. Hence Gray has drawn this beautiful inference that, as Milton had gazed upon the luminous throne of the Omnipotent, his eyes were dazzled, and he thereby became blind, which was a fact.

III. Not answered.

IV. "Hark his hands the lyre explore." This alludes to the celebrated Ode of Dryden on Alexander's Feast. He therein introduces

Timotheus, who entertained Alexander with his charming songs, and who had the skill to “bid alternate passions rise and fall.” This Ode of Dryden’s is one of the best musical pieces extant in the English language. The power he has evinced in completing it is admirable; and hence the remark of Pope,

What Timotheus was, is Dryden now.

Pope wrote an Ode on St. Cecilia’s Day, in the same strain as that of Dryden’s Alexander’s Feast; but the former, though the most smooth and harmonious of all English poets, has yet been obliged to yield the superiority to the latter. This celebrated Ode of Dryden yet stands unrivalled in its kind; and it is not astonishing that Gray should draw to it his reader’s attention.

V. “What daring spirit wakes thee now?” By this daring spirit the Author means himself. It is customary for Authors to speak rather low of themselves. Gray here calls himself daring, because he, a person of not very high abilities, dares to wake the lyre of Dryden. Pope somewhere, in the like manner, says regarding himself,

Oh! may one spark of your celestial fire,
The last, the meanest of your sons inspire!

This is nothing more but an attempt of the poets to bring themselves out artfully; as is here evident, in the case of Gray.

The Theban eagle is Pindar; and as he was a lyric poet, and as Gray is writing an Ode, so he compares himself with the Theban bard.

WOMES CHUNDER DUTT.

ESSAY

On the infinity of the natural productions of the Universe, and the effects resulting from science as applied to those productions.

When we survey Nature, either in her animal, mineral, or vegetable kingdom, we find her abounding in productions of every variety. They seem to be without an end, and their source appears inexhaustible. True it is, that much of the productions of Nature has been discovered by man: but what innumerable number of them yet remain unexplored! Man, from the very commencement of his existence, has been discovering the productions of Nature, and though he has been engaged in that pursuit for about six thousand years, yet he cannot boast that he has found them out all. There yet remain, concealed, to him in the bowels of the earth, the bosom of the deep, the hearts of forests, the recesses of mountains, and the regions above, numberless productions

of Nature which futurity shall acquaint him with. The experience of the past enables us to draw the inference that man, the more he searches for these productions, the more of them he shall find. He may, and, no doubt, he will, for ever go on with his discoveries ; but still at no time he shall have the pride to exclaim, that nothing of the productions of Nature is unknown to him.

These circumstances, when contemplated with due attention, carry our minds from “ nature up to Nature’s God”—to that Being of infinite wisdom, the Creator of these endless productions ; and make us look upon him with awe and respect.

A question now arises, that with what intention did God create these endless productions of Nature ? Surely, nothing was formed in vain. Every thing in Nature has its peculiar use ; the luxuriant vine, as well as the downy grass—the stately elephant, as well as the meanest reptile—the precious gold, as well as the basest metal—the brightest luminary, as well as the faintest star, possess some qualities or other. Man has been endowed by God with reason ; and it is his duty to discover the qualities of the various productions of Nature, and make them, if possible, subservient to his own purposes. And so he has converted various productions to his service. In fact, from the very beginning of the creation, man had to make use of the natural productions ; and gradually as he has gained greater experience, and acquired more knowledge, he has been more benefited by means of their application to those productions.

A savage cannot turn the productions of Nature so much to his advantage, as a man who knows how to apply science to them. The houses that we live in, the clothes that we put on, the food that we eat, and, in short, all those things that we enjoy, are nothing more but the productions of Nature, made to serve us by the application of our knowledge. Whatever we do, we do with the natural productions ; or, in other words, the sphere of our operations is entirely confined within the productions of nature, and cannot be extended beyond them.

By the application of science to the productions of Nature, man has performed wonderful things. By applying science to the heavenly bodies, that is by the aid of Astronomy, what glorious achievements have been made ! The boundless expanse of the ocean, which was before thought impossible to steer through, has been circumnavigated. Astronomy has given an impulse to navigation, and thereby been the promoter of commerce.

Natural Philosophy furnishes us with several examples, as to the effects of the application of science to the productions of Nature. We therein

find, that man has even made the elements subservient to his desires. The water, the air, the fire, are all ready to obey his commands. He can make steam perform the most incredible things, he can produce fire when he chooses, and magnify objects at his will. And how are all these things brought about, but by the application of science to the natural productions.

We may here as well borrow an example from the science of medicine. Poison is one of the most offensive substances in nature. A single grain of it is sufficient to kill a man. But how wonderful have been its effects by the application of science to it! A most dangerous thing has been transformed into a medicine of great efficacy and utility. That the very smell of which would deprive a man of his life, now saves him from the hand of death.

Such are the effects of the application of science to the natural productions. From the examples given above, it will appear, that the benefits conferred on man by means of that application of science are manifold, and that we can by making a proper application of science to the productions of Nature turn those productions (which are infinite in their number) to our own advantage. To conclude, therefore: in short, the application of science to the productions of Nature renders men more comfortable, enables them to lead an easier life, and has a tendency to enlarge the sphere of their information.

WOMES CHUNDER DUTT.

HISTORY.

1. In my humble opinion the battles of Marathon, Arbela, Zama, Actium, Constantinople, and Waterloo had the greatest influence over the destiny of the world.

At Marathon the cause of liberty obtained a complete triumph over despotism; the bravery of a few thousand Greek patriots, commanded by Miltiades, Themistocles, and Aristides, completely baffled all the attempts of Darius, the Persian Emperor, to subjugate Greece; and this battle alone raised Greece to the highest pitch of glory. The battle of Arbela decided the fate of Persia: the great Emathian Conqueror defeated Darius, the Persian King, although the latter had about seven hundred thousand soldiers, while the former had only sixty thousand men. The victory which the Romans, under Scipio, obtained over the Carthaginians at Zama, virtually annihilated the power of Carthage, and Rome became the first power in the world, and Hannibal, the greatest General of antiquity, was completely defeated. The seafight off Actium decided the

fate of the Roman Empire, Augustus became the absolute master of Rome, while the power of Mark Antony dwindled into nothingness. By the battle of Constantinople, Mohammed II. established the Ottoman Empire in Europe; and the Greek Empire, after surviving the Roman Empire for upwards of ten centuries, during the dark ages when whole Europe was sunk into barbarism, was totally annihilated: and the Greeks scattered throughout Europe the seeds of Knowledge, and so the revival of learning in Europe commenced after the fall of Constantinople. The last, but greatest of all, the battle of Waterloo, decided the destiny of the world; “the mighty prowess of Napoleon (said the Earl of Liverpool) stooped before the superior genius of Wellington;” and the French Eagle, which once soared triumphantly from Lisbon to Moscow, and from Amsterdam to Vienna, was laid prostrate on the ground, and the bloodshed of quarter of a century was stopped. The Bourbon dynasty was reinstated on the throne of France, and the Conqueror of Europe became captive in the hands of the English.

2. The Empire of Charlemagne consisted of France, Netherlands, Germany, and Italy: and he was crowned by the Pope as the Emperor of the West, and, in fact, the extent of his dominions was nearly two-thirds of the ancient Western Empire. He was succeeded by his three sons: one of them took France, the second Germany, and the third Italy.

4. Pyrrhus, King of Epirus, invaded Italy, in order to assist the Tarentines against the Romans. The first battle which he fought against the Romans was on the banks of river Lyrus. The Consul Lævinus commanded the Romans. Pyrrhus, by driving his elephants against his enemies, obtained a complete victory, though he suffered a heavy loss. The next victory which Pyrrhus obtained over the Romans was at Asculum, where the Romans, under their Consuls Sulpicius and Decius, fought very desperately but bravely; however, by means of the elephants, the Greeks again triumphed. In the mean time Fabricius was sent by Pyrrhus to treat with the Romans; but the conditions which they offered did not suit him, and so both parties again prepared for war. A battle was fought on the plains of Beneventum, in which the Roman Consul, Curius Dentatus, defeated Pyrrhus; here the latter also used the same artifice of driving his elephants against the Romans; but he was not successful this time. After this battle Pyrrhus was obliged to leave Italy. The Romans conquered Tarentum, and soon after they became masters of whole Italy: this was about 230 years before Christ.

5. The third Punic War was most unjust on the part of the Romans. The Carthaginians, already humbled during the second Punic War, tried their utmost to save their Capital; and it is said that the rich sent their

plates for supporting the army, and even women cut their hair for supplying the archers with string. But nothing could withstand the ferocity of the Romans ; the city was taken and razed. This is a piece of Vandalsim on the part of the Romans which will disgrace their name for ever.

6. Cranmer was an Archbishop during the reign of Henry the Eighth ; he was a Protestant in his religion, for which he suffered death in the reign of the bigoted Queen Mary.

Sir Thomas Moore was a Chancellor in the reign of Henry the Eighth ; he was the first Chancellor who distinguished himself in literature : he wrote the celebrated treatise known by the name of *Utopia*, in which he has laid down the plan of a perfect Republican form of Government ; but this is rather whimsical.

Thomas Cromwell was a Minister of Henry the Eighth ; and he lost his life by the order of the tyrant.

Hampden was a celebrated patriot, who flourished in the reign of Charles the First. He first refused to pay the ship-money tax, and was therefore arrested, and tried ; his case was debated in the Exchequer Chamber before the twelve judges of England, only four of whom declared in his favour, and he lost his case and died a martyr to his cause.

Sir Edmonsbury Godfrey flourished in the reign of Charles the Second ; he was a Judge at that time, and was murdered during the Popish plots which took place in the reign of that monarch.

7. Wars for the Spanish succession were undertaken in the reign of Queen Anne.

Philip, the grandson of Louis the Fourteenth of France, and Charles, the son of the Emperor of Germany, were both candidates for the Spanish throne ; the cause of the former was espoused by his grandfather, and that of the latter by the Emperor, the Queen of England, and the States of Holland.

The Duke of Marlborough was the English Commander, and Prince Eugene the German General. Marlborough obtained a great victory over the French Marshal Tallard at Blenheim : at Rammillies he defeated the French under Marshal Villeroi. The third great battle which the English fought against the French was fought on the plains of Oudenarde, where the genius of Marlborough triumphed over Marshal Villars ; and on the sanguinary fields of Malplaquet the English General again defeated Villars. In Spain, the Earl of Peterborough and Sir George Rook were the English Generals who signalized themselves, and Gibraltar was taken by the English. But the Duke of Berwick, the natural son of James the Second, fought on the French side, and he obtained a signal victory over the allies on the field of Almanza. Charles succeeded to the Empire

of Germany, and peace was concluded between France and England at Utrecht. Philip was acknowledged as the King of Spain on condition of his relinquishing his claims on the throne of France.

8. Pericles fortified the city of Athens, increased the navy, and gave encouragement to architecture and fine arts. The wealth and prosperity of the city increased, learning was cultivated, the greatest Philosopher of Greece (Socrates) flourished about that time, and Sophocles and Euripides, the greatest dramatists, and Thucydides, the greatest historian of Greece, lived about that time.

All these circumstances led to the ascendancy of Athens under Pericles. The battle of Egospotamos was the turning point of the Peleponnesian war; the Athenians were completely defeated by Lysander, the Spartan General, and the walls of Athens were pulled down.

9. Not answered.

10. The council of Ephori was the highest judicial tribunal in the kingdom of Sparta: it had the power of judging the King, and even punishing him. In the modern times, the office of Justiza, in Spain, resembled that of Ephori.

11. The Marhattas were originally the inhabitants of the western parts of Deccan; they were very hardy and brave, and used to carry on guerilla warfare with petty chiefs of Deccan. Sevajee was the first celebrated leader of the Marhattas: he flourished about the reign of Aurungzebe; he gave great trouble to the Emperor by pillaging some districts in Deccan. On one occasion, he had the audacity to ask the Emperor for giving his daughter to him. After various struggles he had the good fortune of founding the Marhatta empire, and Sattarah became its capital.

12. The Rajputs inhabit that portion of India which is called Rajputana, or Ajmere. They sprung from the *Khetris*, and the *Sudras*. Long prior to the Mohammedan invasion of India, some Princes of Rajput tribe ruled over Delhi. Their country is divided into the several small principalities of Jeypore, Jodepoor, Jesselmere, Marwar, Bickanerre, &c. In this respect their institutions resemble the Germanic Confederation. Rajah Joy Sing was the most powerful Rajput prince; he encouraged learning, and it is said that Euclid's Geometry was translated under his auspices, in the Sanskrit language. The Rajputs are very brave and hardy, but very cruel and treacherous.

13. The battle of Fontenoy took place during the Austrian Succession War, when Maria Theresa, the daughter of Charles the Sixth, Emperor of Germany, was attacked by Frederic the Great of Prussia, and Louis the Fifteenth of France. The English and the French were

engaged in this battle ; and the former obtained some advantage over the latter. The battle of Dettingen was fought between the French and English during the Austrian Succession War. In this battle, King George the Second, of England, fought personally, and the French army was commanded by Marshal Noilles ; the English obtained the victory. These battles took place about the years 1742-3. The battles of Wakefield and Tewkesbury took place during the wars of the Lancastrians and Yorkists. In the former battle, the Lancastrian party prevailed, and in the latter, the opposite party gained the victory, which decided the fate of Henry the Sixth. The battle of Prestonpans was fought between the English and Scotch, who supported Charles Stuart, commonly known as the Young Pretender. In this battle the Pretender obtained a victory ; it took place in 1745.

14. King Henry of England married Katherine of Arragon, (his brother's widow) by the consent of the Pope. Afterwards he fell in love with Anne Boleyn one of the Maids of Honor to the Queen ; and, in order to marry her, he asked the Pope's permission to dissolve his marriage with Katherine as being incestuous and unlawful. But the Pope did not consent to this ; and Henry was inflexible in his purpose, so he determined to separate himself from the Church of Rome ; and ultimately he became the head of the English Church, which took its doctrines from the reformed tenets of Luther, Zuinlius, and Calvin. Wickliffe attempted to reform the Church of England in the 14th century.

15. Kuttbuddeen first fixed the Mohammedan power at Delhi ; the Ghuznivede, the Ghorian, the Turkish, the Patan, and the Lodian dynasties ruled successively at Delhi previous to the invasion of Baber, who defeated Ibrahimben Lodi at Paniput, and founded the Mogul empire in India.

16. Alexandria and Cairo were celebrated for the cultivation of Science. Pythagoras was the Greek Philosopher who visited Egypt. Solon may be also considered as a Philosopher, though he did not write any treatise of Philosophy, and he also visited Egypt.

17. Those barbarians who overturned the Roman Empire, restricted the alienation of property ; and all the European nations about the eleventh century restricted the alienation of property. This restriction was called the feudal system, and the person who held the land was bound to assist the King with troops in case of a war ; and in order that this duty might be well performed, the feudal lord had not the power of alienating his property. The Crusades, the progress of commerce and civilization, caused the removal of such restrictions.

LITERATURE.

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PROSE.

1. In the first aphorism Lord Bacon says, that knowledge and human power are synonymous, and as a reason for this assertion he says that man, not being acquainted with the true cause of a phenomenon cannot make the same by art that is by experiment. The meaning of this portion is that knowledge of nature and the intellect of man are synonymous, for if the cause of a phenomenon be known, it is evident that this knowledge will enable man to make experimentally, the same phenomenon just as his intellect would enable him to do. Thus for instance we see that bodies are of different colour, and if we can know what is the reason that such a body is of such colour, we can make other bodies of the same colour. As long as we are ignorant of the cause we cannot attain our object. Since therefore man traces the cause of a phenomenon by his intellect and his knowledge is the acquaintance with the cause, it is plain that human power and knowledge are synonymous. Lord Bacon also says that by submitting to nature we subdue nature, and that which in contemplation corresponds to the cause of the phenomenon (using contemplation in contradiction to practice or actual experiment) is the rule agreeably to which we can make an experiment of the phenomenon. The meaning of all this is that by examining the laws which all phenomena obey, we procure, as it were the key to nature and render ourselves masters of nature; in other words being acquainted with the cause we can perform any thing we like by an application of such laws. He means to say that by submitting to nature or allowing every thing to act according to its own law we can find the law. He also says that whatever we contemplate to be the cause of a phenomenon when we find that the same is the true cause of the phenomenon, we can make the same experimentally by taking the cause for a rule, that is, as a guide to attain our end. Thus for instance we examine the nature of curvilinear motion and by contemplating upon it, we find as the cause of such a motion that two forces acted upon the moving body making an angle with each other. Hence if we apply two forces to the same body, making an angle with each other, we can produce curvilinear motion. Upon these Lord Bacon founds the aphorism that the human power and knowledge are synonymous.

In the second aphorism Lord Bacon maintains, and very justly too, that changes in nature are not produced by man but by nature herself, when man wishes to make an operation. Lord Bacon says that man

while operating, (that is doing any thing upon a body by the agency of something else) can only move natural bodies to and from one another, (that is to say bring bodies into contact or remove one from the other.) He also says that nature internally performs the rest, whereby he means to say that when any change is produced in the state of a body, we attribute the change to our operation, but the real cause of the same is nature herself which internally produces that change. All that man performs is that he carries one body to or from another, whereby allowing nature the means of producing the change, for nature produces her effects when two bodies are connected or separated. Thus man says he melts lead by fire in which the operation he makes is to carry lead to fire, and nature or her laws predominating in lead and fire causes the lead to be melted.

HURRYMOHUN CHATTERJEE.

POETRY.

1. The author lays nature's darling in Albion as is also apparent from the first line of this passage, and nature's darling refers to Shakespeare, for it is said that he was born in a place situated near the banks of the river Avon. The speech which nature makes to her darling is applicable to Shakespeare is evident from the genius of the poet and the beauty of his works, together with the admiration of mankind bearing close alliance with the speech. Nature in her speech gives her darling a pencil which will rightly paint the vernal year. All these are figurative: When the sun is in the vernal equinox, nature abounds in her beauties. The trees are full of leaves, &c. and the landscape is full of green verdure, consequently when nature gives the pencil, it means nothing else than this that her darling will be the most successful in describing nature. Such Shakespeare was; no poet has perhaps equalled him in this art. It is true that Melesegenes was called Homer, as his descriptions were so very natural that his verses seemed like a mirror to reflect nature to the eyes of his readers; for the Greek word *Omerus*, from which Homer is derived, is of such a signification. But Homer was not laid on the "Green lap" referred to. For this art, Shakespeare, of all the British poets, is the first who deserves the laurel. Nature again calls his darling "immortal boy," and such a title none but Shakespeare can deserve, for his works are proof against the destroying hand of time, they will never be neglected as long as the English language continues to exist. Nature gives two keys to her darling. One of which "can unlock the gates of joy," and the other "of horror and thrilling fears," or the other key "can ope the sacred source of sympathetic tears." By such

figurative expressions, nature means that her darling's compositions will excite in the mind of their readers excessive joy. Great horror and thrilling fears, or great sources of sorrows for the misfortunes of some person he will delineate. Is there any English poet who is entitled to the highest praise for almost perfection in these heads better than Shakespeare. The characters of Desdemona, of Hamlet, of Lear, could not have been described by any other poet than the immortal Shakespeare. His works are full of sentiments, calling forth every kind of emotion, especially of such nature as is mentioned in the speech. Also the two keys can refer to nothing else but the comedies and tragedies of Shakespeare, for although there were poets who have produced such compositions, yet none of them have equalled Shakespeare.

2. "Nor second he." By these words the poet having said much of Shakespeare, indicates that his mind was then turned to the other poets, when he thinks of a particular individual among them. This individual or poet the author supposes was not the second in the order of merit. He means to say that he was not inferior to Shakespeare. By the personal pronoun *he* the author alludes to Milton one of the three great poets the world has hitherto produced, for he says that he "rode sublime upon the seraph wings of ecstasy." The author now alludes to the sublimity of Milton's works, especially of his "Paradise Lost," and the harmony of his verses, although not rhyme, also to their heroic measure. The author next states that he rode to spy the secrets of the abyss, and passed beyond the bounds of time or place. In the Paradise Lost Milton describes heaven and hell as well as chaos. He gives accounts of proceedings before the creation of the world. In the sequel of that work he omitted nothing which could embellish his poem, although it might be beyond the bounds of time or space. In the next two lines the author refers to the heaven and the throne of God. Milton describes the throne of God and the conduct of the angels towards him with the greatest excellence. Such subjects are too difficult for men to imagine, yet Milton has successfully delineated them; his description of the purity in the heavens, of the upright heart of the angels, and of the omnipotence of the Almighty, are indeed remarkable, and none, if any, has attempted to describe such circumstances with that degree of loftiness which Milton has displayed. Hence it is evident that the author could allude to none else but Milton by those two lines. The author also says that "blasted with the excess of light, closed his eyes in endless night." These lines refer to the blindness of Milton. It is recorded in history that Milton while composing the Paradise Lost, was destitute of his eyes, and that his daughters were his amanuenses. No

other English poets were blind, and therefore there is strong reason to suppose that the author here alludes to Milton. In the *Paradise Lost* Book III, Milton alludes to his blindness when he says—"a drop serene has quenched their orbs." Again he says—

"Thus with the year season's return,
But not to me returns the light of day.
Or the face of man divine," &c.

Homer was also blind, but as the author is speaking of the poets of Albion, it cannot be any one but Milton. "Hark ! his hands the lyre explore." The author here alludes to a particular work of Dryden called the "feast of Alexander," because this was rather composed of songs than to be of such a form as to be entitled to the name of a poem. Prior to the age of Dryden, good poems in the forms of songs, or which could be sung to music did not properly speaking exist. Dryden was the first who produced such compositions as Alexander's feast, and hence it was called Dryden's songs. This is the work which the author alludes to.

5. "What daring spirit wakes thee now." This line as well as those which follow refer to a great poet, namely, Grey. The Theban eagle is Pindar, for in loftiness of Poetry and the beauty of sentiments he stands high among the poets of Greece, and chiefly because he was the only great poet which Thebes ever produced, and was consequently one of those men who removed the title of stupidity from the Beotian name. Of all the compositions of Pindar his odes in honor of the victors in the different games celebrated in Greece deserves a very high rank, and are his only compositions which have come down to us. Grey was the great English poet who composed such odes. Many of them especially his Pindaric ode is excellent, and claims great applause, first as a poetical composition, and next as an ode, a sort of composition which numerous poets have not produced. For writing odes Grey is compared with Pindar, and although his verses are not so excellent as those of Pindar, yet they are nevertheless splendid and beautiful.

That the description applies to Grey is evident from what has been already said, and because Grey was a very young man, and also his images are highly poetical, though not of the first order. Also the composition of Grey will not be forgotten like those of vulgar or common poets, for they are inferior to the works of many, yet they are uncommon in several respects. The person to whom the author alludes is similar to Grey from what is just said of him, and from the last six lines of the passage, and also they are not applicable in respect to any other poet.

HISTORY.

The six great battles which have had the greatest influence over the fortunes of the world are, as I think, the following :—

1. The battle of Marathon; which enabled the Greeks to form a just estimate of their own and their enemy's power, and saved Greece from the despotic power of Persia; which, if established, would have deprived the world of the fruits of Grecian labour and intellectual developement—the results of their freedom and liberty.

2. The battle of Poictiers, won by Charles Martel; which at once put a stop to the progress of the Saracens in Europe.

3. The battle of Chalons, gained by the genius of Actius over Attila, which postponed for a time the destruction of the Roman empire.

4. The battle of Panniput, fought between Baber and Ibrahim, which led to the establishment of Mogul sovereignty over India.

5. The battle of Angora, in which Bajazet was defeated, and the Turkish power ceased to be a terror to Europe.

6. The battle of Waterloo, which saved Europe from being reduced into one great monarchy, by the overwhelming power and ambition of Napoleon Buonaparte.

The battle of Plassey, though not great, yet for the vast influence which it has produced over the fortunes of India, may be substituted for any one of the already mentioned battles.

II. The empire of Charlemagne, comprised France, Germany, and a part of Upper Italy. It was divided between his two sons, Charles and Louis.

III. The Tarentines worsted in several engagements, invited Pyrrhus to assist them against the Romans. He came, offered to mediate between them and the Romans; but the haughty Romans rejected his offer, and both parties prepared for battle. The first battle was fought on the banks of Lyris, in which, by the assistance of his elephants, Pyrrhus became victorious. In the second, which took place at Asculum, Pyrrhus again prevailed by the same means. But in the third battle, when the Romans had found out that lighted torches or logs of wood frightened away elephants, victory leaned to them. After each victory, as his loss was not less than that of his enemies, Pyrrhus had sought peace, but without success; but now that he was defeated, he thought it prudent to leave Italy, where he was beset with desperate enemies and faithless friends. Just before the Punic wars, when the Romans had conquered the Etruscans, the Latins, the Volscians, the Veians, the

Samnites, &c., their dominion may be said to have been first established over all Italy.

V. The Carthaginians being offended, had attacked the Numidians, which was against an article of the treaty that existed between them and the Romans, which provided that the Carthaginians should not wage war without the permission of the Romans. The Roman senate therefore sent commissioners to remonstrate; but they, finding the people grown very rich and powerful by 50 years peace, urged, on their return home, the necessity of a war with Carthage. The Carthaginians tried to avert the blow by submission; but meeting with disappointment, resolved to defend themselves to the last. The utmost exertions were made on this occasion, but when every thing was found to be lost, they set fire to their city and burned themselves with their property. The fire continued for seventeen days, and thus ended Carthage.

VI. Cranmer first came into notice in the reign of Henry VIII. who took him into his favor when he was disgusted with Wolsey, and he (Cranmer) offered to forward his views of divorcing Catherine of Arragon. He was burned as a heretic in the reign of Mary for his attachment to the Protestant religion.

Sir Thomas More also suffered for his attachment to the Protestant religion. He was the author of the work called the Utopia.

Empson was a minister of Henry VII. He and Dudley were Henry's instruments of extortion. Hampden was the man, who by refusing to pay ship-money and boldly defending himself, taught the nation courage to oppose the royal despotism, and thus struck the first blow against it.

Sir Edmundsbury Godfrey was on a sudden found dead in a ditch. His death was ascribed to the Catholics, and great apprehensions of Popish machinations spread over the kingdom.

VII. In the reign of Anne wars were undertaken against the French. The English general was the Duke of Marlborough.

VIII. The ascendancy of Athens was acquired by the intrigues of Pausanius, the Spartan general, who designed to govern Greece under the power of Persia, and was therefore deprived of the command of the fleet of the confederates, which was then transferred to the Athenians. Their ascendancy increased under Pericles, by the talents and ability of Pericles himself and the growing intelligence of the people at large. In his time learning was encouraged, all the arts and sciences that contribute to the happiness and accomplishment of man were ardently cultivated; and as usual their military strength advanced with their intellectual.

This ascendancy of the Athenians began to decline on the failure of their Sicilian expedition.

IX. The Messenean wars were fought between the Messeneans and the Spartans. In these wars the Athenians took part with the Spartans.

X. The power of the Ephori was certainly very great ; they received foreign embassies, declared war, concluded peace, and could even summon their kings to trial before them.

XI. Shivagee, the founder of the Mahratta power, was descended from the Rana of Odipore. By the mother side he was a Mahratta, his grandmother being of that nation. He was sent while an infant, with his mother under the care of Dadajee Punt, to his Zemindary at Poona, which his father had received from the Raja of Bijapoor as a grant. At the age of 17, Shivagee took into his pay a body of banditti, and plundered the surrounding countries. Dadajee Punt unable to check these outrages and fearing to be made answerable for his conduct, took poison and died. Shivagee took into his own hands the management of the Zemindary, increased his land and began to make depredations on a larger scale. He was no longer satisfied with plundering places, but began to possess them, and in a short time made himself master of Rahree, Dindegul, Rotas, and many other cities ; and thus laid the foundation of the Mahratta power.

Aurungzebe having been frequently disturbed by the Mahrattas, had at last come down to Dacca in person, with a firm resolution of extirpating the power of the Mahrattas ; but he died while he was prosecuting wars against them. His jealous and suspicious policy, which never allowed him to employ able and powerful men, at the head of high military offices, contributed greatly to the progress of the Mahrattas, particularly in his old age.

XII. The Rajpoots, though Hindoos, scrupled not to intermarry with the Mussulmans, as for instance, the sister of Mansing was married to Akhbar, and the daughter of Juswant Sing was married to Feroksere. They are brave, warlike, and manly in their behaviour, but irascible and easily duped ; they are not acute like the inhabitants of Bengal, but they are more united and more zealous for freedom.

XIII. These battles, with the exception of the last, were fought between the Lancastrians and Yorkists. In the battle of Wakefield, the Earl of Warwick, who had obtained the title of king-maker, fell. The battle of Tewkesbury was the last, and decided the fate of the Lancastrians. At Preston Pans a battle was fought (in 1715) between the Pretender and General Cope, who was sent against him by the king.

XIV. The usurpations of the clergy, the corruption and degeneracy

of monasteries, the progress of learning among the laity, aided by the invention of printing, and finally (which was the immediate cause) the rupture of Henry VIII. with the see of Rome, occasioned by Clement VII. hesitating to ratify his divorce from Catherine of Arragon; prepared the way for the Reformation in England.

Previous to the 16th century, Wickliffe had attempted the reform of the Church of England, whose followers go by the name of Lollards.

XV. Kutub-udin first fixed the Mahometan power at Delhi. The dynasties that reigned at Delhi till the invasion of Baber (1525), were the Ghori and Afghan dynasties, which are also called the first and second Afghan dynasties. The Lodi family were Afghans.

XVI. The cities in Egypt, most remarkable for the cultivation of science, were Alexandria and Ephesus. Solon is supposed to have visited Ephesus.

NOBINCHUNDER DAS.

ESSAY

On the infinity of the natural productions of the universe, and the effects resulting from science as applied to these productions.

The natural productions of the universe may be classified into animals, vegetables, and such bodies as are distinct from either of these; as the stars and planets which compose the Heavens, and the inanimate objects on the surface of the earth, which neither grow nor decay.

Each of these classes of natural productions being closely examined into its extent, indicates nothing less than that it is endless. At the commencement of our investigation the number of component parts of each class, seems limited and ascertainable; but as we proceed arranging and distributing them into sub-divisions, our field of view increases till it becomes too wide for us to command. We then see that we cannot prescribe limits either to smallness or to greatness, for our search after minute objects brings us continually in contact with minuter ones; in the same way investigation of the great bodies leads to the knowledge of those that are greater. We find the more we improve our resources of investigation, the more we come to the knowledge of minuter or greater bodies, till our means become insufficient to enable us to proceed further, and we pronounce the chain of objects infinite. In many cases analogy and reasoning lead to the same judgment.

Astronomers tell us that the stars belonging to our system, are probably, like our sun, the centres of heat and light to other systems, and that (by analogy) those systems may have stars which impart light and heat to other systems. They also assert that there may be stars so vastly

distant from us that their light has not yet, since the creation, reached the earth. When coolly and patiently we reflect upon these ideas, can we for a moment persuade ourselves to believe that the celestial bodies are other than infinite in number? Moreover several comets are known to move in parabolas, others in hyperbolas, that from their creation never retraced their paths, but are continually moving on in untrod orbits! What a grand idea of the immensity of space and the vastness of creation, does this convey to our minds! We feel ourselves compelled to acknowledge the infinity of the universe.

Again, we learn from the professors of Natural History, that an endless chain of living beings run down from man to the smallest creature known, some larger, others less in size; that the interval between any two links of this chain is very small and less than any assignable quantity; and finally, that not only the species but the genii are numberless. It has also been found that the particles of human blood teem with extremely small insects, and that their blood may contain insects proportionally smaller. Hence the infinity of living creatures seems evident. It is possible that this chain of creatures from man to the smallest insect, goes up from him to God.

The vegetable world impresses us with like notions of its infinity.

From science as applied to these natural productions of the universe innumerable advantages have been derived. Consider for a moment the state of man prior to the existence of arts and sciences, when he lived on the spontaneous herbs of the earth, covered his loins, not with clothes, but skins of beasts, and, like brutes, was exposed to the inclemencies of the weather; and comparing this with his present civilized condition what a vast difference appears! This difference is to be entirely ascribed to his progress in arts and sciences. All the comforts, all the luxuries of life which he now possesses, are the results of his knowledge applied to the productions of nature. The cloth which he wears is obtained by manufacturing cotton; the house he lives in is the result of knowledge of architecture; and the food he takes is prepared by fire after various processes and mixtures. Even the fan he uses for ventilation or the lamp he lights for illumination in the dark, displays art and knowledge.

When man was ignorant of the nature and qualities of herbs and drugs and various other things, he knew nothing of medicine, and consequently died when he was not mortally ill; but now that he is acquainted with them, he is in possession of an inestimable boon. Another great benefit that he has derived from his knowledge of the causes of events, is his emancipation from the yoke of superstition,

which before enslaved his mind. Before, the occurrence of an eclipse, the appearance of a Comet in the Heavens, or the screech of an owl, was supposed to be ominous, but now their causes being known, they have ceased to excite our admiration or terror.

Hence, we conclude, that infinite as the natural productions of the universe are, the advantages resulting from science as applied to them have been no less so, and will, it may be hoped, multiply with our knowledge of those productions.

NOBINCHUNDER DAS.

APPENDIX B.

LIST OF PHILOSOPHICAL APPARATUS FORWARDED
BY THE RIGHT HON'BLE SIR EDWARD RYAN.*Mechanics.*

	£ S. D.
No. 1. Set of 5 apparatus in METAL to illustrate the condition of equilibrium of forces acting on a material point, with 5 brass pulleys, painted polygonal board, with jointed polished zinc parallelogram.	17 10 0
. 70s.	
,, 2. Set of 5 apparatus to illustrate the composition of velocities with slate, plane and mechanism for given simultaneous impact in the direction of the sides of the parallelogram.	15 15 0
. 63s.	
,, 3. Set of 5 apparatus, with brass stand and ivory balls to show the properties of collision of elastic and inelastic spheres.	15 15 0
. 63s.	
,, 4. Set of 5 apparatus, consisting of 3 mahogany models to exhibit the stability and instability of a body as determined by its base and line of direction of the centre of gravity.	6 5 0
. 25s.	
,, 5. Set of 5 apparatus, with brass spring holder to exhibit the centre of gravity of bodies bounded by parallel planes.	6 5 0
. 25s.	
,, 6. Set of 5 whirling tables, with complete apparatus, to illustrate central forces and for showing experimentally the law of planetary motion and of gravitation, with extra glass vessel for rotation of fluids.	57 15 0
. 231s.	
,, 7. Set of 5 Atwood's machines to illustrate the doctrine of falling bodies, with brass engraved standard, dial escapement and adjusted weights for the wheel.	27 10 0
. 110s.	
Carried forward, . . £ 146 15 0	

		£	s.	d.
	Brought forward,.. £	146	15	0
No. 8.	Set of 5 apparatus, with double copper cone and metallic rulers, with brass adjusting screws, 18s.	4	10	0
„ 9.	Five sets of metal apparatus to illustrate the convertible pendulum of Capt. Kater, to show the properties of centre of oscillation and point of suspension.	12	10	0
„ 10.	Five sets of metallic apparatus to illustrate experimentally the mechanical powers, consisting of different kinds of levers, pulley and systems of pulleys in brass frame, polished zinc, inclined plane, with brass rolling cylinder, brass moveable wedge and frame screw press, &c. . . 294s.	73	10	0
„ 11.	Five sets of weights, painted and numbered... 18s.	4	10	0

Hydrostatics and Hydraulics.

„ 12.	Five sets of apparatus to show the disposition of fluids to seek and maintain the same level, with 3 glass vessels and zinc (japaned) basin. . . 49s.	12	5	0
„ 13.	Five sets of Hydrostatic bellows to show that liquids press equally in all directions. . . 63s.	15	15	0
„ 14.	Five sets of zinc cylindrical vessels, with various jets to show the spouting of fluids through adjutages.	12	10	0
„ 15.	Five sets of polished brass syphons to illustrate the method of decanting liquids. 13s.	3	5	0
„ 16.	Five models of Archimedes screw engine to show a primitive method of raising water to small heights. 35s.	18	15	0
„ 17.	Five models of the household or lifting pump, with glass barrel, to show the interior construction, &c. 18s.	4	10	0
„ 18.	Five models of the forcing pump or fire engine, with glass barrel and glass air vessel to show the interior construction and the action of the valves. 30s.	7	10	0
„ 19.	Five sets of glass tubing, with different sized bores to illustrate capillary attraction. . . 7s. 6d.	1	17	6

Carried forward,.. £ 318 2 6

		£	s.	d.
	Brought forward,..	£318	2	6
No. 20.	Five hydrostatic balances, with brass beams and adjusted weights, packed in neat mahogany cases.	15	15	0
,, 21.	Five glass hydrometers for estimating the specific gravity of liquids.	1	17	6

Pneumatics.

,, 22.	Five double cylinder air pumps, with raised plates, brass columns to frame mercurial syphon gauge, brass clamp and key, and extra syphon gauge.	43	15	0
,, 23.	Five pairs of bell-shaped glass receivers for air pumps.	3	0	0
,, 24.	Five pairs of brass Magdeburgh hemispheres to illustrate the pressure of the atmosphere,.. 14s. . .	3	10	0
,, 25.	Five sets of apparatus to illustrate the guinea and feather apparatus to show the resistance of the air.	3	15	0
,, 26.	Five tall glass cylindrical receivers for the guinea and feather apparatus.	3	5	0
,, 27.	Five hand and bladder glasses to show the pressure of air.	0	17	6
,, 28.	Five cylindrical pieces of wood, with brass plate to show the porosity of wood.	1	2	6
,, 29.	Five transfer plates, with jet pipe and stopcock to show the pressure of air.	3	7	6
,, 30.	Five brass frames, with leaden weights, to show the elasticity of air.	2	5	0
,, 31.	Five brass ground plates, with wire sliding in a collar of leathers, applicable to many experi- ments.	2	7	6
,, 32.	Five Leslie's glass apparatus for freezing water.	4	10	0
,, 33.	Five apparatus to illustrate the action of the lungs.	0	17	6
,, 34.	Five bell apparatus for showing that air is the medium of sound.	2	2	6

Carried forward,.. £410 10 0

		£ S. D.
	Brought forward,.	£410 10 0
No. 35.	Five brass stands for burning taper under the receiver to show that a constant supply of fresh air is necessary. ..	0 12 6
,, 36.	Five Torricellian experiments to illustrate the action of the barometer, 12s. extra glass tube 2s... 14s. }	3 10 0
,, 37.	Five philosophical water hammers to show the fall of a liquid in a non-resisting medium produces a sharp noise. ..	0 17 6

Optics.

,, 38.	Five portable camera obscuras. ..	21s. 5 5 0
,, 39.	Five sets of silvered glass mirrors, convex, concave, and plane, in frames. ..	28s. 7 0 0
,, 40.	Five multiplying glasses. ..	3s. 6d. 0 17 6
,, 41.	Five Brewster's kaleidoscopes. ..	7s. 6d. 1 17 6
,, 42.	Five pair of Faraday's models to exhibit a peculiar class of optical deceptions. ..	7s. 6d. 1 17 6
,, 43.	Five painted circular prismatic planes to show the composition of white from colors. ..	10s. 2 10 0
,, 44.	Five apparatus to exhibit the coloured rings produced by thin plates of air. ..	10s. 2 10 0
,, 45.	Five sets of 6 glass lenses to show difference of curvature. ..	14s. 3 10 0
,, 46.	Five pairs of equilateral glass prisms, mounted on brass stands. ..	21s. 5 5 0
,, 47.	Five models to illustrate the optical effects of vision and conformation of the eye. ..	21s. 5 5 0

Heat.

,, 48.	Five Ferguson's pyrometers to show the expansion of different metals,..	63s. 15 15 0
,, 49.	Five apparatus to show the comparative conducting power of different bodies with regard to heat. ..	18s. 4 10 0
,, 50.	Five brass gauges to illustrate the expansion of a metal in all directions by increasing its temperature. ..	7s. 6d. 1 17 6

Carried forward,.. £473 10

£ s. d.

Brought forward,.. £473 10 0

No. 51.	Five double bars or compound slips of brass and iron to show unequal expansion of two different metals connected together.	..	7s. 6d.	1 17 6
,, 52.	Five pairs of highly polished silver plated parabolic mirrors for experiments, with radiant heat, brass stands, and iron ball for heating.	..	76s.	19 0 0
,, 53.	Five sets of several metallic vessels, with different surfaces to illustrate the radiation of heat from surfaces.	..	..	4 10 0
,, 54.	Five Marcet's steam boilers, on stands, with thermometer and barometer gauges, stopcock, and copper spirit lamp, to show the elevation of the temperature of steam by increased pressure and also the pressure of steam.	..	73s. 6d.	18 7 6
,, ,	Five extra steam pressure thermometers and 5 extra glass tube for barometer gauges..	15s. 6d.		3 17 6
,, 55.	Five Wollaston's steam apparatus for explaining the nature and action of the atmospheric steam condensing engine, extra glass tubes, with bulbs.	..	..	3 0 0
,, 56.	Five differential thermometers for showing the variation of temperature indicated by the change of bulk in a confined portion of air for popular illustration with radiant heat.	..	16s.	4 0 0
,, ,	Extra glass tubes and bulbs filled with colored liquid.			

Electricity.

,, 57.	Five 12-inch plate electrical machines, with brass conductors complete.	..	105s.	26 5 0
,, 58.	Five Singer's gold leaf electroscopes for estimating the presence of free electricity, extra gold leaves.	..	..	2 12 6
,, 59.	Five carved heads with hair for exhibiting electrical repulsion.	..	3s. 6d.	0 17 6
,, 60.	Five pith balls and stands for electrical attraction.	..	3s. 6d.	0 17 6

Carried forward,.. £558 15 0

		£	s.	d.
	Brought forward,..	£	558	15 0
No. 61.	Five sets of two bells to exhibit electrical attraction and repulsion. 5s. 6d.	1	7	6
,, 62.	Five luminous tubes with valves for showing electrical light with more or less continuity in proportion to the degree of exhaustion of the air from the tubes. 12s.	3	0	0
,, 63.	Five glass tubes, with spiral spangles of tinfoil for experiments, with electrical light. .. 2s. 6d.	0	12	6
,, 64.	Five electric batteries, with four Leyden jars, each with connecting balls and wires for experiment, with accumulated electricity. 24s.	6	0	0
,, 65.	Five electrical Leyden jars, with moveable metallic coating to show that the electricity accumulate on the glass surface and upon the metallic coating. 8s.	2	0	0
,, 66.	Five flies or whirls to exhibit motion produced by electricity. 2s. 6d.	0	12	6
,, 67.	Five brass electrical discharges for jars, &c. 6s. 6d.	1	12	6
,, 68.	Five mahogany stools with insulating glass legs useful in many experiments. 7s. 6d.	1	17	6
,, 69.	Five Volta's electrophorus, may be used for showing many phenomena which are exhibited by the electrical machine. 12s.	3	0	0
,, 70.	Five assortments of amalgam brass chain, &c. 7s. 6d.	1	17	6

Voltaic Electricity and Electro Magnetism.

,, 71.	Five sets of 4 Smee's voltaic batteries for showing quantity and intensity electrical effects. .. 55s.	13	15	0
,, ,,	Five single Smee's batteries for electrotyping and electro magnetic effects. 12s.	3	0	0
,, 72.	Five apparatus for decomposing water by electro- lysis, with two tubular receivers for the gases liberated. 10s.	2	10	0
,, 73.	Five coiled wire machines for showing voltaic electric induction and giving shocks to the human frame. 18s.	4	10	0

Carried forward,.. £604 10 0

		£ S. D.
	Brought forward,..	£604 10 0
No. 74.	Five apparatus to show Arsted's elementary fact in } electro magnetism. 10s. } ,, 75. Five Ampere's revolving voltaic battery arrange- } ment, mounted with horse shoe magnet. .. 10s. } ,, 76. Five Ritchie's revolving soft iron magnet between } the poles of a horse shoe steel magnet. .. 10s. } ,, 77. Five magnetic galvanometers for estimating feeble } electric currents. .. 12s. } ,, 78. Five apparatus to exhibit in all cases the relative } position of a magnet with regard to an electric } current. 3s. 6d. } ,, 79. Five De la Rive's floating voltaic batteries, with } connecting wire coiled in a ring to show the } magnetic polarity of the electric current. .. 3s. 6d. } ,, 80. Five soft iron horse shoe bars, surrounded by coils } of copper wire to illustrate the magnetic powers } acquired by the iron when an electric current } pervades the wire. 10s. } 2 10 0 2 10 0 2 10 0 3 0 0 0 17 6 0 17 6 2 10 0	2 10 0 2 10 0 2 10 0 3 0 0 0 17 6 0 17 6 2 10 0

Magnetical.

,, 81.	Five magnetic needles, supported on a brass stand, } to illustrate magnetic directive force. .. 5s. 6d. } ,, 82.	Five magnetic needles, on brass stands, with vertical } motion for showing the dip or inclination. 8s. 6d. } ,, 83.	Five sets of two pairs straight bar magnets for } experiments, with induction, &c. .. 15s. } ,, 84.	Five horse shoe compound magnets, with soft iron } armatures for showing the great attractive power } of this form of magnet. 18s. } ,, 85.	Five assortments of soft iron balls, spinners, fishes, } for experiments, with magnetic conduction. 10s. } ,, 86.	Five brass pocket compasses, with pull-off tops and } lever stops. 5s. 6d. } ,, 87.	Five brass pocket compasses, with pull-off tops, } lever stops, and nautical cards. .. 8s. 6d. } 2 10 0 2 2 6 3 15 0 4 10 0 2 10 0 1 7 6 2 2 6 2 10 0	1 7 6 2 2 6 3 15 0 4 10 0 2 10 0 1 7 6 2 2 6
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Carried forward,.. £627 0 0

	£	s.	d.
Brought forward,..	£627	0	0
Discount 20 per cent..	£125	8	0
			<hr/>
	£501	12	0
To 1 painted sectional model made all in metal to illustrate Boulton and Watt's double acting condensing engine. The steam valves open and close at their relative times.		16	16 0
To Cash paid for 11 stout deal cases and 6 tin cases materials and men's time packing the whole of the instruments,		28	15 0
To Cash paid for Cartage,		1	11 0
To Messrs. Wimble and Allport's account for freight, insurance, duty, &c.		20	15 3
			<hr/>
	£569	9	3
			<hr/>

APPENDIX C.

REVISED AND AMENDED RULES AND REGULATIONS FOR THE MEDICAL COLLEGE.

STIPENDIARY STUDENTS.

SECTION I.

1. In conformity with the provisions of General Order dated 28th January 1835, the number of students admitted on the foundation shall be limited to fifty, except in the cases provided for in Section 5, on Robertson Scholarships.
2. All such students shall receive a monthly stipend of Co.'s Rupees eight, during the period allowed for completing their studies, and obtaining the certificate of qualification.
3. Stipendiary students voluntarily leaving the College before presenting themselves for final examination, will be required to refund the total amount received by them, from the date of their registration up to the period of their resignation.
4. The stipend shall be drawn in a monthly contingent bill by the College Treasurer, and paid regularly to the student ; subject only to the stoppages specified in Section 4, regarding fines for irregularity of attendance and absence without leave.
5. No one shall be admitted as a stipendiary student under the full age of sixteen years, or above that of twenty—on any account whatever.
6. Every applicant for admission shall bring a letter of recommendation from some respectable person, certifying that he is of good character and worthy of admission to the privilege of studying medicine.
7. At the termination of each annual examination for the certificate of qualification, a general examination shall be held in the College, of all candidates who may be deemed eligible to compete for the existing vacancies in the stipendiary class. The Secretary to the College shall post up in the Theatre, and otherwise make known to all whom it

may concern, through the medium of the Government, Bengali and Urdu Gazettes, a notice of such examination, at least one fortnight prior to its occurrence.

8. The candidates must present themselves before the Secretary to the College three days prior to the day of examination, with a view to their being identified as the persons really desiring admission.

9. All candidates will be expected to possess a thorough knowledge of English, so as to be able to read, write, and enunciate it with fluency and facility. They must be able to analyze a passage in Milton's *Paradise Lost*, Robertson's *Histories*, or works of a similar classical standard—be acquainted with the elements of Arithmetic, Algebra, Geometry, and Natural Philosophy,—and bring certificates from the Head Masters of the schools in which they have studied, expressly stating that they possess the information required, and are capable of undergoing the ordeal proposed. The preference, in selection, will always be given to those who possess the greatest amount of information in the abovementioned branches of education.

10. On his admission to the College, each student shall be furnished with a ticket by the Secretary, specifying his name and date of appointment.

11. Every student shall at the termination of each session, undergo an examination by the College Council, with a view to ascertain the progress made during the past year, and in case he should have been idle and appear to the examiners unlikely to turn out well, that his name may be struck out of the list of stipendiary students, and his place filled up at the ensuing examination of candidates for admission.

12. Every student shall on all occasions conduct himself with propriety and decorum; attend to and obey all orders which may be issued by the Council of Education and College Council; be regular in his attendance at roll call, and those lectures which he will be directed to attend.

Any infraction of the above rules will be reported to the Council of Education for such punishment as that body may deem necessary, and in cases of contumacy or persistency in malpractices, for expulsion from the College.

13. The period during which stipends shall be allowed to students, to enable them to go through the course of study required to obtain the certificate of qualification, is fixed at five years, after which time the name of any student who shall have failed to pass shall be struck off the rolls.

14. No student shall be permitted to present himself for final examination, until he shall have completed five sessions of study in the

College,—when he will be required to produce certificates of attendance upon all the courses of lecture, specified in Section 8 ; and likewise of having, during that period, performed the duties of clinical clerk and dresser, for not less than eighteen months, collectively.

15. Every student at the termination of each course of lectures, shall be furnished with a certificate, signed by the Professor, countersigned by the Secretary to the College, numbered and registered, specifying his attendance upon the course, according to the following form :

* MEDICAL COLLEGE OF BENGAL.			
No.	Entered	of	18
<i>I hereby Certify that</i>			
<i>of</i>			
<i>attended my Lectures on</i>			
<i>delivered at this College, from</i>			
to	18	comprising	18
<i>lectures</i>			
<i>Secretary.</i>			<i>Professor.</i>

16. No student shall be allowed to pass his final examination, without producing these certificates for the information of the examiners and assessors.

17. The annual examinations shall commence on the 15th of March, and continue until the 15th of April of each year ; the general examinations being conducted by the College Council, on days alternating with those of the final examination, which will be conducted by the examiners and assessors appointed by Government.

18. The vacation shall commence on the 15th of April of each year, and continue until the 15th of June, the whole of the College, with the exception of the Hospital and Out-door Dispensary, being closed during that period.

19. Every student on leaving the College and passing the required examination, shall be presented with a diploma, engrossed on parchment, in English, Persian, and Bengalee, of which the following is the form and wording in English. It shall be signed by the Examiners, Assessors, Professors of the College, President of the Council of Education, and Secretary to Government.

* MEDICAL COLLEGE OF BENGAL

INSTITUTED

IN THE YEAR OF THE CHRISTIAN ERA,

1835,

CORRESPONDING TO THE BENGAL ERA,

1242.

We, the undersigned, having fully and carefully examined _____ of _____, in March 184—, do hereby certify that he possesses an intimate knowledge of Anatomy, Physiology, Chemistry, Materia Medica, Practical Pharmacy and Botany; and that he is sufficiently versed in the principles and practice of Medicine, Surgery, and Midwifery, to qualify him for holding public medical employment, or for commencing independent practice. We have further received satisfactory proofs of his diligence and good conduct, during his education at the Medical College of Bengal.

* *

20. Every student to whom the above diploma shall have been granted, shall be styled "GRADUATE IN MEDICINE AND SURGERY OF THE MEDICAL COLLEGE OF BENGAL."

—
FREE STUDENTS.—
SECTION II.

1. The number of students wishing to obtain a complete medical education at their own expense, shall be unlimited.
2. No person shall be considered eligible to study as a free student, until he has been subjected to the examination prescribed in para. 8, Section 1, for foundation pupils, and his capacity for studying with any prospect of ultimate success, fully ascertained by the examiners.
3. The free students shall be subject to the same rules and regulations as the other pupils of the College, in all matters of discipline.
4. With regard to regularity of attendance—as this cannot be enforced by means of fines, any free students who may be absent without sufficient cause, more than twenty-four times during each session of ten months, shall be deprived of the privilege of contending for the prizes and other rewards bestowed at the end of the session.

5. Diplomas and certificates of qualification bestowed on the free students, shall be the same as those granted to Stipendiary pupils, at the annual examination.

6. The leave of absence on private affairs, or unavoidable detention from College by sickness and other causes of a like nature, shall be subject to the rules laid down in Section 3.

ATTENDANCE.

SECTION III.

1. With a view to ascertain the presence of the students, each Professor shall, at every lecture, call over the roll of those bound to attend his class, in accordance with the regulations contained in Section 8, of these rules. These rolls shall be forwarded to the Secretary's office at the end of every month, for the purpose of being recorded, and submitted to the Council of Education.

2. Any student found to be absent, from whatever cause, shall be fined by the College Council, the sums specified in the next section of rules, ordered by Government and the Council of Education, to be adopted in all their Institutions.

3. Two gold circlets of merit having been granted annually, shall be bestowed upon the two students who, in addition to other qualifications, shall have been most regular in their attendance, as ascertained by the monthly list of attendance, compiled from the Professors' roll call.

4. In the case of any student living at a great distance from the College, who may be unable to present himself at the exact time for calling the roll, or if he can account satisfactorily for his detention beyond the regulated time, on application and explanation to the Secretary, his name shall be entered as present, on a list kept for the purpose, which list shall be consulted in making out the monthly register of attendance.

5. The monthly register shall be prepared and given to the Secretary to the Council of Education, on the last Saturday of each month, at the meeting held in the Medical College. It shall be accompanied by a column of remarks, accounting for or explaining any thing requiring notice in the register.

6. All students reporting themselves sick, if living within reasonable distance, shall be entitled to attendance from one of the Sub-assistant Surgeons attached to the College, who will be furnished with a palanquin to enable him to perform this duty, and who shall report the nature of the disease, its duration, &c. to the Secretary. No student's name is to be returned in the sick report, unless accompanied by such

certificate. This duty to be performed in rotation for the space of one week, by the Sub-assistant Surgeons employed as teachers in the College, or in charge of the Out-door Dispensary and Female Hospital.

7. In the event of a Hindoo student requiring leave of absence for any of the observances enjoined by his religion, such leave is only to be granted on the presentation of a certificate from the Native Demonstrator, stating its necessity, and the period which should be allowed — subject however, to the deduction of pay, specified in the next section.

8. The native holidays to be granted to the students are to be the same as those allowed in the Hindoo College and Mudrussa respectively. The Christian holidays to be given, are Good Friday, Christmas-day, New-year's day and Her Majesty's Birth-day. The College shall be closed every Sunday, except for hospital attendance.

RULES

For leave of absence and travelling and acting allowances to Principals, Professors, Masters, &c. of the Government Colleges and Schools, passed by the Deputy Governor of Bengal, on the 28th February, 1844.

SECTION IV.

1. The Council of Education may grant leave of absence without deduction from salary, during the authorized vacations, and it shall not be necessary to report the same to Government.

2. In addition to the above, the Council of Education will on good cause being shewn for the indulgence, grant leave of absence on private affairs for not more than three months, but no salary will be drawn for the period of such absence.

3. The Council of Education will grant leave of absence on medical certificate, for one year to any place within the limits of the East India Company's Charter, one half of the absentee's salary being deducted for the first six months, and the whole for the remainder.

4. No leave will be granted under Rule 3, until after the lapse of three years from the expiry of previous leave under that Rule.

5. If the period of leave granted under Rule 3 be less than one year, the Council of Education will extend the same to the full period allowed by the rule, on the production of a medical certificate, shewing the necessity for such extension.

6. Absence without leave, will subject the absentee to loss of appointment.

7. No person appointed to a situation in the Education Department, shall draw the salary of his appointment for any period prior to the date of his joining it.

8. A person holding a situation at one station in the Education Department, appointed to one of equal or higher value at another, will draw the salary of his former situation from the date on which he may relinquish it, until the date of his joining his new appointment, provided he does not exceed the time allowed for joining, prescribed by the following rule, in which case no salary will be passed to him for such period in excess.

9. The time allowed for joining an appointment is to be calculated at the rate of ten miles a day, (Sundays excepted) together with a week to prepare for the journey.

10. A person officiating temporarily in any situation, on the occurrence of a vacancy or during the absence of the real incumbent will, if he hold no other appointment, draw one-half the salary of such situation; and if he hold any other situation of less value, he will receive half the fixed salary of his own appointment, together with half the fixed salary of that in which he officiates.

11. The 1st, 2nd, 3rd, 4th, 5th, 6th and 7th of these rules shall be considered applicable to the holders of Senior and Junior Scholarships, and to the stipendiary students of the Medical College.

ROBERTSON SCHOLARSHIPS.

SECTION V.

1. A suitable residence having been provided at the College for the Secretary, to enable him to discharge such of his duties as can only be performed by his presence on the spot, he shall be required to reside on the premises.

2. In order to carry out fully the views entertained and recommended on the subject of up-country students, residences within the College compound shall be found for those pupils who may be sent from the Upper Provinces, to prosecute their studies at the Medical College. During this period and the probationary time they may be required to attend at the Hindoo or any other College or School deemed advisable, they shall be placed under the immediate charge and control of the Secretary to the Medical College.

3. The payment of their stipends or scholarships, the regulation of

their personal comforts, their keeping proper hours, and leaving the College at such times as may be requisite for the prosecution of their studies elsewhere ; together with other minor matters of a like nature, shall be entrusted to the same officer, subject to the orders of the Council of Education.

4. No boy shall on any account be admitted as a student of the College, under the age of 16, or above that of 20 years of age ; and any candidates for admission from the Upper Provinces, who may not be found qualified at the expiration of such probationary period, as will bring them beyond the prescribed age, shall be rejected altogether, and returned to the places from which they came. Likewise their Scholarship allowances shall cease, at and from such time as they may be found disqualified for admission to the Medical College.

5. The stipends of all students who may obtain Robertson Scholarships, with a view to study the medical profession in Calcutta, should be fixed at ten rupees per month, tenable for four years ; in addition to which, they shall receive the usual College allowance, when admitted as stipendiary students, viz. eight Rupees per mensem.

6. They shall be subject to the same fines and penalties for absence and non-attendance at Lecture, as are enforced in the cases of all the other stipendiary students of the College, according to the provisions of Section 4.

7. With a view to ascertain the respective attainments in general literature and English, of the various candidates in the different Colleges of the N. W. Provinces, they shall be examined by the authorities of their own College, according to the standard fixed in para. 8, Section 1st, of these Regulations, and the result reported for the decision of the Council of Education, with a descriptive roll of the age, caste, parentage, general character, and attainments of the several candidates.

8. The probationary period of study in Calcutta, of those who may be selected by the Council of Education, shall not be extended beyond two years. If within that time they be found duly qualified, they shall be admitted to the College, as vacancies may occur, or at the expiration of the above period, whether or not there be any vacancy. In such event they shall be permitted to draw their original stipends of 10 Rs. per mensem for the full period of four years from its first grant, but if found disqualified at the end of the two years, they shall be struck off the list of candidates, and their stipends cease from that date.

9. All students shall be sent down within six months of their election and if possible in charge of some competent person who shall take care of them, until they are placed under that of the Secretary to the Medical College.

CEYLON STUDENTS.

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SECTION VI.

1. The students from Ceylon shall reside in a building designed for the purpose, situated within the College compound, and be amenable to the general discipline of the Institution.
2. They shall on no account, without special leave, be absent from the College after evening gun-fire, when their presence shall be ascertained by a roll to be called by the Apothecary or Staff Sergeant.
3. They shall be formed into a mess, to which every Ceylon student shall belong, and which shall be superintended, and occasionally visited, by the Secretary to the Institution.
4. Their mess accounts, servants' wages, &c., shall be paid from the Secretary's Office, and not on any account be permitted to exceed the Government allowance.
5. The students shall at all times appear properly dressed at meals and lecture, be quiet and orderly in their demeanour, and obey all orders which they may receive from the College Council, and Council of Education.
6. Their attendance at roll call and on lectures, their performance of the duties of clinical clerk and dresser, with all other college duties, shall be subject to the same rules and regulations, as for other students.
7. No friends of the pupils shall be allowed within the College Compound after 9 P. M., nor shall noise of any description be permitted at any time, which is improper and likely to disturb the patients in the Hospital, and other persons residing within the College Compound.
8. Any visitors found guilty of creating disturbances shall at once be expelled from the compound and not admitted again, and any pupil convicted of introducing persons of bad character and conduct, shall be reported to the Council of Education for such punishment as may be deemed deserved, for a practice which is so prejudicial to good order and discipline.
9. No person shall be allowed to sit about the door of the house, or on the roads of the compound.
10. No parties of any kind shall be allowed, without special permission being obtained, and the names and residences of all the guests being furnished to the Secretary, as well as the names of the persons inviting them, as a guarantee for their propriety of conduct, and to ensure their punishment in case of infringement of the rules of the College.

11. The Secretary to the College is armed with full power to enforce these regulations—and the House Surgeon and Staff Sergeant are ordered to report to him any breach of the rules, and at once to carry into effect any instructions he may find it necessary to issue in consequence.

12. Unless prevented by sickness, or hospital duties, they shall all attend divine service, at least once every Sunday; and in every other respect they shall be on the same footing as the free and stipendiary students of the College.

MILITARY CLASS.

SECTION VII.

I. The Military Class attached to the Medical College shall consist of one hundred students, on the pay of five rupees per month.

II. In all other respects the school shall be constituted in accordance with the provisions detailed in

General Orders by the Right Honorable the President in Council, dated Fort William, 12th August, 1839.—Government having resolved in the General Department to sanction the formation of a Secondary School in connection with the Medical College of Calcutta, for the instruction of Native Doctors for the military and civil branches of the Service, the following rules relating to admission to the school and to the terms of service which have been established by the Honorable the President in Council, are published for general information, and will take effect from the 1st of October 1839 :

1. The school will be thrown open for the admission of any persons desirous of acquiring medical knowledge, as well as for the instruction of those who enter the Institution, under the engagements and terms of service hereinafter specified.

2. To the first of these classes of persons the subjoined rules do not apply, it being understood that such persons resort to the Institution, in order to qualify themselves for eventually undertaking private practice in the medical profession.

3. The qualifications required of these students at the time of admission are, that they shall be able to read and write the Hindoo-stanee language in the Devanagree or Persian character, their capability being certified by any Interpreter to a native regiment, and further ascertained by examination before the examiners of the College of Fort William : on receipt of the reports of the examiners, the Council of the

Medical College will select such as possess the certificates, restricting admission to the number of students above specified.

4. Hindoos and Mahomedans are equally admissible when duly qualified, on the sole condition that they be of respectable character; where qualifications are equal, a preference will be shewn to the sons or near relatives of native officers, and other respectable persons in the service of Government: candidates from the province of Assam and Arracan will be specially considered.

5. The students are to be regularly enlisted as soldiers, and to be subject to the articles of war for the government of the native army.

6. Students are admissible into the Institution at from 16 to 20 years of age; and upon their admission they are to enter into an engagement to serve the Government as Native Doctors, as vacancies may occur for a period of not less than seven years, from the time of their leaving the Institution in that capacity, unless prevented serving that period by physical inability, proved before a Medical Committee, and certified accordingly. After a service of seven years they may demand their discharge in time of peace.

7. From the date of admission into the Institution the students will receive diet money at the public charge, at the rate of (5) five Co.'s Rupees each per mensem, to be continued to them during the period of their abode at the Institution, and to be drawn in monthly abstract by the Secretary to the Medical College.

8. It will at all times be in the power of the Council of the Medical College to discharge any individual student, on being satisfied that from dullness, idleness, negligence or misconduct, he is not likely to profit by the instruction given at the Institution, or to become properly qualified for the exercise of the duties for which he is designed.

9. The students will be required before they obtain admission into the service as Native Doctors, to pass an examination before the Professors of the Medical College; upon whose report of their qualification for the public service, made through the College Council to the Medical Board, the students will be appointed to the situation of Native Doctors on the occurrence of vacancies, in the same manner as Native Doctors have hitherto been appointed.

10. The pay of Native Doctors on appointment to the service is fixed at (20) twenty Co.'s Rupees a month, in garrison or at a civil station, and (25) twenty-five Co.'s Rupees a month in the field; of which sums (5) five Rupees are to be considered as batto, and deducted when on leave of absence from corps or stations.

11. Although the engagement of Native Doctors to serve in that

capacity does not extend beyond seven years, yet in the event of such individual continuing to serve, his allowances will after seven years be advanced to (25) twenty-five Co.'s Rupees in garrison or at a civil station, and (30) thirty Rupees in the field, provided the Medical Officer under whom such Native Doctor may be serving at the time, grant a certificate that the general character and professional conduct of the individual deserve this indulgence. The certificate to be countersigned by the Superintending Surgeon of the Division or Circle.

12. Pensions will be granted to Native Doctors at the following rates and under the conditions of service therein specified. A Native Doctor who from wounds or injuries received on service shall become no longer fit to serve, will be entitled at any period less than fifteen years to an invalid pension of twelve rupees per mensem ; after fifteen years to one-half of his field pay if in the military, and of his garrison pay if in the civil branch of the service ; after twenty-two years to the whole of his pay, provided that in every case the inability of a Native Doctor to serve is occasioned by wounds or injuries so received be duly certified by the usual Medical Committee for Invaliding.

13. A Native Doctor, if invalidated under ordinary circumstances of inability to perform his duties, will be entitled at the expiration of fifteen years to a pensionary provision of ten rupees per month, and after twenty-two years to one-half of his field pay, agreeably to the branch of the service in which he is employed.

14. Native Doctors attached to Civil Stations are liable to serve with the Army when so directed in General Orders, and the same advantage in every respect will thereupon be extended to them when thus serving, as to Native Doctors attached to Corps.

The foregoing rules are applicable only to those Native Doctors, who may be educated at the Secondary School of the Calcutta Medical College.

III. The general management and supervision of the internal economy of the School shall be entrusted to the Staff Sergeant employed for the purpose, who shall call the roll at 9 A. M. and 9 P. M., daily inspect the quarters to see that they are kept in a proper state, and immediately report all irregularities, breaches of discipline or cases of illness to the Secretary, under whose immediate orders he is placed. To assist him in his duties, four of the senior and best conducted students shall be appointed Naicks, each to take charge of a division of the School and maintain order and discipline in it.

IV. The period during which every student will be expected to qualify himself for the public service is four years, but if any should be previously found fit to be transferred to the subordinate Medical Department, it shall

at all times be in the power of the College Council to recommend them for that purpose.

V. Every student absent without leave shall be fined by the College Council a sum of two annas and six pie for each such absence, unless he can satisfactorily account for the same, and no student is to be reported sick unless he can produce a properly authenticated certificate of the same.

VI. At the termination of every academic session, an examination of all the students in the Military Class shall be held by the College Council. Those who may be found to have been idle, inattentive, and to have made no progress, to be expelled, and the best student of each year's standing to be rewarded with a small prize and a badge of merit.

VII. The final examination for admission to the service shall be conducted by the College Council, in Hindustani, each Professor examining in his own department. The native teachers shall be present during such examinations, if necessary, to interpret in cases of difficulty or misapprehension.

VIII. All qualified students shall be reported without delay to the Council of Education, and shall be immediately made over to the Medical Board, through the Secretary to Government in the Military Department, in accordance with the orders of Government upon the subject, in letter No. 309, dated 20th January, 1843, from the Officiating Secretary to the Government of India, Military Department, quoted in

the margin for readier reference.

IX. Every passed Native Doctor shall be furnished with a diploma according to the form sanctioned by the Council of Education, engrossed on parchment, written in three languages, English, Persian and Urdu, and sealed with the College seal, as follows :

Diploma of Military Students.

MEDICAL COLLEGE OF BENGAL,

INSTITUTED IN THE YEAR OF THE CHRISTIAN ERA 1835; CORRESPONDING TO THE BENGAL ERA, 1242.

We, the undersigned, having fully and carefully examined of in the month of 184 do hereby certify that he is sufficiently versed in the principles and practice of Medicine and Surgery, to qualify him for holding public employment as Native Doctor. We have further received satisfactory proof of his diligence and good conduct during his education at the Medical College of Bengal.

शब्द १८४ मास दिने हमसब अनेक प्रकार पढ़ीका ले कर को प्रशंशा पत्र देते हैं कि वह इंद्रेजी शाशीर विद्या और ब्रह्मगुण और चिकित्सा शास्त्र और अस्त्र चिकित्सा भली जानते हैं और राजसम्बन्धि चिकित्साके काममें नियुक्त होके ईसकार्यके निवाहनेको योग्यता रखते हैं और हमसब उनका सुख भाव और परिश्रम बंगाला देशके राजकीय चिकित्सा विद्या पाठशालामें विद्यारम्भके समयसे अवतल्क देखके प्रसन्न ज्येहैं।

میان تاریخ ماه سنہ ۸۴ع بحزم و هوشیاری تمام و جد و جهد ملاکلام متھان حکیم ساکن گرفته گواہی میلہ ہیم و شہادت بادا میرہانم کہ حکیم موصوف در فن طب ابتد و جراہی مهارت تام و استعداد تام مید ارند و برائی عہلہ نیتو ڈاکٹری یعنی طبیبی دار الشفای متعلقة کمپنی بھادر بسالایق والیق ہستفل و از هنگام تحصیم علم طب در مل رہہ طبی بنگالہ یعنی میل یکل کالج باوصاف حمیدہ و خصال پسندیدہ متھلی بودہ بلذاغہ درس گرفته اند بنابر این چند کلمہ بطریق وثیقة نوشته دادہ بذیل هزا دستخط خودہا نمودم فقط*

X. In the event of any student being expelled for ignorance, misconduct or any other cause, the Secretary to the College shall write to his father, or nearest surviving relation or guardian, to inform him or her of the same.

XI. The notification for the examination to fill up vacancies shall be published in the *Government Gazette* by the Secretary to the College, at least three months prior to its occurrence, to enable candidates from a distance to appear. This examination shall be held once every year, at the conclusion of the annual examination.

XII. A list of absentees and sick shall be submitted to the Council of Education at their monthly meeting, with such explanations in the column of remarks as may be deemed necessary.

XIII. The school shall be placed under the control and superintendence of Pundit Mudoosooden Goopto, subject to the orders of the College Council and the supervision of the Professor, appointed to be the visitor for the month.

XIV. The members of the College Council shall in turn undertake the duties of monthly visitor of the Military Class, and shall report the state of the classes, progress of the pupils, regularity of attendance of the Masters and Staff Sergeant, with such matters deserving of notice as may come under his observation. This report to be regularly forwarded to the Council of Education with other College returns, every month, for their information and orders.

XV. The Masters of the school and Staff Sergeant shall be in daily attendance from 10 A. M. until 4 P. M., and a special return of their attendance, signed by the Superintendent, shall be forwarded by the Visitor to the Council of Education.

XVI. The subject of Anatomy and Surgery shall be taught by the Superintendent, and Practice of Medicine with *Materia Medica* by Baboo Sibchunder Kurmokar, a lecture on each subject to be given every alternate day, with one or more hours of examination daily in all their studies.

XVII. A certain number of the senior students shall during each dissection season, under the instruction of the Superintendent, themselves dissect and become practically acquainted with the anatomy of the human body. The anatomical demonstrations to the class, shall as often as possible be from dissected subjects, as in the English class of the Medical College.

XVIII. A course of lectures in Military Surgery will be likewise given during each Session by Professor Allan Webb.

XIX. The Staff Sergeant shall form an English class for the instruc-

tion of such of the pupils as may be willing to become acquainted with the characters of that language, to a sufficient extent to enable them to read prescriptions and the instructions given by Medical Officers, for the administration of medicines during their absence. The most proficient pupil in this department shall, at the annual general examination, receive a prize for the same. The instructions of this class shall be carried on at such hours, as shall not interfere with the other studies of the Students.

XX. Every student shall in rotation perform the duties of assistant, in the male and female hospitals, as well as in the out-door dispensary, and no pupil shall be recommended for admission to the public service, who cannot produce certificates from the proper Officers, of having been regular and attentive in those capacities, for *at least* twelve months during their period of study in the College.

XXI. Every student shall compound medicines in the College Dispensary for a period of not less than six months, shall receive during that time practical instructions in Pharmacy from the House Surgeon in Hindustanee, and shall not be permitted to pass his final examination, unless furnished with a certificate of regular and diligent attendance, and of being able to discharge efficiently in a regimental or field Hospital, duties of the same nature.

XXII. The above regulations shall be translated into Urdu and read over to the assembled class, as often as may be deemed necessary.

XXIII. Every student on admission to the school, shall provide himself, at his own expense, with a suitable dress, uniform with that worn by the students generally, and approved by the College authorities.

XXIV. In all other matters not specified in these rules, they shall be amenable to military discipline, and no person shall be admitted to the school, who is physically unfit for the duties of a soldier.

LECTURES.

SECTION VIII.

1. No lectures are to be delivered at such hours as will interfere with the attendance of the students, on the practice of the various Hospitals.
2. Lectures to Junior and Senior Students may, for the sake of convenience, be given at the same hour in different theatres, but in no case is one lecture to interfere with another in a different department.
3. The Junior Students will be required to attend the classes of

Anatomy and Physiology, Demonstrations and Dissections, Chemistry and Practical Pharmacy.

4. The senior students will be required to dissect during the whole period of their study, to attend the courses of Anatomy and Physiology for one year, in addition to their attendance as junior pupils, and also to attend the classes of Medicine, Surgery, Midwifery, Botany, Materia Medica, Medical Jurisprudence, and the practice of the various Hospitals.

5. All pupils shall be regarded as Junior Students during the first two years of their study, and subsequently as Senior Students.

ANATOMY AND PHYSIOLOGY.

SECTION IX.

1. All the students shall attend the anatomical lectures and demonstrations, for the first three years of their studies.

2. They shall all dissect during the whole period of their stay in the College.

3. The junior students, viz. those of the first and second years, shall attend the classes of the Native Demonstrator for anatomical instruction.

4. The dissecting season shall continue from November to March inclusive.

5. The students of Practical Anatomy shall be divided into classes of five each, under the guidance of a monitor. The monitors shall be senior students, selected for that purpose by the Professor or Demonstrator. It will be their duty to instruct and assist the students in their class and to notice and report their attendance and general conduct.

6. The classes shall be supplied with bodies in turn, according to a list kept for the purpose.

7. The dissecting room shall be under the immediate superintendence of the Demonstrator, aided by the native Demonstrator, and subject to the control of the Anatomical Professor.

8. The establishment attached to the dissecting room shall consist of two ordinary domes in constant pay, and four extra domes employed during the dissecting season, one cutler, one bheeestie, and one durwan.

9. The materials required for the use of the dissecting room shall be obtained by indent, countersigned by the Demonstrator or Professor, and transmitted to the proper authorities by the Secretary.

10. Every dissecting student shall deposit a sum of two rupees in

the office of the College, to make good any loss or destruction, to which the instruments may be subjected, independent of fair wear and tear.

11. The number of cases allowed for the dissecting class shall be in the ratio of one case for every two students, the department being furnished in addition with three cases for the teachers, second-hand capital cases for exhibiting all operations on the dead subject, a post mortem case, and such a number of spare saws, injecting syringes, &c. as may be required; the same to be specified to the Council of Education, at the commencement of each dissecting season.

12. The course shall consist of not less than 120 lectures, which shall be given on Tuesdays, Thursdays, and Saturdays from 11-12, and in the cold season an additional lecture shall be given every Monday at 11 A. M.

13. The following is a programme of the subjects that will comprise the course:—

GENERAL INTRODUCTION.

Organism and life of animals.—Man, his characteristics, and place in the animal kingdom.—General description of the human body:—Division into solids and fluids.—Of the tissues:—cellular, muscular, nervous.—Varieties—structure—developement—growth—decay—and functions of the tissues.—Their pathological and surgical anatomy.

Osseous System.—Structure—composition—developement—absorption—reunion—and reproduction of *Bone*.—The *Skeleton*—divisions—number—names—description and uses of the Bones.—Pathological and Surgical Anatomy of the Osseous System.

Articulations.—Description and mechanism of the Joints—Cartilage—Synovial membrane—Ligaments—Burse Mucosœ.—Use—varieties—motions—and peculiarities of the Articulations.—Pathological and Surgical Anatomy of the Joints.

Muscles.—General Anatomy of the Muscles.—Structure and composition of Muscles.—Muscular fibre—contractility—Arrangement and Structure—Description—Names and functions of the muscles—Wounds and reunion of Muscles. Their Pathological and Surgical Anatomy.

Fasciœ.—General Anatomy of the Fasciœ—Divisions. Description—Pathological and Surgical Anatomy of the fasciœ.

Circulation of the Blood and Organs of Circulation.—General Anatomy of the Heart—Arteries—Veins—Lungs and Pulmonary vessels—The structure—origin—names—description—course—anastomoses—and termination of Arteries—Contractility, and motion of Arteries: Arterial pulse.—Capillaries: structure, distribution—arrangement and motion of

the blood in the capillaries—Structure—origin—description, &c. of the Veins—movement of the blood in the veins.—Injection of air and other fluids into the veins.—Pathological and surgical anatomy of the organs of circulation.

Absorbents.—General Anatomy—Structure—forms—distribution.—Absorbent Glands:—Lymphatic and mesenteric glands.—Vasa Lymphatica.—Vasa Lactea.—Thoracic Duct.—Functions of the absorbents.—Pathological and Surgical Anatomy.

Nervous System.—General Anatomy—chemical composition—development and structure of the organs of the nervous system.—Brain and its membranes.—Spinal cord.—Cranial and Spinal nerves.—Sympathetic system.—Distribution, names, &c. of the nerves.—Functions of the organs of the nervous system.—Pathological and Surgical Anatomy.

Sensation and organs of Senses.—*Nose.*—Description—general anatomy of the nose.—Sense of smell—Pathological and Surgical Anatomy.—*Eye.*—Description and Anatomy of the Eye.—Theory of vision—Pathological and Surgical Anatomy.—*Ear.*—Anatomy of the Ear.—Natural laws of sound.—Pathological and Surgical Anatomy of the Ear.—*Tongue, Palate, and Fauces.*—Description and Anatomy of the organs of *taste*.—Theory of the production of taste.—Pathological and Surgical Anatomy of the organs of taste.—*Skin and its appendages.*—Seat of the sense of *touch*.—Description and Anatomy of the organs of touch—their functions—Pathological and Surgical Anatomy.

Viscera: Thoracic.—General and Descriptive Anatomy of the Thorax.—Organs of respiration and voice.—*Larynx Trachea.*—*Bronchi.*—*Pleura.*—*Lungs.*—Functions of the organs of respiration.—Pathological and Surgical anatomy of the Thoracic viscera.

Abdominal and Pelvic Viscera and Alimentary canal.—General Anatomy of the Abdomen and Pelvis.—Description, structure, composition, &c., of the Peritoneum—Alimentary canal, lips, cheeks, gums, teeth, palate, tonsils, fauces, salivary glands, pharynx, œsophagus, stomach, intestines, mucous membranes and glands, liver, gall bladder, pancreas, spleen, kidneys, bladder—Secreted fluids of the alimentary canal—*Saliva, gastric juice, gall, pancreatic juice, mucus, urine*—Physiology of the alimentary canal—Experiments on digestion—Pathological and Surgical Anatomy.

Generative organs and functions.—Male organs.—Female organs.—Generation.—Mammary glands and secretion of Milk—Pathological and Surgical Anatomy.

Fœtus.—Anatomy and Physiology of.

15. Examinations of the class shall be held from time to time during the course, by the Professor.

PRACTICAL ANATOMY AND DISSECTIONS.

SECTION X.

1. It shall be the duty of the Demonstrator of Anatomy to exercise a general superintendence over the dissecting department, in which he is to be assisted by the Native Demonstrator.

2. The Demonstrator shall deliver a course of demonstrations, from the 1st of November to the 15th of March, on Mondays, Wednesdays, and Fridays, at noon.

3. These demonstrations shall comprise all branches of practical anatomy, but with an especial reference to surgery.

4. During the summer months, the Demonstrator shall deliver his course of demonstrations on the bones, and hold a systematic course of examinations on all the branches of anatomy lectured upon during the preceding session.

5. The course of PRACTICAL ANATOMY given by the Demonstrator shall embrace the following divisions:—

1ST.—PASSIVE ORGANS OF LOCOMOTION.

THE BONES.

Form of the Bones.—Depression of Bone.—Structure and Texture of Bone.—General Physiology and Production of Bone.—Composition of Bone.—Reproduction of Bone.—Accidental Ossification.—Diseases of Bone.

THE BONES OF THE HEAD.

The Head.—Sutures.—Os Frontis.—Ossa Parietalia.—Os Occipitis.—Ossa Temporum.—Os Sphenoides.—Os Ethmoides.

Bones of the Face.—Ossa Nasi.—Ossa Lachrymalia.—Ossa Malarum.—Ossa Maxillaria Superiora.—Ossa Palati.—Os Vomer.—Ossa Turbinata Inferiora.—Os Maxillare Inferius.—Os Hyoides.

The Base of the Skull.

Important Cavities produced by the Bones of the Face.—The Orbita.—Lachrymal Fossæ.—The Nostrils.—The Mouth.—The Teeth.

THE BONES OF THE TRUNK.

First Division of the Trunk.—The Spine.—The Cervical Region.—The Dorsal or Thoracic Vertebræ.—The Lumbar Vertebræ.—The Spinal Column.

Second Division of the Trunk.—The Thorax.—The Sternum.—The Ribs.
Third Division of the Trunk.—The Pelvis.—The Sacrum.—The Os Coccygis.—The Ossa Innominata.—The Ossa Ischii.—The Ossa Pubis.

General Description of the Pelvis.—Parts formed by the Union of the Bones of the Pelvis.

THE BONES OF THE EXTREMITIES.

The Shoulder.—The Scapula.—The Os Humeri.

The Fore Arm.—The Radius.—The Ulna.

The Hand.—The Carpus.

The Cubital Row.—Os Scaphoides.—Os Lunare.—Os Cuneiforme.—Os Pisiforme.

The Digital Row.—Os Trapezium.—Os Trapezoides.—Os Magnum.—Os Unciforme.

The Metacarpal Bones.—Metacarpal Bone of the Fore Finger—of the Middle Finger—of the Ring Finger—of the Little Finger.

The Fingers.—The Superior or Metacarpal Phalanges.—The Middle Phalanges.—The Inferior Phalanges.

The Lower Extremities.—The Os Femoris. The Tibia.—The Patella.—The Fibula.

The Foot.—The Tarsus.—Astragalus.—Os Calcis.—Navicular or Scaphoid Bone.—Internal Cuneiform Bone.—Middle Cuneiform Bone.—External Cuneiform Bone.—Os Cuboides.—Metatarsal Bones.

The Toes.—The Phalanges.—Ossa Sessamoidea.

THE COMPOSITION OF JOINTS.

Parts entering into the Composition of Joints.—Cartilage.—Articular Cartilages.—Synovial Membrane,—Synovia.

LIGAMENTS.

Articular Ligaments.

FIBRO-CARTILAGINOUS TISSUE.

Organization of Fibro-Cartilage.

GENERAL ANATOMY OF ARTICULATIONS.

Arthrosis.—Synarthrosis.—Amphiarthrosis.

DESCRIPTIVE ANATOMY OF ARTICULATIONS.

Articulations of the Head and Spine—of the Lower Jaw.—Motions of the Lower Jaw.—Articulations of the Vertebral Column.—Articulations common to the Vertebræ—of the Bodiæ of the Vertebræ.—Connexion of the Arches of the Vertebræ.—Articulations of the Articular Processes—of the Head with the Vertebral Column.—Connexion of the Vertebra

Dentata with the Occiput.—Articulation of the Atlas with the Vetebra Dentata.—Motions of the Spine—peculiar to each Region—between particular Vertebræ.—Articulation of the Ribs with the Bodies of the Dorsal Vertebræ—of the tubercle of the Rib to the Transverse Process of the Vertebra.—Connexion of the Neck of the Ribs with the Articular and Transverse Processes.—Articulation of the Body of the Rib to its Cartilage—of the false Ribs—of the Bones of the Sternum—of the superior Extremity—of the Clavicle to the Sternum—of the Clavicle with the Scapula—of the Clavicle with the Acromion.—Junction between the Clavicle and the Coracoid Process of the Scapula.—Ligaments proper to the Scapula—Motions of the Clavicle.—Articulation of the Humerus with the Scapula.—Motions of the Humerus on the Scapula—Articulations of the Humerus with the Radius and Ulna.—Motions of the Elbow-Joint.—Radio-Ulnar Articulations.—Superior Radio-Ulnar Articulation.—Middle—Inferior.—Motions of the Radio-Ulnar Articulation.—Radio-Carpal Articulation.—Motions of the Wrist-Joint.—Articulations of the Bones of the Carpus with each other.—Articulation of the Pisiform Bone—of the two Rows of the Carpus with each other—of the Metacarpal Bone of the Thumb with the Os Trapezium—of the four last Metacarpal Bones with the Carpus—of the Bones of the Metacarpus with each other—of the Metacarpus with the Phalanges—of the Phalanges.—Motions of the Carpus—of the Metacarpus upon the Carpus—of the Phalanges on the Metacarpus.

ARTICULATION OF THE PELVIS AND LOWER EXTREMITIES.

Articulations of the Pelvis—of the Sacrum, and the Os Coccygis—Connexion of the Sacrum with the Ossa Innominata.—Articulation of the Pubes.—Motions of the Pelvis.—Articulation of the Femur with the Bones of the Pelvis.—Motions of the Hip-Joint.—Articulations of the Knee.—Motions of the Knee Joint.—Articulations of the Tibia and Fibula.—Upper Fibulo-Tibial Articulation—Middle—Inferior.—Articulation of the Astragalus with the Tibia and Fibula.—Motions of the Ankle-Joint.—Articulations of the Bones of the Tarsus.

THE SKELETON IN GENERAL.

Points of the Skeleton that may be recognized upon the living body.

2ND.—ACTIVE ORGANS OF LOCOMOTION.

THE MUSCLES.

MUSCLES OF THE VERTEBRAL COLUMN.

1. Anterior Vertebral Region.
2. Posterior Vertebral Region.
3. Lateral Vertebral Region.

MUSCLES OF THE CHEST.

1. Anterior Thoracic Region.
2. Lateral Thoracic Region.
3. Intercostal Region.
4. Region of the Diaphragm.
5. Vertebro-costal Region.
6. Posterior Thoracic Region.

MUSCLES OF THE HEAD.

A. Muscles of the Skull.

1. Epicranial Region.
2. Auricular Region.
3. Anterior Occipito-cervical Region.
4. Posterior Occipito-cervical Region.
5. Lateral Occipito-cervical Region.

B. Muscles of the Face.

1. Palpebral Region.
2. Ocular Region.
3. Nasal Region.
4. Superior Maxillary Region.
5. Inferior Maxillary Region.
6. Intermaxillary Region.
7. Pterygo-maxillary Region.
8. Temporo-maxillary Region.
9. Lingual Region.
10. Palatal Region.

MUSCLES OF THE NECK.

1. Anterior Cervical Region.
2. Superior Hyoid Region.
3. Inferior Hyoid Region.
4. Pharyngeal Region.
5. Posterior Cervical Region.
6. Lateral Cervical Region.

MUSCLES OF THE PELVIS.

1. Region of the Anus.
2. Genital Region.—*A. In Man. B. In Woman.*

MUSCLES OF THE ABDOMEN.

1. Abdominal Region.
2. Lumbar Region.

MUSCLES OF THE SUPERIOR EXTREMITIES.

A. Muscles of the Shoulder.

1. Posterior Scapular Region.
2. Anterior Scapular Region.
3. External Scapular Region.

B. Muscles of the Arm.

1. Anterior Brachial Region.
2. Posterior Brachial Region.

C. Muscles of the Fore-Arm.

1. Anterior and Superficial Anti-brachial Region.
2. Anterior and Deep Anti-brachial Region.
3. Posterior and Superficial Anti-brachial Region.
4. Posterior and Deep Anti-brachial Region.
5. Radial Region.

D. Muscles of the Hand.

1. External Palmar Region.
2. Internal Palmar Region.
3. Middle Palmer Region.

MUSCLES OF THE INFERIOR EXTREMITIES.*A. Muscles of the Haunch and Thigh.*

1. Gluteal Region.
2. Iliac Region.
3. Pelvi-trochanteric Region.
4. Anterior Crural Region.
5. Posterior Crural Region.
6. Internal Crural Region.
7. External Crural Region.

B. Muscles of the Leg.

1. Anterior Region of the Leg.
2. Posterior and Superficial Region of the Leg.
3. Posterior and Deep Region of the Leg.
4. Peroneal Region.

C. Muscles of the Foot.

1. Dorsal Region of the Foot.
2. Middle Plantar Region.
3. Internal Plantar Region.
4. External Plantar Region.
5. Interosseous Region.

D. Muscles in General.

Indications upon the living body.

3RD.—SURGICAL ANATOMY.**I. THE FASCIÆ.**

Fasciæ of the head and neck. Fasciæ of the trunk. Fasciæ of the upper extremity. Fasciæ of the lower extremity.

II. THE ARTERIES.**V. THE NERVES.****III. THE VEINS.****VI. THE ORGANS OF SENSE.****IV. THE LYMPHATICS.****VII. THE VISCERA.****VIII. BLOOD VESSELS IN GENERAL.**

How to find them on the living body.

IX. VISCERA IN GENERAL.

Their position determined upon the living body.

CHEMISTRY AND PRACTICAL PHARMACY.**SECTION XI.**

The course of Chemistry and Practical Pharmacy shall consist of at least 70 lectures, and embrace the following subjects :

Introductory Remarks.—Chemical Nomenclature—doctrine and uses of Chemical Equivalents.

Absolute gravity of bodies—weighing—measuring—Specific Gravity.

I. Inorganic Chemistry.

1.—Oxygen—manipulation of gases.

Hydrogen—water—water as a solvent, infusions, decoctions, extracts, expressed juices—binoxide of hydrogen.

Nitrogen—protoxide—deutoxide—hyponitrous—nitrous—and nitric acids—atmospheric air—atmosphere.

Sulphur—sulphurous—sulphuric—hyposulphurous—hyposulphuric acids—sulphuretted and bi-sulphuretted hydrogen.

Selenium—oxide—selenious, selenic acids.

Phosphorus,—oxide,—hypophosphorous, phosphorous, phosphoric acids—phosphuretted hydrogen—phosphuret of sulphur.

Carbon—oxide—carbonic acid—olefiant gas, light carburetted hydrogen,—safety lamp—alcohol, oil, and coal gases—lamps—nature of flame—cyanogen—bisulphuret of carbon.

Borax—boracic acid.

Silicon, silicic acid.

Chlorine—hydrochloric acid—chloridic theory—hypo-chlorous acid—euchlorine—chlorous, chloric, per-chloric acids—chloride of nitrogen—chlorides of different elementary bodies.

Iodine—hydriodic, iodic, periodic acids—iodide of nitrogen—iodides of different elementary bodies.

Bromine—hydrobromic, bromic acids—different bromides.

Fluorine—hydrofluoric, fluosilicic, fluoboric acids.

Ammonia—salts of—amidogen and ammonium hypotheses.

2.—Potassium, sodium, lithium, barium, strontium, calcium, magnesium, aluminum, glucinum, &c. and their oxides, salts, and combinations with other elementary bodies.

3.—Iron, lead, copper, zinc, tin, antimony, bismuth, nickel, arsenic, manganese, chromium, cobalt, cadmium, &c. Mercury, silver, gold, platinum, palladium, &c. their oxides, salts, alloys, and other compounds with elementary bodies.

4.—Simple methods of detecting the presence of any one of these elementary bodies usually met with, and identifying it.

II. 1.—Heat as a chemical agent—diffusion of caloric, conduction, radiation—expansion, measurement of temperature—liquefaction—crystallization, crystals—vaporisation—latent heat, frigorific processes—evaporation, natural, artificial—distillation—sublimation—ignition—crucible and tube operations in furnaces—lutes—sources of heat, furnaces, &c. fuels, baths, supports over lamps, &c.—blowpipe and its uses, oxyhydrogen blowpipe—specific caloric of bodies.

Light—electricity by friction—galvanic electricity—electro-magnetism, considered as chemical agents.

2.—Chemical affinity—modifications—fluence of aggregation of bodies on affinity—means of counteracting this cohesive power,—mechanical division,—solution, modes of—precipitation—obtaining precipitates in a pure state.

III. Organic Chemistry.

Remarks on Organic Chemistry.

1.—Starch, varieties—gluten, diastase, &c.

Sugar, varieties—syrups, honeys (Pharm.)

Gum, varieties.

Lignin.

2.—Viscous fermentation—lactic acid—lactates.

Vinous fermentation—Ethyl series—alcohol—distilled spirits, tinctures, extracts—ether, sulphovinic acid—nitrous, acetic, chloric, and other ethers.

Acetous fermentation—Acetyl series—aldehyde,—acetic acid; acetates—compounds of ethyl and acetyl with some elementary bodies—cacodyl, &c.

Amyl series—oil of grains, &c.—valeric acid.

Methyl series—pyrolignous spirit, &c.

Formyl series—formic acid, &c.

Benzoyl series—amygdalin—benzoic acid, benzoates—oil of bitter almonds—hippuric acid—synaptase, &c.

Cinnamyl series—oil of cinnamon, &c.

Salicyl series—salicin—phloridzen.

Glyceryl series—glycerin.

Cetyl series—ethal.

Pectin—peptic acid.

Essential oils of importance, in three classes, camphor, &c. Distilled oils, waters and spirits (Pharm.)—separation of immiscible fluids of different densities.

Resins of importance,—balsams, liquid and solid—Gum resins of importance,—plasters (Pharm.)—chlorophyl.

Caoutchouc, nicotianine, asarine, anemonine, &c.

Caffein, asparagin, piperin, esculin, &c.

Vegetable albumen—legumin.

Colouring matters, indigo, madder, &c. dyeing, calico printing.

Tar, creosote, paraffin, eupion, &c. Napthaline, naptha, bitumen.

3. Oxalic, meconic, tannic, gallic, pyrogallic, citric, aconitic, tartaric, pyrotartaric, racemic, malic, maleic, fumaric, kinic, mucic, &c.; acids and their salts.

Expressed or fixed oils of importance, in three classes—expression of oils—liniments, ointments, (Pharm.)

Oily Acids, stearic, margaric, oleic, suberic, succinic, sebacic, elaidic, margaritic, ricinic, butyric, phocenic, veratric, crotonic, coccinic, palmitic, sericic, &c. acids and their salts—Wax—cerates (Pharm.)

4. Morphine, narcotine, codeine, &c.—Quinine, cinchonine, aricine—strychnine, brucine,—veratrine—aconitine, atropine, coneine, emetine, nicotine, solanine, hyoscyamine, daturine, digitaline, &c. and their salts.

5. Amidogen and amides.

Cyanogen series—hydrocyanic acid—cyanides—ferrocyanogen, sulphocyanogen, &c. and their derivatives—cyanic, fulminic, cyanuric acids—urea—uric acid, derivatives from it, murexide.

6. Animal organic Chemistry—remarks—food, digestion, assimilation, respiration, animal heat, excretion—mutual subserviency of animal and vegetable kingdoms.

Protein—albumen—fibrin—casein.

Pepsin—digestion—hematosin, globulin.

Gelatine, chondrin, tanno-gelatine, leather.

Epidermis, horns, hoofs, claws, hair, feathers, &c.

Saliva, pancreatic juice, bile and biliary concretions, cholestrine, chyle, fecal matter.

Lymph, mucus, pus, blood, milk, urine, urinary sediments—urinary calculi.

Bones, teeth, skin, muscular fibre, ligaments, &c. shells, chitine.

Fat, brain, nerves, eye, cerumen, perspiration, &c.

Ambrein, castorin, cantharidin, &c.

7. Such preparations of the London Pharmacopœia as cannot be brought into the above course, will be introduced in an appropriate place.

8. The lectures shall be delivered on Mondays, Wednesdays, and Fridays from 3-4 P. M.

BOTANY.

SECTION XIII.

The main object of the course is Medicinal Plants; but as there exists no separate botanical class in the College, it is necessary to prepare the student by a preliminary series of lectures on elementary botany. The whole course is thereby divided into two branches, each occupying 70 lectures.

I. ELEMENTARY BOTANY.

The usual mode of proceeding from general to particular structure and organs is adopted, with this modification that, instead of keeping the three heads of organography, physiology and terminology (or glossology) separate, they are as much as possible combined at each step. This mode, although involving occasional repetitions and recapitulations, has been found the most advantageous in practice, as the knowledge imparted by means of it, is more relished and better retained by the students.

The subjects brought before them in the lecture room are frequently resumed (in the fair season) by weekly demonstrations *sub div.*, in the Hon'ble Company's Botanic Garden, where abundant means present themselves for testing the progress of the students in the several divisions of the science.

The following are the heads of this course.

General views and definitions of the science and its branches.

Distinction between animal and vegetable life.

Elementary tissues and organs.

Compound organs.

Organs of nutrition and multiplication; root, stem, branches, leaves, and all the parts belonging thereto, essential or accessory.

Organs of reproduction, flower and fruit.

II. MEDICAL BOTANY.

The commencement is made by explaining the natural and sexual systems. The former of these is invariably followed at large, with this proviso, that each order and plant treated of, are assigned to their respective places in the artificial system.

The plants admitted into the British Pharmacopœia, and those among the native productions of this country, which either are, or appear deserving of being used as medicines, although perhaps not generally known or employed as such out of India, form the principal objects of the lectures. But it has been a rule also not to omit, as occasions offered, to bring to the Students' notice, such other Indian plants, as are important on account of their yielding articles of food, poisons, substances employed in the arts, &c.

Each natural order is described in detail, and the genera and species are successively noticed. The character of the species is explained, followed by a brief history of the plant, its native country, and an account of the officinal or otherwise useful substances yielded by it. Living or dried specimens and good figures are exhibited, whenever they are attainable. The synonymy is reduced to the narrowest limit compatible with

the object in view ; but due attention is invariably paid to the necessity of the Medical Students being well acquainted with the vernacular nomenclature, Bengaloo as well as Hindustanee, and wherever possible, the Sanscrita also. The important source of most valuable information, contained in Dr. Royle's Illustrations, is frequently had recourse to in those and other respects ; while the valuable works of Drs. Roxburgh, Hamilton, Fleming and Ainslie, and among the modern authors, those of Drs. Esenbeck and Ebermeier, Lindley and O'Shaughnessy form the basis of these lectures generally.

PRINCIPLES AND PRACTICE OF MEDICINE.

SECTION XIII.

1. A complete course of lectures on the Theory and Practice of Medicine, shall be given annually to the senior students of the College. It shall consist of not less than 70 lectures, which shall be delivered on Tuesdays, Thursdays, and Saturdays from 2-3 P. M.—the latter being a clinical lecture upon any cases of interest, that may have occurred in the Hospital during the week.

2. The following is a programme of the course in question, viz :—

I. General introductory lecture to the subject.

II. General definition of health and disease.—General pathology.—The changes which take place in the solid parts of the body, such as hypertrophy—atrophy—induration—softening, &c.

The changes of structure, such as transformations—new formations—morbid secretions—tubercle—cancer—carcinoma, &c.—Changes which take place in position.

The changes which take place in the fluids of the body, especially the blood—as regards its sensible qualities—when in a state of congestion, active or passive—as causing fluxes—hæmorrhage—inflammation.

Causes of disease, or *oætiology*—predisposing and exciting—air—food—exercise—sleep—passions of the mind—temperature—heat and cold—mechanical and chemical injuries—temperaments—hereditary tendency, malformations. Symptoms of disease, or *semeiology*—as regards prognosis—diagnosis—treatment—pathognomonic, direct, and indirect symptoms—pain with its different variations—tenderness, &c. disordered functions—sensations—morbid, impaired, excited—the tongue—the eye—countenance—pulse—respiration—secretion—excretion.

Nosology, or general classification of disease : Cullen—Sauvage—

Mason Good, &c.—Division into regions, such as diseases of head—chest—abdomen, recommended as most practical.

Inflammation—General phenomena, local and constitutional—enquiry into the different signs, &c. termination—resolution—effusion of serum—coagulable lymph—fibrin—suppuration—character of healthy pus—ulceration—mortification—*inflammatory fever*—hectic.

Difference of inflammation, as affecting cellular tissue—mucous membranes—fibrous tissue—bone—synovial membrane.

Causes of inflammation. Predisposing: sanguine temperament—period of life—season previous to inflammation. Exciting: chemical or mechanical injury—sudden application of cold—heat—sympathy—metastasis—poison—proximate change in the capillaries—theory of inflammation.

Varieties of inflammation: acute—chronic—specific—scrophulous—syphilitic.

Treatment of acute—antiphlogistic as regards avoiding external stimuli—blood letting—purgatives—mercury—antimony—digitalis—colchicum—opium.

External remedies—warmth—cold—counter-irritation.

Treatment of chronic inflammation.—Local and constitutional—iodine—alteratives—change of air, &c.

Haemorrhage—the subject generally treated on—from exhalation—varieties of haemorrhage—active—passive—vicarious—habitual—symptoms, and treatment.

Prostuvia, dropsies—serous—cellular active and passive—suppressed perspiration, suddenness akin to inflammation—passive, arising from venous obstruction—visceral enlargements as liver—spleen—diseases of the heart—lungs—kidneys—symptoms and general treatment.

Causes of sudden death.

1. Syncope or beginning at the heart.
2. Death by coma from injury of the brain.
3. Asphyxia from impediment to the access air to the lungs.
4. Poisoned state of the blood itself.

Abdominal Viscera.

DISEASES OF THE DIGESTIVE ORGANS, with general physiological sketch.

DISEASES OF THE MOUTH.—aphæe, &c.—cynanche tonsillaris—*inflammation of œsophagus*—stricture—Gastritis, schirrous pylorus—Haematemesis—Diarrhoea—Dysentery, acute and chronic—Cholera—Enteritis—Colic—Peritonitis—Dyspepsia—Diabetes.

DISEASES OF THE LIVER.—Hepatitis, acute and chronic—Hepatic abscess—Jaundice—Diseases of the spleen—Intestinal worms.

DISEASES OF THE URINARY ORGANS.—Nephralgia—granular degeneration—Nephritis—Cystitis.

DISEASES OF THORCAIC VISCERA.—general view of the physiology of respiration, and the function of the organ—stethoscope—auscultation and percussion.—Simple catarrh—Laryngitis—Cynanche trachealis—Bronchitis—Pneumonia—Hæmoptysis—Asthma—Phthisis—Pleurisy—Empyema.

DISEASES OF THE ORGANS OF CIRCULATION, with general view of the physiology and stethoscopic signs—Pericarditis—Carditis—Hypertrophy, and atrophy.

DISEASE OF THE VALVES.—Diseases of the arteries—Inflammation—Ossification—Aneurism.

DISEASES OF THE VEINS.

DISEASES OF THE BRAIN AND MEMBRANES, with general physiology of the structure and circulation—Inflammation of the dura mater—Inflammation of the pia mater and arachnoid—Encephalitis—Hydrocephalus, acute and chronic—Apoplexy—Epilepsy—Hemiplegia—Mania.

DISEASES OF THE SPINAL COLUMN.—Tetanus—Chorea—Hydrophobia—Hysteria.

FEVER.—Of fever generally and the doctrines—Intermittent—Remittent—Continued—Typhus.

EXANTHEMATOUS FEVERS.—Small Pox—Cow Pox—Measles—Scarlatina—Chicken Pox.

Diseases of the skin.

Diseases of the blood.

Scorbutus.

Scrophula.

Gout.

Rheumatism.

SURGERY.

SECTION XIV.

1. The course shall consist of not less than 70 Lectures, and embrace the following subjects, viz.

FIRST DIVISION.

THEORY AND PRACTICE OF SURGERY.

INFLAMMATION.—Theory of inflammation. Local symptoms of inflammation. Constitutional symptoms of inflammation. *Causes of inflammation.* Predisposing and exciting causes. Divisions of Inflammation. *Terminations* (or results of inflammation) Adhesion—Suppuration. Ulceration. Mortification. Treatment of inflammation.

ERYSIPelas.—Simple or cutaneous Erysipelas—causes—treatment—Phlegmonous erysipelas—local and constitutional symptoms—treatment.

HOSPITAL GANGRANE—FURUNCULUS OR BOIL—ANTHRAX, OR CARBUNCLE.

INJURIES OF THE HEAD.—Concussion of the brain—Inflammation of the brain—*Fracture of the skull with depression—Compression of the brain*—by bone,—blood—and matter. Question of Trephining.

Wounds of the Scalp—The bloody tumour—Pott's tumour.

FRACTURES.—Simple fractures—Symptoms—Callus—Process of union—Comminuted—Compound—and complicated fractures.

PARTICULAR FRACTURES.

Fracture of the Fibula.

„	„	Tibia
„	„	Tibia and fibula.
„	„	Thigh bone.

Fracture through the Condyles.

„	„	Trochanters.
„	„	Neck.
„	„	Patella.

Fracture of the bones of the fore arm.

„	„	Radius.
„	„	Ulna.
„	„	Olecranon.
„	„	Radius and Ulna.
„	„	Humerus.
„	„	Clavicle.
„	„	Neck of the Scapula.
„	„	Lower jaw.
„	„	Ribs.

Partial fracture of bones in children.

Treatment of Fractures.

DISLOCATIONS.

Dislocations in general—how produced. PARTICULAR DISLOCATIONS—Dislocation of the shoulder joint—different directions in which the head of the bone may be dislocated.

Dislocation of the os humeri into the axilla.

- ,, ,, forwards.
- ,, ,, backwards.

Dislocation of the elbow joint.

- ,, ,, wrist.
- ,, ,, thumb.
- ,, ,, fingers.

DISLOCATIONS OF THE HIP JOINT.

- ,, ,, upwards and backwards on the dorsum of the ilium.
- ,, ,, downwards, or into the foramen ovale.
- ,, ,, backwards, or into the ischiatic notch.
- ,, ,, on the pubis.
- ,, ,, of the knee joint.
- ,, ,, of the ankle joint.

Diseases of joints.

INFLAMMATION OF BONE.

Necrosis—external exfoliation, internal exfoliation.

Treatment of necroses.

Suppuration and caries of bone.

Exostosis.

Fibro-cartilaginous tumour of bone.

Medullary—sarcomatous tumour of bone.

Inflammation of the periosteum.

Diseases of the spine.

Lumbar abscess.

Psoas abscess.

HERNIA—Different kinds of Hernia.—Anatomy of Hernia—Oblique inguinal hernia—direct inguinal hernia—causes of hernia—treatment of hernia—operations for inguinal hernia—Femoral hernia—operation.

ANEURISM.

True aneurism—by dilatation—by rupture.

False aneurism.

Varicose aneurism.

Aneurismal varix.

Aneurism by anastomosis.

Symptoms of.

Diagnosis of.

Causes of.

Treatment of aneurism—by ligature—varieties of ligatures—pressure—cold.

HÖMORRHAGE.

Arterial Hämorrhage—venous hemorrhage.

VENEREAL DISEASE.—Gonorrhœa,—gleet,—chancre.

Phymosis—Paraphymosis—warts—bubo.

SECONDARY SYMPTOMS.

RETENTION OF URINE.

Paralysis of the bladder—treatment.

Retention, from spasm of the neck of the bladder.

Strictures of urethra.

Diseases of the prostate gland.

Extravasation of urine,

Incontinence of urine.

IRRITABILITY OF THE BLADDER.

STONE IN THE BLADDER.

Symptoms of stone in the bladder.

Calculi in the urethra.

Hydrocele—disease of the testicle.

Hernia humoralis.

Piles.

FISTULA IN ANO.

DISEASES OF THE EYE.

Inflammation of the conjunctiva.

Purulent ophthalmia.

Strumous.

Treatment.

Nebula of the conjunctiva.

Granulations of conjunctiva.

Inflammation of the cornea.

Ulceration of the cornea.

Staphyloma.

Iritis.

Amaurosis.

Cataract—varieties of cataract.

Causes of cataract.

Fungus Hämatoëdes of the eye.

Diseases of the eye-lids.

Fistula lachrymalis.

*External injuries.**Wounds.*

Incised, punctured, contused, and gun-shot wounds.

Question of amputation.

Burns and scalds.

Tumours—division of tumours, treatment of tumours.

SECOND DIVISION.

OPERATIVE SURGERY.*Instruments.*

The scalpel—methods of holding the scalpel. The bistoury—scissors—forceps—variety of hooks—saw. The cutting, or Liston's forceps—the tourniquet—tenaculum—ligature needle for sutures—aneurism needle.

Incisions.—Amputations.

Amputation—of the fingers.

- ,, through the wrist joint.
- ,, of the fore arm.
- ,, „ arm.
- ,, through the shoulder joint.
- Extrirpation of the head of the humerus.
- Elbow joint.

Amputation of the toes.

- ,, through the tarsus.
- ,, between the tarsus and metatarsus.
- ,, of the leg below the knee.
- ,, of the thigh.
- ,, at the hip-joint.
- ,, by the flap.
- ,, by the circular incision.
- ,, of the lower jaw bone.
- ,, of the breast.

Extrirpation of the upper jaw.

Ligatures on arteries—tying the arteria innominata.

- ,, „ common carotid.
- ,, „ subclavian.

Ligatures on arteries—tying the brachial.

,,	,,	radial and ulnar.
,,	,,	tying the abdominal aorta.
,,	,,	common iliac.
,,	,,	internal iliac.
,,	,,	external iliac.
,,	,,	femoral.
,,	,,	popliteal.
,,	,,	anterior and posterior tibial.

OPERATIONS ON THE EYE.

,,	for depression or couching.
,,	extraction of the cataract.
,,	for procuring solution, by breaking up.
,,	Operations for artificial pupil.
,,	Extirpation of the eye.

Operations on the eye lids.

,,	for fistula lachrymalis.
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TREPHINING.

Laryngotomy.

Trachiotomy.

Hare lips—removal of nasal polypi.

LITHOTOMY—lithotrity.

Puncturing the bladder.

Operations on the rectum.

,,	on the scrotum, testicle, prepuce and penis.
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The lectures shall be delivered on Mondays, Wednesdays, and Fridays, at 2 P. M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

SECTION XV.

1. The course will commence on the 15th of June of each year, and consist of not less than 70 lectures during each Session, which shall be delivered on Tuesdays, and Saturdays at 3 P. M.
2. The following is an outline of the subjects that will be embraced in the course:

PART 1ST.

The Female Sexual System in the unimpregnated state; The pelvis obstetrically studied,—its shape—situation—size—structure—the brim—

cavity and outlet—its axes and diameters—comparison of male and female—of infantile and adult pelvis.—*The soft parts* lining the pelvis,—blood vessels—nerves—lymphatics.—Application of our knowledge in illustration of natural gestation and parturition—adaption of the foetal head to the passages; *Variations* in the size and shape of pelvis—the standard pelvis—distortions—angular—elliptical—contracted and small pelvis—very large pelvis—*Pelvimeters*—*Diseases of the pelvic bones*—rachitis—mollities ossium—*Diseases of the joints*.

Genital Organs.—*The External*,—vulva and perineum—labia—nymphæ—hymen—clitoris—meatus, &c.—natural development of parts—and changes effected by puberty.—*Diseases of the external parts*—phlegmon—ulcers—tumors—inflammation and gangrene of vagina—gonorrhœa—lencorrhœa.—*Diseases of nymphæ and hymen*—*Diseases of the rectum*—hæmorrhoids—prolapsus—fissures—ascarides.—*The Internal organs.*—Uterus—ovaries—tubes—ligaments. *Menstruation*—physiology of—ordinary period of its appearance—duration—cessation.—*Diseases connected with the function*—amenorrhœa—dysmenorrhœa—menorrhagia—chlorosis—hysteria—irritable uterus—neuralgia.—*The Mammæ*—structure and function.

PART 2ND.

Generation.—Laws of the animal reproduction—exception from—infusoria—entozoa—vegetable impregnation—varieties in the mode of fecundation—effects of a single copulation in different animals—oviparous and viviparous generation.—Theories of generation, ancient and modern—*Conception*—ovarian changes produced by—Graafian vesicles—corpora lutea. *The Ovum*—its structure, and involucra—its development, growth, and nourishment—its progress through the tube—its entrance and deposit in the cavity of the womb.

PART 3RD.

The Gravid Uterus.—Its size—situation—texture—muscular power—its contents—the foetus—placenta—and membranes.—*Fœtus* at birth—size—weight—appearance—its brain and nervous system—its circulating system—its glandular system—viscera of abdomen—of the chest—changes produced by respiration—hydrostatic test—Ploncquet's test. *Placenta*—its structure and function—its diseases.—*Membranes and liquor amnii*—diseases of these—abortion—extra uterine fœtation.

PART 4TH.

Duration of Pregnancy.—Signs and evidences of pregnancy—signs of recent delivery—of previous pregnancies—of the death of the foetus in

utero—of its destruction after birth—of rape—other medico-legal investigations.

PART 5TH.

Labor—division into three stages—varieties of labor—natural and preternatural—latter divided into impeded labor—unnatural presentations—complicated labor—instrumental labor.—*Natural labor*—treatment of mother and child during the first month.—*Impeded labor*—its cause and treatment—debility—exhaustion—rigidity of os uteri—prolapsus of—anterior lip of os uteri—tumors in pelvis and uterus—contractions of vagina—imperforate hymen—distortions of pelvis—management of impeded labor—ergot of rye—its properties and use, &c. ;—*Complicated labor*—Varieties of hæmorrhage before and after delivery—convulsions—retention of placenta—plurality of births.—*Preternatural presentations*—abnormal presentation of head—face presentation—feet—breech—side and back—shoulder—arm—the operation of turning—funis presentation—presentation of placenta.—*Instrumental labor*—common to the other divisions, but made a separate class for convenience of description—forceps and vectis—embroyotomy—cæsarian section—symphisotomy—induction of premature labor.

PART 6TH.

Accidents and diseases consequent upon labor—rupture of perinæum— inflammation of vaginal walls and subsequent sloughing—vesico-vaginal—and vesico-rectal fistula—retention of urine— inflammation of mammae—abscess—sore nipples—after pains—suppression of lochia—excessive flow of.—Fevers—milk fever—miliary—common—Puerperal fever—varieties of Puerperal fevers—simple—complicated with peritonitis—phlebitis—with matritis—hydriosis—gastro-intestinal irritation—phlegmasia dolens—puerperal mania—prolonged lactation.

PART 7TH.

Diseases of Women in more advanced life—general character of these—Diseases of uterine function—diseases of structure—uterine tumors—fleshy and soft polypi—Cauliflower excrescence—cancer—uterine and mammary—Tumors of appendages—fleshy tumor—ovarian dropsy.

PART 8TH.

Diseases of Young Infants.—accidents at birth—asphyxia injuries from instruments, &c.—fractured limbs—ruptures—hydrocele of cord—mother's marks—Deformities, congenital cataract—hare lip—tongue tied—imperforate vagina—urethra—anus—hermaphroditism—strophulus—intertrigo—jaundice—erysipelas—morbus ceruleus—skin-bound—

convulsions of infants;—Hereditary diseases—syphilis—scrofula—gout—phthisis—urinary diseases—mental peculiarities.

PART 9TH.

Diseases of Children—general management of children as respects nursing—weaning—food—vaccination, &c. Diseases of the digestive organs—thrush—muguet, diphterite—dentition—disease of—gastritis—gastro-enteritis—dyspepsia—peritonitis—diarrhoea—dysentery—cholera—colic—worms—atrophia—ablactatorum—mesenteric disease—Diseases of respiratory organs—coryza—laryngitis—cynanche trachealis—catarrh—bronchitis—pneumonia—pleuritis—Diseases of nervous system—meningitis—hydrocephalus—convulsions—Fevers—common—infantile remittent—eruptive.

Examinations will be held at the conclusion of each separate subject, and clinical instruction given daily in the female wards, containing an average of 30 patients.

MATERIA MEDICA AND THERAPEUTICS.

SECTION XVI.

1. The course of Materia Medica and Therapeutics shall consist of not less than seventy lectures, and shall be delivered every session from the 15th of June to the 15th of March inclusive, on Tuesdays, Thursdays, and Saturdays from 10-11 A. M.

2. It shall embrace a detailed account of the history, natural history, nature, properties, preparation, uses, and doses of all articles used in medicine, or known to possess remedial powers, derived from the mineral, vegetable and animal kingdoms.

3. The following is an outline of the subjects referred to:—

1. General Introduction.

Therapeutics.

Mental and Corporeal remedies.

Light—Heat—Cold—Electricity and Magnetism in their medicinal relations.

Food—diet and regimen—exercise and climate—mechanical and surgical agents.

Pharmacological Agents.

The means of ascertaining the effects of medicines—their active forces—physiological effects—absorption—operation by nervous agency—remote action and general nature of their effects, and modifying cir-

cumstances, &c. Therapeutical effects—parts to which remedies are applied—classification of medicines, pharmacological and physiological.

SPECIAL PHARMACOLOGY.

INORGANIC KINGDOM.

Oxygen and its aqueous solution.

Chlorine and its combinations with Oxygen.

Iodine and its combinations with Oxygen.

Bromine and its combinations with Oxygen, Chlorine, and Iodine.

Hydrogen and its compounds with Oxygen, Chlorine, and Iodine.

Nitrogen and its compounds with Oxygen and Hydrogen.

Carbon and its compounds with Oxygen, Hydrogen, and Nitrogen.

Compounds of Boron and Oxygen.

Phosphorus and Phosphoric Acid.

Sulphur and its non-metallic compounds.

METALS.

Compounds of potassium—sodium—barium—calcium—magnesium—aluminum—antimony and arsenic. Gold—silver—mercury—copper—bismuth—lead—zinc—iron and their compounds—tin—and binoxide of manganese.

ORGANIC KINGDOM.

VEGETABLE SUB-KINGDOM.

Division 1. *Cryptogamia*—algæ—lichens—fungi—lycopodiaceæ—filices.

Division 2. *Phanerogamia.*

Gramineæ—acoraceæ—araceæ—palmæ—melanthaceæ—liliaceæ—smilacæ—iridaceæ—tacaceæ—amarillidaceæ—musaceæ—marantaceæ—zingiberaceæ—orchideæ—cycadaceæ—coniferæ—balsamaceæ—salicaceæ—cupulifæ—ulmaceæ—urticaceæ—piperaceæ—euphorbiaceæ—aristolochiaceæ—lauraceæ—myristicaceæ—thymelaceæ—polygonaceæ—chenopodiaceæ—labiatæ—scrophulariaceæ—solanaceæ—boraginaceæ—convolvulaceæ—gentianaceæ—spigeliaceæ—asclepiadaceæ—apocynæ—oleaceæ—styraceæ—pyrolaceæ—ericaceæ—lobeliaceæ—compositæ—valerianaceæ—

rubiaceæ—caprifoliaceæ—araliaceæ—umbelliferae—cucurbitaceæ—myrtaceæ—lythraceæ—granateæ—rosaceæ—leguminosæ—terebinthaceæ—rhamnaceæ—simarubaceæ—rutaceæ—zygophyllæ—oxalideæ—vitaceæ—gutierrezæ—aurantiaceæ—ternstromiaceæ—dipteraceæ—byttneriaceæ—malvaceæ—linaceæ—caryophyllaceæ—polygalæ—violaceæ—cistaceæ—cruciferae—papaveraceæ—menispermæ—magnoliaceæ—ranunculaceæ, and such other natural families producing indigenous remedies, as it may be deemed necessary to notice.

ANIMAL SUB-KINGDOM.

Poriphera—radiata—mollusca—articulata—insecta, and vertebrata.

The course will conclude with a general view of the relative value and effects of medicines arranged in the following classes :

Exhilarants.

Narcotics.

Contra-stimulants.

Antispasmodics.

Tonics.

Astringents.

Emetics.

Cathartics.

Emmenagogues.

Diuretics.

Diaphoretics.

Expectorants.

Sialagogues.

Counter-irritants.

The theory and art of prescribing.

Examinations will be held during the course, as often as practicable.

MEDICAL JURISPRUDENCE.

SECTION XVII.

1. The toxicological department of the course shall be given with the lectures on *Materia Medica*, and embrace the consideration of all known poisonous substances, whether obtained from the animal, mineral or vegetable kingdoms.

2. In addition to the above, and in connection with toxicology, the subject of poisoning generally shall be separately discussed, with a detail

of the mode of action of poisons—causes of death from and classification of them—mode of investigating cases—evidence of poisoning in the living and dead subjects, as ascertained from chemical analysis, or from experiments on animals—together with the means of ascertaining death from diseases and other causes, as distinguished from poisoning, where the one bears a near and suspicious resemblance to the other.

3. The other subjects treated of shall be: Wounds, in their civil and criminal relations—Infanticide—Drowning—Hanging—Strangulation—Suffocation—Death from lightning, cold and starvation—Pregnancy—Delivery—Rape—Birth—Inheritance—Legitimacy—Superfetation—Impotence—Sterility—Age and Identity—Malingering or feigned diseases—Insanity in all its civil and criminal relations—Medical Police—Life Assurance, and Medical Evidence.

4. The lectures shall be delivered once or twice a week, as may be found necessary to complete the course, from the 1st of October to the 15th of March inclusive.

MEDICAL HOSPITAL.

SECTION XVIII.

1. The hospital attached to the Medical College is divided between the Professors of Surgery and Medicine. It consists of three wards capable of holding in all 112 beds. One ward shall be given up entirely to each Professor for the reception of native medical and surgical cases, and the other for the European patients be divided between them.

The hospital shall be open for the reception of all Europeans laboring under either severe medical disease or injury, who may apply for relief, or who may be sent in by the Police. The patients shall all be dieted according to the annexed diet roll, and the charge for the diet of each patient shall be for Europeans four annas, and for natives one anna per diem.

2. On the admission of a patient into hospital he shall be sent to bed, his clothes shall be removed, and taken care of, and he shall have a hospital dress of clean linen put on. He shall be immediately seen by the House Surgeon, who, in cases of emergency shall prescribe, or otherwise wait until the daily visits of the Professor, which take place at half past one o'clock, when the plan of treatment will be laid down. The disease shall be noted on a ticket with the diet, date of admission, &c.

3. For the due observance of order and regularity in the hospital, a

table of rules shall be hung up for the inspection of all the patients. The native patients and the European shall receive the same degree of attention. Co.'s Rs. 500 per month, shall be allowed to cover the expenses of the hospital.

4. The Professor of Medicine shall have six clinical clerks ; four of whom shall be native students and two Europeans. These shall be selected in rotation from the students. The appointment shall be held for two months by each, and during this period all the Native and European patients should be divided equally amongst them. The names of the clinical clerks will be noted on the entrance to the hospital ; and as each patient is admitted, he will be placed under the care of the student whose turn is next.

5. On the case being handed over to the clinical clerk, it will be his duty to take an account of the previous history, the present state of symptoms of the disease, &c., these will be noted down in his book. The treatment will then be ordered by the Professor which will likewise be written down, and from day to day as the case progresses towards recovery or fatal termination, the case is to be kept up ; so that each clinical clerk may be furnished with a valuable practical record of each individual case, which he can refer to on after occasions, and which may serve him as a guide when he enters on his own duties as an independent practitioner.

The history of both the native and European cases is to be kept in detail in the same manner, the books examined, the clinical clerk's statement read at the bedside on the admission of each new case, and the books inspected every Saturday to ascertain that the cases are carefully kept, proper attention paid to the duly entering of the treatment, and the cases being written with neatness and attention to spelling.

6. Each student will be shewn how to conduct an examination so as to form his diagnosis, and will be questioned as to the plan of treatment, and why he proposes such and such a course. The chief symptoms from diagnosis in each case will be pointed out, and the several varieties of any one disease occurring in hospital, and calling for different plans of treatment will be shewn ; and the clinical clerk recommended to take three or four cases of the same disease, that he may be made conversant with differences as produced by age, habit, &c.

7. When the case terminates fatally, the body will be examined by the clinical clerk before the Professor, the morbid changes noted, and the subject will be taken into the lecture room, and shewn to the assembled pupils, who will have the opportunity of observing the whole history of

the case, and have admirable means for the study of pathology and morbid anatomy. This subject will never be lost sight of; for the illustration of the lectures morbid specimens will constantly be brought to the notice of the pupils, or the disease illustrated as fully as can be, by the representation of plates on morbid anatomy.

8. Whenever the disease is so striking as to deserve preservation, the part will be removed and handed over to the Curator, who from the written history of the disease, will be able to make the preparation valuable and instructive.

9. That the students may be acquainted with the modus operandi of medicines, they will be frequently questioned in the hospital as to the effects of remedies, their doses, and how they are prepared. They will be required to see the medicine prepared, and frequently to compound them themselves.

10. A general register of all the cases admitted into hospital shall be kept, and available for statistical purposes. A summary of the hospital cases, &c. shall be drawn up every year for the Council of Education.

11. To enable the students to have a knowledge of vaccination, a native vaccinator will attend one day in the week, and they will have the opportunity of performing the operation themselves, and observing the true character of the Jennerian Cowpock.

12. In concluding this notice it may be stated that the great aim will be to make all the lectures and instruction as practical as possible, and to give the students that knowledge which will enable them to make their own enquiries with a case, to form their own diagnosis and determine on the plan of treatment, without having their mind confined by nosological arrangements, or by treating a disease according to its name, rather than by the general symptoms, period of disease, habits and strength of the patient.

13. TABLE OF DIET FOR EUROPEAN PATIENTS.

BREAKFAST.

<i>Full Diet.</i>	<i>Milk Diet.</i>	<i>Low Diet.</i>	<i>Spoon Diet.</i>
Tea $\frac{1}{2}$ ounce.	Tea $\frac{1}{2}$ ounce.	Tea $\frac{1}{2}$ ounce.	Tea $\frac{1}{2}$ ounce.
Bread 1 lb.	Bread 1 lb.	Bread 8 ounces.	Sugar $\frac{1}{2}$ ounce.
Butter 1 ounce.	Sugar $\frac{1}{2}$ ounce.	Sugar $\frac{1}{2}$ ounce.	Milk $\frac{1}{4}$ measure.
Sugar $\frac{1}{2}$ ounce.	Milk $\frac{1}{4}$ measure.	Milk $\frac{1}{4}$ measure.	
Milk $\frac{1}{4}$ measure (2 dr.)			

DINNER.

Full Diet.	Milk Diet.	Low Diet.	Spoon Diet.
A pint of broth, with barley grains and onions, mutton 1 pound, salt $\frac{1}{2}$ ounce, pepper for soup 1 drachm.	2 pints of milk, with or without rice.	A pint of broth, 8 ounces of mutton or 1 chicken.	4 ounces of sago, with $\frac{1}{4}$ an ounce of sugar.

SUPPER.

Full Diet.	Milk Diet.	Low Diet.	Spoon Diet.
Tea $\frac{1}{2}$ ounce. Sugar $\frac{1}{4}$ ounce. Milk $\frac{1}{2}$ measure.			

ARTICLES COMPOSING THE DIFFERENT HEADS OF DIET PER DIEM.

Full.	Milk.	Low.	Spoon.
Meat 1 pound.	Bread 1 pound.	Meat 8 ounces.	Bread 8 ounces.
Bread 1 pound.	Milk 2 pints	Bread 8 ounces.	Sago 4 ounces.
Butter 1 ounce.	Do. 1 measure for Tea.	Milk 1 measure.	Sugar $1\frac{1}{4}$ ounce.
Milk 1 measure.	Sugar 1 ounce.	Sugar 1 ounce.	Tea $\frac{1}{2}$ ounce.
Sugar 1 ounce.	Tea $\frac{1}{2}$ an ounce.	Rice 2 ounces.	Milk 1 measure.
Tea $\frac{1}{2}$ an ounce.	Rice 2 ounces.	Salt $\frac{1}{4}$ an ounce.	Rice 2 ounces.
Rice 2 ounces, 1 for congee.	Firewood 2 seers.	Onions 1 ounce.	Firewood 2 seers.
Salt $\frac{1}{4}$ an ounce.		Pepper 1 drach.	
Onions one ounce for soup.		Barley $\frac{1}{4}$ ounce.	
Pepper 1 drachm for ditto.		Flour $\frac{1}{2}$ ounce.	
Barley $\frac{1}{4}$ an ounce for ditto.		Firewood 2 seers.	
Flour $\frac{1}{2}$ an ounce for ditto.			
Fire-wood 2 seers.			

Extras, such as Rice Puddings, Eggs, Fish, Vegetables, Beefsteaks, Mutton Chops, Beer, Wine, Jelly, Arrow Root, &c. when ordered.

TABLE OF DIET FOR NATIVE PATIENTS.

HINDOOS.	MAHOMEDANS.
<i>Breakfast 8 A. M.</i>	<i>Breakfast 9 A. M.</i>
Rice 5 chittacks. Dholl 1 chittack.	Rice $3\frac{1}{2}$ chittacks. Dholl 1 chittack.

HINDOOS.	MAHOMEDANS.
<i>Dinner 4 p. m.</i>	<i>Dinner 3 p. m.</i>
Rice 5 chittacks. Fish Curry and Vegetables.	Rice 3½ chittacks. Meat Curry and Vegetables.
	<i>Supper 7 p. m.</i>
	Rice 3½ chittacks. Meat Curry and Vegetables.

The Mahomedan patients get meat curry three times a week, and fish curry on the intermediate days. The extras are pigeons curried or boiled, chuppatis or flour cakes, &c. Those on milk diet have one seer of milk, with the usual allowance of rice made into congee or gruel, with one ounce of sugar. Those on spoon diet have four ounces of sago, with one ounce of sugar and a pint of milk.

Each patient is allowed $\frac{1}{2}$ an ounce of tobacco daily, and one seer of firewood for cooking.

SURGICAL HOSPITAL.

SECTION XIX.

1. The Surgical Hospital shall be under charge of the Professor of Surgery and open at all hours, day and night, for the reception of Europeans and Natives, who on admission shall be placed in their distinct wards, and immediately attended to by the "Dressers," and the House Surgeon.
2. All cases of importance shall be promptly reported to the Professor of Surgery, who will attend to render his advice, and to perform any operation that may be required, or to direct the treatment of such serious cases.
3. The current duties of the Hospital shall be performed by four of the senior students, who shall be elected "Dressers" in rotation every three months, two from the European, and two from the Native pupils.
4. The duty of the dressers shall be the immediate charge and treatment of the patients under the direction of the Professor of Surgery. To take a history of each case on admission and to keep a daily journal of its progress, and the treatment pursued. The Dressers shall be responsible for the due administration of the medicines prescribed, for attention to the wants and comforts of the sick, and for the cleanliness and observance of good order in the wards under their charge.

5. The Professor shall visit the Hospital daily, at which visit the students of the senior class shall attend to witness the practice and to receive clinical instruction. The Dressers alone shall be permitted to take charge of cases, apply apparatus, &c. &c. The Professor shall select the most important and instructive cases under treatment, for the clinical lectures to be delivered every Friday.

6. The Dressers shall only be allowed to perform the very minor operations of Surgery (on the living subject) and those by express permission of the Professor alone: all operations of importance being performed by the Professor himself, in presence of the students.

7. The four "Dressers" shall be in attendance at the College Hospital all day, and one Dresser shall reside on the premises during the night, as well as the House Surgeon.

FEMALE HOSPITAL.

SECTION XX.

1. The Female Hospital is open for the reception of all the classes of women, European and native born.

2. This Hospital contains wards for medical and surgical cases, and a department especially devoted to Midwifery, and is capable of accommodating eighty patients.

3. The whole shall be under the charge of the Professor of Midwifery.

4. Under the professor of Midwifery shall be placed the Sub-assistant Surgeon in charge, who shall reside in the Hospital in the quarters appropriated for that purpose.

5. The resident Sub-assistant Surgeon shall superintend the general arrangements of the female wards, the diet and clothing of the patients and the administration of medicine; he shall also take charge of all cases on admission, and place them under the care of one of the clinical clerks, attending himself to the patient, and advising, if necessary, from the severity or urgency of the case. He shall consider himself especially responsible for the cases of labor, and watch their progress during parturition, although they may be in immediate charge of one of the clinical clerks, taking care that the patient is kept quiet, and free from every unnecessary intrusion or annoyance.

6. The resident Sub-assistant Surgeon shall indent upon the Apothecary for such articles as he may require for the Hospital, receiving previously the counter-signature or order of the Professor.

7. In cases requiring immediate advice from the Professor in charge of the Hospital, the resident Sub-assistant Surgeon shall send due notice to the former, and it shall be his duty to point out at the ordinary time of visit to that officer, all new patients who have been admitted, to bring to his notice any peculiar circumstances connected with the cases already in Hospital, and to refer to him upon any subject connected with the management of the wards, which may need the advice and attention of his superior officer or the College Council. The resident Sub-assistant Surgeon shall see that the directions of the Professor in charge are obeyed.

8. The clinical clerks shall be selected from the senior students ; they shall take charge of such cases as the Professor or the Sub-assistant Surgeon may point out. They shall enter in their books a report of these cases daily, and read it at the time of the visit, noting down the directions for treatment given by the Professor, and asking his advice, or that of the resident Sub-assistant Surgeon, where they need further assistance.

9. They shall visit their patients at least twice daily, oftener if necessary.

10. In cases of labor, the clinical clerk in charge of the case shall take care to be easily found when parturition begins, not absenting himself unnecessarily from home at the time when the labor is expected to come on. If possible it would be desirable that the student in charge of labor cases should reside almost entirely at the Hospital. When he is called to a labor case, he shall not leave it without placing another competent person in charge of the patient until delivery be completed, or until the House Surgeon shall tell him that he may safely depart.

11. He shall not act upon his own responsibility in any situation of the smallest difficulty, but at once consult the resident Sub-assistant Surgeon, and if necessary the Professor.

12. He shall treat the patients kindly, with due delicacy, and take care that the nurse and other attendants give the necessary assistance and medicines when required ; any misconduct or negligence on the part of the servants or the patients under his immediate charge, he shall report to the resident Sub-assistant Surgeon, who if he thinks proper will inform the Professor, but the clinical clerk shall on no account think himself entitled to give orders on these subjects himself, or dispute with the patients or servants.

13. It shall be the duty of the resident Sub-assistant Surgeon to report to the Professor the behaviour of the clinical clerks, should they misconduct themselves in any way.

14. Besides the clerks, there shall be two students of the Secondary School attached to the Female Hospital, whose duty it will be to administer the medicines and dress the patient, write the prescriptions in Hindooostanee and attend to the directions of the House Surgeon.

15. The establishment of servants, &c. shall be as follows :—

- 3 Bearers.
- 2 Nurses.
- 1 Hindoo Cook.
- 1 Moslem ditto.
- 1 Bheesty.
- 1 Bhaury or Water Carrier.
- 2 Sweepers,
- 1 Matranee.

16. The diet roll of the general wards of the Female Hospital, shall be the same as in the Male.

17. The patients in the obsteric ward, shall, in lieu of diet, receive two annas per diem ; their food to be cooked if they choose it, by the hospital cook.

MUSEUM.

SECTION XXI.

1. The Museum shall be under the immediate control and management of the Curator, who shall be accountable to the Council of Education and College Council for its proper condition.

2. The Museum shall be open daily from 10 to 4, during term time and the long vacation, Sundays and holydays excepted. On Wednesdays and Thursdays for general visitors, on all other days for the students of the College.

3. Any of the Professors or Teachers of the College, can give admission to the Museum.

4. With a view to prevent any inconvenient crowding of the Museum, the number of students or of visitors at one time shall be limited to six ; to be received in order of their application, by entering their names in the visitors' book, which shall be kept in charge of the Assistant Curator for that purpose.

5. Every morbid specimen sent from the College Hospital shall be accompanied by a written ticket, stating—

- a. Its nature.
- b. By whom sent.
- c. For what purpose.
- d. Book, and page of book, in which the case is registered.

6. The dresser or clinical clerk in charge of the case, from which the morbid specimen has been obtained, shall, within twenty-four hours, send in a report of the case, together with the results of the post mortem examination as entered in the hospital register.
7. One of the domes employed in the Anatomical Department shall be directed by the Apothecary to attend all post mortem examinations, with a vessel filled with arsenical solution, and to receive specimens, which may be required for illustrating clinical lectures, or preservation in the Museum.
8. The Curator shall always be informed through the resident assistant of any intended post mortem examination, and the time at which it is to take place, to enable him, if possible, to attend.
9. All cases shall be stitched in a book, and the number of each case shall correspond with that of the preparation.
10. No specimen shall on any account be removed from the Museum, without the entry in a book kept for the purpose, of its number and receipt, signed with the name of the person removing it. The resident assistant shall be held responsible for any infringement of this rule.
11. The Professors and European Teachers of the College alone, shall remove specimens for illustrating lectures, and should they be required for the same purpose by any of the native teachers, an application for permission to do so, shall be made to the Curator, or in his absence to the Secretary.
12. A copy of the rules relating to students and visitors shall be written out, pasted on a board, and suspended in some prominent part of the Museum, and likewise be translated into Urdu and Bengali, for the information of the military students and native visitors.
13. The students who may visit the Museum are distinctly to understand that any violation of these rules on their part, or any resistance to their execution, will be visited with the severe displeasure of the College Council, in addition to a prevention of their visiting privilege.
14. No visitors shall be allowed to handle any of the preparations in the Museum.

LIBRARY.

SECTION XXII.

1. The books are intended for the use of all persons connected with the Medical College, who are capable of making good use of them, viz. the Professors, Teachers, and Pupils of all classes.

2. They shall always be available on application to the Librarian, who shall remain in the Library, daily from 10 A. M. until 4 P. M., during which time the Library shall always be open in term time and vacation, Sundays and General Holidays excepted. The Librarian shall be under the immediate orders of the Secretary, to whom he shall be responsible for the proper discharge of his duties, and from whom also he shall receive all instructions connected with his department.

3. All students shall be allowed to take books home for private study, on the following conditions :

a.—Not more than two volumes to be issued at the same time, to the same individual.

b.—These volumes to be returned before others can be allowed.

c.—A duodecimo volume not to be retained longer than a fortnight, an octavo a month, and a quarto or folio two months, unless under special circumstances.

d.—No Plates, Dictionaries, Encyclopedias, or other similar works of reference, to be removed without special permission, and in the event of their being allowed to be taken home, to be returned with as little delay as possible.

e.—The Librarian shall keep a register of all works lent out in which the person taking them must sign a written receipt, which shall be cancelled on returning the volumes.

f.—Any person losing or damaging a volume, must pay its value, or replace it with a similar book, and in the event of its belonging to a set of volumes, if he cannot replace it within a period of three months, he must pay the value of the whole set.

g.—Any person having a book in his possession, must return it on application from the Librarian, although within the limited time for which it may be retained.

4. Any volume or volumes required for the temporary use of the English or military classes, may be removed from the Library, the respective teachers being responsible for the department under their superintendence.

5. Any book required for reference during the lectures of any Professor may be taken out of the Library, but not without the Librarian being made acquainted with its removal. The time during which such volumes are lent, will be regulated by circumstances, but they are not in any such cases to be taken out of the College.

6. Books borrowed by one person, must in no case be transferred by him to another, but invariably returned to the Library, when no longer required, or when the time allowed for their perusal shall have expired.

7. Any students disregarding or violating the above regulations, shall be refused access to the Library, or subjected to such other punishment as may be deemed deserved.

8. All books removed from the shelves must be restored to their proper places, and any students wilfully defacing or disarranging them, shall be deprived of the privilege of entering the Library.

9. Any student or other person employed in the College, detected purloining the books or any other property belonging to the College, shall be recommended to the Council of Education for immediate expulsion.

MEDICAL COLLEGE EXAMINATIONS.

WRITTEN EXAMINATION FOR FINAL STUDENTS.

1. Enumerate the symptoms and post mortem appearances generally found in acute dysentery. Mention the various modes of treatment adopted in the different stages of the disease,—the cases in which mercurial preparations are contra-indicated—when and under what circumstances you would employ general blood-letting, and your reasons for preferring one system of treatment to another.

2. Detail the symptoms of a strangulated Inguinal Hernia—the methods you would employ for its reduction, and if they were unsuccessful, at what period and under what circumstances you would proceed to the operation. Describe the mode of operating, and give the subsequent management of the patient, according to the various conditions of the contents of the Hernial Sac.

WRITTEN EXAMINATION OF THE GENERAL STUDENTS.

1. Describe generally the anatomy of the eye, and explain in detail the uses of each of its structures, in the production of vision.

2. Describe the process for the production of Sulphuric Ether, and explain the changes which take place during its production.
3. Name the natural orders which contain the greatest number of noxious plants, and those which are most free from them; also mention some Linnean Classes which consist principally of natural families.
4. Enumerate the officinal substances ordinarily used as Emetics, specify the peculiarities attending the operation of each, and the maladies for which each is specially adapted.
5. What are the changes which take place in the *Fœtus*, immediately after the first act of respiration?
6. What are the different modes of dying. Detail the opinions of Haller, Goodwin, Bichat, and Kay relative to the cause of death in Asphyxia or Apnoea.
7. In what forms of Dysentery are mercurial preparations contraindicated.
8. Detail the symptoms of a strangulated Inguinal Hernia—the methods you would employ for its reduction, and if they were unsuccessful, at what period and under what circumstances you would proceed to the operation: describe the mode of operating, and give the subsequent management of the patient, according to the various conditions of the contents of the Hernial Sac.

In addition to the above every student was examined *vivæ* roce, in each department of study, of which he had attended the lectures.

EXAMINATION FOR THE BIRD MEDAL.

First Day.

MATERIA MEDICA.

1. What are the botanical characters and prevailing medicinal properties of Ranunculaceæ, Umbelliferae, and Solanaceæ?
2. Describe the effects of medicinal and poisonous doses of opium, the peculiarities attending its narcotic operation, and the treatment of a case of poisoning from it.
3. State for what particular cases the most frequently employed cathartics are respectively adapted or unsuited, and why? Mention the appropriate purgatives for febrile complaints, alvine obstruction with great irritability of stomach, inflammation of the urinary organs, and sluggishness of the colon.

4. What are the indigenous substitutes for Sarsaparilla, Balsam of Copaiwa, Jalap and Ipecacuanha? Describe the source, mode of preparation, uses, and doses of each.

5. What are the best processes for disinfecting sick rooms, uninhabited buildings, and drains?

6. Describe the preparation—action—uses, and doses of Tartar Emetic.

Second Day.

Forty-three medicinal and chemical substances were placed in open glasses, numbered, which the candidates were required to identify by their chemical and physical characters.

Annual Return of Diseases treated in the Male Hospital of the Medical College, from the 1st of May 1844 to the 30th April 1845.

DISEASES.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.
Febris Intermittens,	0	57	57	56	0	1
" Remittens,	0	34	34	31	3	0
" Continue Communis,	0	94	94	88	4	2
Pneumonia,	0	13	13	11	1	1
Anasarca,	0	15	15	15	0	0
Ascites,	0	11	11	4	5*	2
Enteritis,	0	0	0	0	0	0
Hepatitis Acuta,	0	11	11	8	2	1
" Chronica,	0	2	2	0	0	2
Splenitis,	0	41	41	30	3	8
Rheumatismus Acutus,	0	74	74	64	0	10
" Chronicus,	0	45	45	39	0	6
Hoemoptysis,	0	2	2	1	0	1
Phthisis Pulmonalis,	0	15	15	0	15†	0
Dysenteria Acuta	0	132	132	105	16†	11
" Chronica,	0	53	53	31	18	4
Apoplexia,	0	8	8	0	8§	0
Paralysis,	0	9	9	7	0	2
Epilepsia,	0	5	5	4	0	1
Colica,	0	4	4	4	0	0
Cholera Spasmodica,	0	124	124	70	48||	6
Diarrhoea,	0	25	25	25	0	0
Delirium Tremens,	0	65	65	60	0	5
Aneurisma,	0	1	1	0	0	1
Erysipelas,	0	2	2	1	0	1
Hydrocele,	0	24	24	20	0	4
Syphilis Primitiva,	0	97	97	90	0	7
" Consecutiva,	0	13	13	12	0	1
Scorbutus,	0	7	7	7	0	0

* All occurring in debilitated natives, admitted in the last stage of disease.

† Mostly occurring among native Portuguese christians.

‡ All severe cases, many of the hemorrhagic form occurring among European Seamen, of dissipated habits, and admitted to Hospital in an advanced stage of the disease when active treatment was entirely precluded.

§ Several of these were cases of insulation in drunken sailors, occurring after exposure to the sun.

|| A great proportion of the cases were admitted in the stage of collapse, and occurred for the most part among sailors of dissipated character, many of whom were suffering at the time from Delirium Tremens.

DISEASES.

	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.
Icterus,	0	1	1	1	0	0
Gonorrhœa,	0	15	15	12	0	3
Dysuria,	0	8	8	8	0	0
Scrofula,	0	3	3	2	1	0
Elephantiasis,	0	6	6	4	0	2
Gangrena,	0	8	8	4	2	2
Variola,	0	0	0	0	0	0
Tetanus,	0	7	7	1	6*	0
Hernia Strangulata,	0	0	0	0	0	0
Tumores,	0	2	2	0	0	2
Psora et Herpes,	0	1	1	1	0	0
Luxatio,	0	8	8	6	0	2
Vulnus Incisum et Contusum,	0	89	89	81	4†	4
Contusio,	0	43	43	41	0	2
Ambustio,	0	7	7	6	1‡	0
Ulcus,	0	61	61	59	0	2
Fractura,	0	30	30	22	0	8
Concussio Cerebri,	0	3	3	3	0	0
Poisoning,	0	10	10	10	0	0
Chorea,	0	1	1	1	0	0
Morbi Oculorum,	0	1	1	1	0	0
Total	1297	1297	1056	137	104	

* Five of these were cases of Traumatic Tetanus, occurring after severe injuries—one case of the Idiopathic form recovered.

† The fatal cases were compound fractures of the skull, with injury of the brain, occasioned by falls from the tops of houses, &c.

‡ The fatal case occurred in a man who was extensively burnt by Sulphuric Acid.

FRED. J. MOUAT, M. D.,
Secretary.

Medical College, }
June 15th, 1845. }

NOTE.—The Hospital was closed for the purpose of repair, during the last vacation in May and June 1844.

*Annual Return of Diseases treated in the Female Hospital of
the Medical College from the 1st May 1844 to the 30th
April 1845.*

DISEASES.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.
Febris Intermittens,	0	9	9	9	0	0
" Continuae Communis,	2	25	27	26	1	0
" Remittens,	0	7	7	6	1	0
Bronchitis,	0	3	3	3	0	0
Peritonitis,	0	0	0	0	0	0
Splenitis,	2	10	12	9	3	0
Rheumatismus Acutus,	6	19	25	23	0	2
" Chronicus,	2	10	12	11	0	1
Phthisis Pulmonalis,	0	3	3	0	3	0
Dysenteria Acuta,	2	27	29	19	7	2
" Chronicæ,	2	13	15	9	6	0
Morbi Oculorum,	0	2	2	2	0	0
Ambustio,	0	3	3	3	0	0
Cholera Morbus,	0	19	19	11	8	0
Diarrhœa,	0	8	8	8	0	0
Ascites,	0	10	10	7	3	0
Menorrhagia,	0	3	3	3	0	0
Leucorrhœa,	0	5	5	5	0	0
Amenorrhœa,	0	2	2	2	0	0
Hæmorrhoids,	0	4	4	4	0	0
Syphilis Primitiva,	4	47	51	47	0	4
Luxatio,	0	1	1	1	0	0
Tetanus,	0	2	2	1	1	0
Paralysis,	0	0	0	0	0	0
Vulnus Incisum et Contusum,	3	25	28	26	0	2
Ulcus,	3	22	25	25	0	0
Fractura,	0	8	8	6	1	1
Concussio Cerebri,	0	2	2	2	0	0
Abortio,	0	7	7	5	2	0
Parturitio,	12	37	49	41	2	6
Poisoning,	0	6	6	6	0	0
Prolapsus Uteri,	0	1	1	1	0	0
Phlegmasia Dolens,	0	1	1	0	0	1
Carcinoma,	0	1	1	0	0	1
Total,	38	342	380	322	38	20

FRED. J. MOUAT, M. D.,
Secretary.

Medical College, {
June 15th, 1845. }

Table of Admission and Deaths in the Medical College Hospital for 1844-45.

Months.	Europeans.						Remarks.	Natives.						Remarks.
	Admitted.	Medical.	Surgical.	Discharged.	Medical.	Surgical.		Admitted.	Medical.	Surgical.	Discharged.	Medical.	Surgical.	
May 1844,	0	0	0	0	0	0		0	0	0	0	0	0	
June,	0	0	0	0	0	0		56	32	46	28	0	0	
July,	18	5	12	3	0	0		46	30	43	24	0	0	
August,	49	23	38	16	8	8		44	25	38	20	0	0	
September,	57	21	46	18	4	0		53	34	45	27	0	0	
October,	54	27	48	19	5	5		35	22	28	18	0	0	
November,	35	22	29	15	6	0		29	24	26	17	0	0	
December,	47	25	36	18	10	0		35	19	28	16	0	0	
January 1845, ...	37	19	29	13	5	0		35	21	30	18	0	0	
February,	28	23	28	19	6	0		43	23	34	18	0	0	
March,	37	21	34	15	13	1		34	18	29	14	0	0	
April,	71	20	55	18	14	0		410	248	347	200	54	11	
Total,	433	206	355	154	71	1		4	3	5	4	4	0	

Medical College,
June 15th, 1845.

FRED. J. MOUAT, M. D.,
Secretary.

Return of Surgical Operations performed by Professor Raleigh, at the Medical College Hospital, from 1st May 1844 to 30th April 1845.

Nature of Operations.	Remarks.
Amputations of the Arm,	3
Ditto of the arm at the shoulder joint,	1
Ditto of the leg,	2
Hypertrophied Scrotums removed,	6
Large encysted tumors from various parts of the body,	5
Ditto Fungoid ditto ditto,	3
Luxations of the Hip joint reduced,	3
Ditto of the shoulder joint,	5
Operations for Hydrocele,	24
Excision of cancerous breast,	1
External Iliac Artery tied for femoral aneurism,..	1
Minor surgical operations, ..	30

FRED. J. MOUAT, M. D.,

Secretary.

*Medical College,]
June 15th, 1845.]*

Annual Return of Diseases treated in the Out-door Dispensary of the Medical College, from 1st of May
1844 to 30th April 1845.

DISEASES.		Remained.	Admitted.	Total.	Cured.	Relieved.	Absconded.	Died.	Remaining.	Remarks.
Of the digestive function.	Colica,	0	19	19	0	13	5	0	1	
	Diarrhoea,	2	330	332	267	8	55	0	2	
	Cholera Biliosa,	0	0	0	0	0	0	0	0	
	Cholera Spasmodica,	0	0	0	0	0	0	0	0	
	Icterus,	0	22	22	16	0	6	0	0	
Of the respiratory function.	Asthma,	1	11	12	0	7	4	0	1	
	Febris, { Intermittent,	0	12	12	11	0	1	0	0	
	Continued	2	71	73	50	1	20	0	2	
	Phlegmon et Abscessus,	15	844	859	770	0	83	0	6	
	Inflammatio, { Cephalica,	0	0	0	0	0	0	0	0	
Of the Sanguineous function.	Thoracica,	0	0	0	0	0	0	0	0	
	Enteritica,	0	0	0	0	0	0	0	0	
	Hepatitis, { Acuta,	3	25	28	15	6	7	0	0	
	Chronica,	1	36	37	27	4	6	0	0	
	Splenitis,	4	105	109	49	47	13	0	2	
	Ophthalmia, { Acuta,	3	42	45	40	1	3	0	1	
	Chronica,	0	168	168	141	0	27	0	0	
	Catarrhus,	0	94	94	87	0	7	0	0	
	Dysenteria, { Acuta,	4	106	110	69	16	23	0	2	
	Chronica,	12	237	249	174	28	45	0	2	
	Rheumatismus, { Acutus,	5	104	109	56	35	16	0	2	
	Chronicus,	9	353	362	268	38	52	0	4	
	Variola,	1	0	1	1	0	0	0	0	

	Scrophula,	1	1	2	0	2	0	0	0
Of the Sanguineous function.	{ Primativa,	3	81	84	52	23	8	0	1
	{ Consecutiva,	15	398	413	285	53	70	0	5
	Elephantiasis,	1	10	11	1	8	2	0	0
	Scorbutus,	0	0	0	0	0	0	0	0
	Ulcus,	11	1338	1349	1237	13	92	0	7
Of the Nervous function.	Mania,	0	4	4	1	3	0	0	0
	Cataracta,	0	2	2	0	2	0	0	0
	Apoplexia,	0	0	0	0	0	0	0	0
	Paralysis,	0	7	7	0	5	1	0	1
Of the sexual function.	Gonorrhœa,	12	832	844	533	218	89	0	4
	Tumour,	0	6	6	2	3	1	0	0
Of the excretent function.	Bronchocele,	0	15	15	12	3	0	0	0
	{ Anasarca,	0	11	11	8	1	2	0	0
	Hydrops,	0	55	56	34	15	5	0	2
	{ Acites,	1	55	56	34	15	5	0	2
	Hydrocele,	0	5	5	4	0	1	0	0
	Dysuria,	0	2	2	0	3	1	0	0
	Lepra,	37	4782	4819	4656	0	137	0	26
	Psora et Herpes,	0	11	11	8	0	3	0	0
Of external violence.	Contusio,	0	0	0	0	0	0	0	0
	Vulnus,	1	7	8	7	1	0	0	0
	Ambustio,	0	15	15	9	5	1	0	0
	Fractura,								
	Total,	146	10161	10307	8888	562	786	0	71

FRED. J. MOUAT, M. D.,
Secretary.

Medical College, {
June 15th, 1845. }

Abstract of the Half Yearly Returns of Out Patients treated at the Government Charitable Dispensaries in the Presidencies of Bengal and North West Provinces from 1st August, 1844 to 31st January 1845.

Dispensaries.	Names of the Sub-Assistant Surgeons.	Character and Qualifications.	Expenses.			Remaining 31st July, 1844.	Admitted during the half year.	Total.	Cured.	Relieved.	No better.	Incurable.	Abandoned.	Died.	Remaining 31st Jan., 1845.
			Rupees.	Annas.	Pies.										
Bhowanipore,	Calachaud Dey,	No fault,	1,094	13	9	115	3,273	3,388	2,842	698	2	0	332	4	110
Pooree,	Nilmony Dutt,	Satisfactory,	1,905	12	9	57	501	558	385	0	0	0	110	1	62
Moorshedabad,	Punchanon Sreemoney,	Conduct & qualification appear unexceptionable,	1,031	15	6	62	3,050	3,112	1,728	948	0	0	367	4	65
Dacca,	Nohin Chunder Paul,	Conduct good, and attentive to his duty,	1,129	2	10	40	3,170	3,210	2,158	472	9	6	468	20	77
Chittagong,	Rajkisto Chatterjee,	Ditto,	960	12	1	130	3,017	3,147	1,767	791	5	11	474	2	97
Patna,	Ramessur Awastee, N. D.,	Is a very efficient Govt. Servant, Has received an excellent English and Professional Education and is intelligent and zealous,	1,649	9	0	260	4,543	4,803	3,912	362	9	9	245	31	200
Benares,	Issur Chunder Gangooly,	Satisfactory,	1,769	9	81	87	7,485	7,572	5,153	422	38	93	1,753	26	87
Allahabad,	Jadobchunder Dhara,	Very satisfactory,	1,574	4	11	79	2,635	2,714	2,029	429	9	11	156	4	80
Farrukhabad,	Saduchurn Mullick,	Ditto,	989	8	6	41	2,257	2,298	768	313	0	0	196	1	20
Cawnpore,	Ramnarain Doss,	Active, intelligent and qualified,	1,387	5	10	63	2,127	2,190	2,041	16	0	0	87	0	46
Agra,	Omachurn Sett,	Active, zealous and intelligent,	1,378	15	11	85	3,003	3,088	0	3,034	0	0	0	0	54
Muttra,	Moheschunder Nun,	(Intelligent, attentive, and well grounded in Medical knowledge,	1,262	10	6	39	2,713	2,752	2,366	330	0	0	15	0	41
Delhie,	Chiman Lall,	In every way excellent,	1,107	11	6	59	2,965	3,024	2,495	413	0	6	77	0	33
Barielly,	Jadobchander Sett,	Most excellent,	1,244	5	3	323	8,596	8,919	5,010	2,355	2	0	1,248	49	255
Moradabad,	Tarachaud Pine,	No fault,	1,128	14	0	73	2,964	3,037	2,959	16	0	0	16	4	42
Budwoor,	Gobindchunder Doss,	Unknown,	0	0	0	39	2,967	3,036	2,813	34	0	0	132	1	56
Pilibhit,	Hurseek Rohee, Native Doctor	Good, steady and attentive,	240	7	3	141	3,331	3,472	3,338	0	0	0	0	21	123
Sajehampore,	Mr. L. DeSouza,	Every way satisfactory,	913	21	6	60	1,707	1,767	1,460	13	9	60	200	3	22
Jubbulpore,	Shamachurn Dutt,		969	1	0	94	2,895	2,969	1,913	585	0	20	396	5	70
		Total	19,025	12	0	1,472	54,413	55,885	38,373	10,171	72	207	5,691	141	1,230

Abstract of the Half Yearly Returns of In-door Patients, treated at the Government Charitable Dispensaries in the Presidencies of Bengal and N. W. Provinces from 1st August 1844 to 31st January 1845.

DISPENSARIES.	Remaining 31st July, 1844.		Admitted during the half year.		Total.		Cured.		Relieved.		No better.		Incurable.		Absconded.		Died.		Remaining 31st Jan. 1845.	
	Remaining 31st July, 1844.	Admitted during the half year.	Total.	Cured.	Relieved.	No better.	Incurable.	Absconded.	Died.	Remaining 31st Jan. 1845.										
Bhowanpore,	0	12	12	4	0	0	1	0	6	1										
Pooree,	85	172	257	106	0	0	0	11	69	71										
Moorshedabad,	5	50	55	18	0	4	0	11	19	3										
Dacca,	7	55	62	27	11	0	0	10	12	2										
Chittagong,	9	55	64	40	8	0	0	5	6	5										
Patna,	8	34	42	31	0	0	0	0	3	8										
Benares,	16	103	119	99	0	0	0	1	8	11										
Allahabad,	8	85	93	43	19	3	0	9	14	5										
Furruckabad, *																				
Cawnpore,	24	174	198	88	7	0	0	20	59	24										
Agra,	2	28	30	14	2	1	0	0	9	4										
Mutra,	4	58	62	30	12	1	0	9	3	7										
Delhie,	4	96	100	84	1	0	0	6	4	5										
Bareilly,	6	63	69	38	9	1	1	6	8	6										
Moradabad,	12	100	112	87	1	0	0	17	6	1										
Budawoan, †																				
Pilibheet, †																				
Shajehanpore, †																				
Jubbulpore,	8	133	141	96	11	0	0	5	15	14										
Total, . . .	190	1172	1362	770	81	10	2	110	232	158										

* No Indoor Patients treated at this Dispensary.

† No Indoor Patients treated at these Dispensaries.

Half Yearly Return of the Sub-Assistant Surgeons educated at the Medical College, from the 1st July to the 31st December 1844.

Numbers.	Names.	Date of Appointment.	Designa- tion.	Stations and the nature of employment.	Character and qualifications.	Remarks.
1	Omachurn Sett	22d March 1839..	Sub-Assis- tant Surg.	Dispensary, Agra	{ Active, intelligent and qualified	[Months. Leave in Sept. for 6
2	Samachurn Dutt	July 1841..	ditto ..	Dispensary, Jubbulpore	Every way satisfactory	
3	Isserchunder Gangooly	10th Jan. 1840..	ditto ..	City Hospital, Benares	{ Has received an excellent English and Professional education and is intelligent and zealous	
4	Ramnarain Doss	10th Jan. 1840..	ditto ..	Dispensary, Cawnpore	Very satisfactory	
5	Jadubchunder Sett	17th Feb. 1840..	ditto ..	Dispensary, Bareilly	In every way excellent	
6	Punchanun Sreemoney	10th Jan. 1840..	ditto ..	{ City Dispensary, Moor- shedabad	{ Conduct and qualification appear unexceptionable. }	No report received
7	Mr. Fleming	23d April 1841..	ditto ..	Calpee .....	.....	Report not yet receiv-
8	Callachand Dey	20th Jan. 1841..	ditto ..	Bhowanipore Dispensary .....	.....	[ed.
9	Rajkisto Chatterjee	3d Feb. 1841..	ditto ..	Dispensary, Chittagong	Conduct good and attentive..	
10	Jadubchunder Dhara	10th Feb. 1841..	ditto ..	Dispensary, Allahabad	Satisfactory	
11	Chimmuun Lall	10th Feb. 1841..	ditto ..	Dispensary, Delhi	{ Intelligent, active and well grounded in Medical know- ledge	
12	Nobinchunder Paul	10th Feb. 1841..	ditto ..	Dacca Dispensary	{ Conduct good and attentive to his duty	Proceeded to Benares.
13	Mr. Imlay	10th Feb. 1841..	ditto ..	Jail Hospital, Sandoway .....	.....
14	Nilmyon Dutt	24th Feb. 1841..	ditto ..	Dispensary, at Pooree	Both satisfactory	
15	Budden Chunder Chowdry	23d Feb. 1841..	ditto ..	Emambarrah Hospl Hooghly	Both good	
16	Moheschunder Nun	22d June 1841..	ditto ..	Dispensary, Muttra	Active, zealous and intelligent.	
17	Dinonauth Dhur	22d June 1841..	ditto ..	Jail at Sirsa .....	.....	On leave.

Numbers.	Names.	Date of Appointment.	Designa-tion.	Stations and the nature of employment.	Character and qualifications.	Remarks.
18	Samachurn Sircar	16th Feb. 1842..	Sub-Assis-tant Surg.	Gyah Pilgrim Hospital	{ Good and extremely attentive to this duty	
19	Sadachurn Mullick	23d June 1841..	ditto ..	Dispensary, Furrakabad	Satisfactory	
20	Gopaulkisto Goopta	22d June 1841..	ditto ..	Jail at Khotuck	Satisfactory	
21	Nobinchunder Mookerjee ..	17th April 1843..	ditto ..	Burdwan Rajah Dispensary .....	.....
22	Isserchunder Nye	17th April 1843..	ditto ..	Charity Hospital, Bancoora..	Good	
23	Samachurn Ghose	17th April 1843..	ditto ..	Jessore Hospital .....	.....
24	Purmanund Sct	17th April 1843..	ditto ..	Jail at Bijnore	No fault	[Sirsa. Aptg. to do duty at Died in Aug. 1844.
25	Mr. F. DeCruze	22d Feb. 1843..	ditto ..	Jail at Agra .....	.....	{ Gone to Midnapore on the 11th Sep- tember 1844. Report not received.
26	Inayut Hosein	28th Dec. 1843..	ditto ..	{ H. M. the King of Oude's Dispensary .....	.....	No report received.
27	Samachurn Dey	22d Feb. 1843..	ditto ..	Jail at Loodianna	Steady and very intelligent ..	
28	Chundersekur Holdar	22d Feb. 1843..	ditto ..	Jail at Umballa	Good	
29	Tarachund Pyne	22d Feb. 1843..	ditto ..	Dispensary, Moradabad	Satisfactory	
30	Gobindchunder Doss	22d Feb. 1843..	ditto ..	Dispensary and Jail at Budoan	Most excellent	
31	Rumessur Doss	10th May 1843..	ditto ..	Jail at Goorgaon	No fault	
32	Moheschunder Dey	3d May 1844..	ditto ..	Jail at Koornual	A useful public servant ..	
33	Nubbokisto Goopta	6th Nov. 1843..	ditto ..	Jail at Dumoh	Good	
34	Purmessor Shaw	27th April 1844..	ditto ..	Shickawatty Brigade	{ Conduct good, knowledge de- ficient	Report not received.
35	Dhurmodass Bose	14th May 1844..	ditto ..	Dispensary, at Agra	{ Acquired a fair professional knowledge from his studies	
36	Mr L. DeSouza	3d May 1844..	ditto ..	Dispensary, Shajehanpore	Good, steady, and attentive ..	[Dec. 1844.
37	E. Lazarus	6th Nov. 1844..	ditto ..	Dacca Dispensary	Appears well qualified	Arrived at Dacca 9th

Half Yearly Return of the Native Doctors who were educated in the Military Class of the Medical College
from the 1st July to the 31st December 1844.

Number.	Names.	Date of Rank.	Designa- tion.	Corps and Stations to which attached.	Character and qualifications.	Remarks.
1	Kurreem Bux	3rd Nov. 1841...	Native Doctor	Jail Mirzapore	Diligent and Active	Benares.
2	Mohomed Hossain	3rd Nov. 1841...	ditto	29th Regiment N. I.	{ Conduct good in every repect, } attentive and diligent	Jumaulpore.
3	Mohammed Hossain Alli ..	3rd Nov. 1841...	ditto	8th Irregular Cavalry	Good	[Saugor Divn.
4	Fuzoollah Khan	3rd Nov. 1841...	ditto	67th Regiment N. I. ....	.....	Transferred to the Proceeded with his corps from Cawn- pore to Nusseern- bad 15th October.
5	Alli Bux, 2nd,.....	3rd Nov. 1841...	ditto	11th Light Cavalry .....	.....	Delhi.
6	Bux Khan	3rd Nov. 1841...	ditto	72nd Regiment N. I.	Active and attentive	
7	Chunder Deen Sukul	3rd Nov. 1841...	ditto	Garrison of Agra	Both good	
8	Alli Bux 1st.....	3rd Nov. 1841...	ditto	55th Regiment N. I.	Both very good	Meerut.
9	Muzufer Hossein	3rd Nov. 1841...	ditto	9th Light Cavalry	Active and intelligent	Loodianah.
10	Jelall Ooddeen	3rd Nov. 1841...	ditto	24th Regiment N. I.	Conduct good and well educated.	
11	Shaikh Mungloo	3rd Nov. 1841...	ditto	50th Regiment N. I.	Tolerably good	Alhyghur.
12	Woodhain Sing	20th June 1842...	ditto	4th Light Cavalry	Good and attentive	Umballa.
13	Kendy Sing	20th June 1842...	ditto	{ Under the order of the GovernorGeneral's Agent, } Assam	Not known	No return received.
14	Summon Khan	20th June 1842...	ditto	1st Irregular Cavalry	{ Well qualified, but careless and inattentive to his duties	
15	Hingun, 2nd.....	20th June 1842...	ditto	8th Irregular Cavalry	Good	Hansie.
16	Meer Caussein Alli.....	20th June 1842...	ditto	28th Regiment N. I.	Attentive	Sylhet.
17	Callee Persaud.....	20th June 1842...	ditto	31st Regiment N. I.	Good	Almorah.
18	Golam Rajah	20th June 1842...	ditto	52nd Regiment N. I.	Attentive to his duty	

Numbers.	Names.	Date of Rank.	Designa- tion.	Corps and Station to which Attached.	Character and Qualifications.	Remarks.
19	Meer Golam Shaw	20th June 1842 .	Native Doctor..	Meywar Bengal Corps	Not known	No report received.
20	Ghassy Khan	30th June 1842..	ditto ..	Kotah Agency	Ditto	Ditto
21	Mirza Bauker Hossein	20th June 1842..	ditto ..	37th Regiment N. I.	Steady, middling.....	Allahabad.
22	Nuzzuff Ally.....	20th June 1842..	ditto ..	11th Light. Cavalry.....	.....	Proceeded with his corps from Cawn- pore to Nusseera- bad 15th October.
23	Oaheed Ally	20th June 1842..	ditto ..	37th Regiment R. I.	Steady, middling.....	Allahabad.
24	Golam Murtoza	20th June 1842..	ditto ..	3rd Infantry Levy	Not known	No report received.
25	Abdoool Wahid	20th June 1842..	ditto ..	5th Regiment N. I. ....	.....	Marched to Dacca 20th Dec. 1844.
26	Mirza Monour Bey	20th June 1842 ..	ditto ..	67th Regiment N. I. ....	.....	Died on the 7th November at Kul- leager.
27	Shoukh Elahee Bux	5th Dec. 1842..	ditto ..	Sylhet Light. Infy. Battalion..	{ Improved in every respect and attentive	
28	Hedyat Ollah	5th Dec. 1842..	ditto ..	{ Under the Superintending Surgeon Presidency.....	Not known	{ No report received since.
29	Torab Ally.....	5th Dec. 1842..	ditto ..	Civil, Baraset	{ Conduct and qualifications are both pretty good	At Silchur.
30	Kingur, 1st	5th Dec. 1842..	ditto ..	Sylhet Light. Infy. Battalion..	Satisfactory	Chira Poonjee.
31	Udhin Persaud.....	5th Dec. 1842..	ditto ..	{ Ramghur Light. Infy. Bataillon	Improving but still rather careless	Doorunda.
32	Tutul Sing.....	8th June 1843..	ditto ..	Assam Subdy. Corps	Not known	No Report received.
33	Essory Lall	8th June 1843..	ditto ..	39th Regiment N. I.	Tolerably good	{ Doing duty at Head Quarters.
34	Ghun Lum Sing	8th June 1843 ..	ditto ..	57th Regiment N. I.	{ Attentive but very deficient in practical knowledge ..	Station Hospital, Sau- gor.
35	Khaun Dum Hossein	8th Aug. 1843..	ditto ..	Station Hospital, Dargeeling..	Good	
36	Sooltan Khan	17th July 1843..	ditto ..	1st Regiment N. I.	Attentive to his duty	Dinapore.

No.	Names.	Date of Rank.	Designa- tion.	Corps and Station to which attached.	Character and Qualifications.	Remarks.
37	Bissessor Sing	4th Sept. 1843..	Native Doctor...	Civil Bauleah	{ Conduct and qualifications are both good	
38	Sahebdad Khan	11th Aug. 1843..	ditto ..	56th Regiment N. I	Very good.....	Agra.
39	Mendhy Khan	29th July 1843..	ditto ..	{ Doing duty with the 2nd Regiment, Grenadiers.. }	Good	Agra.
40	Imdad Hossein.....	25th Sept. 1843..	ditto ..	25th Regiment N. I.	Not known	{ No report received during this Half year.
41	Jhoomuck Lall.....	15th Sept. 1843..	ditto ..	Residency Katmandoo	Attentive to his duty ..	
42	Ameer Khan	8th Sept. 1843..	ditto ..	{ Doing duty with 35th Lt. Cavalry .....	.....	{ Marched with the Regt. to Jhansie on the 10th Oct. last.
43	Oozseen Khan	8th Sept. 1843..	ditto ..	70th Regiment N. I.	{ A steady willing man and at- tentive	
44	Bhowanee Sing	8th Sept. 1843..	ditto ..	Doing duty 1st Light. Cavalry	Steady but not very active.....	Muttra.
45	Hedyal Ally Khan	8th Sept. 1843..	ditto ..	Assam Light. Infantry	Very Good.....	Jeypore, Assam.
46	Ramdhone	29th June 1844..	ditto ..	Sukkur	Not known	No return received.
47	Meer Akbur Ali	12th June 1844..	ditto ..	Scindian Ameers	Ditto	Ditto
48	Hossein Bux	29th June 1844..	ditto ..	Sukkur	Ditto	Ditto
49	Meer Ali Nubby	29th June 1844..	ditto ..	Sukkur	Ditto	Ditto
50	Mirza Hossein Bux.....	29th June 1844..	ditto ..	Jailal Docherah	Believed to be good.....	Saugor.
51	Meer Rajeeb Alli.....	29th June 1844..	ditto ..	{ Doing duty N. details 1st Battalion	Conduct good and is attentive to his duty.....	{ Agra, arrived from Calcutta on the 3rd October.
52	Meer Ali Bux	29th June 1844..	ditto ..	15th Regiment N. I.	Good and attentive	Ferozepore.
53	Moshaeb Ali	29th June 1844..	ditto ..	17th Regiment N. I.	Attentive and intelligent	Midnapore.
54	Bhowanee Sing	28th June 1844..	ditto ..	Civil, Rungpore	{ Conduct exceedingly bad, is very indolent and disre- spectful, his qualifications are good	{ Assistant to the Ci- vil Station, Rung- pore D. O. 1st June 21st Oct. absconded from 29th Dec. 1844.

APPENDIXES TO THE REPORT
OF THE
MOFUSSIL INSTITUTIONS.

APPENDIX No. 1.

Circulars issued from the Education Department from 30th April 1844 to the 30th April 1845.

CIRCULAR No. 15.

To the Secretary Local Committee.

Education.

SIR,

I am directed by the Hon'ble the Deputy Governor to annex a list of the Vernacular Class Books in Store in this office, with the prices marked, and to request that you will state whether any copies of the works therein mentioned are required for the Institution under the Committee's Charge.

Fort William, the 27th May, 1844.

List of Vernacular Class Books in Store.

Harle's Arithmetic in Bengallee	4 annas each,	200 copies.
Pearce's Geography in Bengallee	10 annas each,	700 ,.
Vernacular Class Book reader in Bengallee		
1 rupee each,		1000 ,.

CIRCULAR No. 16.

To the Local Committee.

Education.

GENTLEMEN,

With reference to the appointment of Mr. J. Ireland to be Inspector of Colleges and Schools in Bengal, Behar, and

Orissa, and an Ex-officio Member of all the Local Committees of Public Institution and of the Nizamut College Committee, published in the *Calcutta Gazette* of the 6th Instant, I am directed by the Hon'ble the Deputy-Governor to forward for your information and guidance Extract from a letter addressed to that gentleman on the 20th ultimo.

Fort William, the 25th July, 1844.

Extract from a Letter addressed to Mr. Ireland, dated 20th June, 1844. No. 434.

* Dacca.
Commillah.
Sylhet.
Chittagong.
Burrishal.
Jessore.
Midnapore.
Cuttack.
Baulish.
Bhagulpore.
Patna.

Para. 3.—From the date which you may assume charge of your new appointment of which due notice will be given in the *Calcutta Gazette*, the duties of the several Local Committees noted in the margin,* (of each of which you will be an ex-Officio Member) will be confined to the following heads :

To suggest improvements, and bring abuses and irregularities to the notice of the inspector.

To encourage Local Subscriptions and donations, the establishment of Branch Schools, and the attendance of the children of respectable parents.

To visit the College or School frequently, and insert in a book prepared for the purpose, a memorandum of the classes, both English and Vernacular, examined at each visit, with their opinion of the state of the Institution, and any changes they may consider necessary for its improvement. This book shall be at all times accessible to the Principal and Masters.

To superintend and assist at all examinations for prizes, scholarships, &c.

To grant, or forward to the Government, applications for leave of absence to principals, masters, and scholars, under the rules of the 28th February 1844.

To manage the funds of the institution under their charge, and to check and countersign the monthly establishment and contingent bills as heretofore.

4. The admission of scholars will rest with the principals of colleges and head masters of schools, subject to the rules in force, and to your approval. All other functions of the Local Committees, including the control of the principals and masters, will be transferred to the inspector, who will be responsible only to the Government.

5. You will ordinarily correspond direct with the principals of colleges, and head masters of schools, but also if necessary with the Local Committees through their secretary.

8. You will be expected to visit every school at least twice a year, and some of them oftener.

10. The principal objects had in view by the Government, to the accomplishment of which your efforts will be mainly directed are—

The provision of means for imparting a high standard of moral and intellectual education through the medium of English in the Colleges of Dacca and Moorshedabad, as well as at any other institutions of a similar character which it may hereafter be expedient or practicable to establish.

The acquisition by the students, at the same time, of a sufficient mastery of the vernacular, to enable them to communicate with facility and correctness in the language of the people, the knowledge obtained by them at the central college.

The extension of the means of instruction in the Zillahs by the establishment of Vernacular Schools, or the improvement of those which already exist, in the more populous towns throughout the presidency.

The preparation of a complete series of vernacular class books.

The introduction of a more uniform and systematic course of study, and the improvement of discipline at all the Government Institutions.

CIRCULAR No. 17.

To the Secretary to the Local Committee.

Education.

SIR,

The examination for scholarships will commence towards the close of next month, some few days before the Dusserah Vacation, and of this you are requested to inform the candidates, in order that they may be prepared to undergo their examination at the shortest notice.

2. With the question papers will be communicated specific instructions as to the order in which the several subjects are to be given, and the precise day and hour at which the examination in each is to be commenced. The committee are requested to be particular in observing that those instructions are punctually conformed to, as any deviation will preclude the award of a scholarship even to a properly qualified candidate.

3. You are requested to state by *return of Dawk* the number of sets of senior and junior scholarship examination papers that will be required in the institution under your charge.

Fort William, the 22d Augt., 1844.

CIRCULAR No. 18.

To the Secretary to the Local Committee.

Education.

SIR,

In continuation of my Circular No. 17, dated 22d ultimo, I have now the honor to forward in separate sealed packets, a set of written examination papers for senior, and one for junior scholarships.

2. The examination for junior scholarships will commence on the 1st proximo, and be held in the following order.

1. Grammar, Tuesday, 1st October.
2. History, Wednesday, 2d ditto.
3. Geography, Thursday, 3d ditto.
4. Arithmetic, Friday, 4th ditto.
5. Vernacular Translation,.. Saturday,..... 5th ditto.

That for the senior scholarships as below :

1. General Literature,..... Tuesday, 1st October.
2. History, Wednesday, 2d ditto.
3. Mathematics, Thursday, 3d ditto.
4. Natural Philosophy, Friday,..... 4th ditto.
5. English Essay,..... Saturday,..... 5th ditto.
6. Bengali Essay,..... Monday, 7th ditto.

3. The Committee are particularly enjoined to observe the above order in giving the subjects, and not on any account to give out more than one subject to each department on the same day. Should the papers reach the Committee before the 1st proximo, the examination will be held on the very same days as those determined upon by the Council of Education for the Presidency Institutions, but should they arrive on or after the day itself, the Committee will commence the examination on the day after the receipt of the papers (not being Sunday), allowing no day except Sunday to intervene until the examination is completed.

4. The Committee will open each sealed packet on the day set apart for the particular subject to which its contents refer, and not before.

They will also observe that portion of the printed rules transcribed in the margin, with the greatest care.

The students will not be allowed to communicate with each other during the examination, and on that account will be placed at a proper distance from each other.

They will be required to answer the questions and to write the essay without any assistance whatever, and to ensure this, *one of the members of the local Committee will remain in the room and superintend during the whole examination.*

At the hour fixed for the close of each day's examination, each student will deliver to the Superintending Member of the Local Committee his answers or his Essay signed by himself. The Member of the Local Committee will immediately put them all into an envelope and seal it up.

communicating them to the candidates *at the time of examination.*

5. The Committee will lose no time in reporting the result of the examination, together with the names of those whom they recommend for scholarships, for the information of Government. The answers need not be sent, but the relative numerical value of those of each candidate should be mentioned in the report. The maximum value of each question will be found inserted in the papers.

6. After the close of the examination and proceedings of the Committee consequent thereupon, the question papers may be made over to the Head Master for the use of the students.

7. In explanation of circular No. 11 dated the 4th March last, I am directed to add that the general examination of the boys need not necessarily take place on one or more of the days fixed for the scholarship examination, but that it may be held on any other day, either shortly before or after the scholarship examination, most convenient to the Committee.

To Ramree, Cuttack and
Moulmein.

As there are no means available at the presidency for composing a suitable paper in the vernacular of your district, a paper in Bengali

is sent, which the Committee will in the first instance render into the vernacular, and give it in that form to be translated by the students.

Fort William, the 9th September, 1844.

CIRCULAR No. 19.

To the Secretary to the Local Committee.

Education.

SIR,

I am directed to inform you that all scholarships, junior and senior, will cease temporarily on the 30th of September

of each year, and no allowances will be drawn for the ensuing months until the results of the scholarship examinations be known; when all present holders of scholarships, who have made the progress requisite for retaining them, will recover the allowance due for the time in arrear. All scholarships which are forfeited will cease from the 30th of September, and the payment of all fresh scholarships obtained, will be calculated from the same date.

Fort William, the 21st September, 1844.

CIRCULAR No. 20.

To the Secretary to the Local Committee.

Education. *SIR,*

I am directed by the Honorable the Deputy Governor of Bengal to request that you will on receipt of this communication discontinue the practice of docketting public letters addressed to this office, as much inconvenience has been experienced from careless endorsements.

Fort William, the 16th September, 1844.

CIRCULAR No. 21.

To the Secretary to the Local Committee.

Education. *SIR,*

I have the honor by direction of the Right Honorable the Governor of Bengal, to enclose for your information and

* Letter from Secretary, Local Committee at Bauleah No. 536, dated 17th September 1844 and enclosure.

Letter to ditto No. 666 dated 2nd October 1844. Public Instruction at Bauleah.

Fort William, the 2nd October, 1844.

No. 55.

From the Secretary to the Local Committee of Public Instruction at Bauleah,

To C. BEADON, Esq.,

Under Secretary to Government of Bengal, Fort William,

Bauleah, 17th September, 1844.

SIR,

I enclose in original a letter received from Mr. Officiating Collector Dirom with a copy of a letter from the Accountant, Revenue Department, No. 637, dated April 23rd 1842, regarding a certain sum of money, which has been held in deposit to the credit of the Government School of this station in his office, and which he considers should be carried to the credit of the Council of Education, to which I dissent.

2. The sum alluded to is made up of a monthly subscription of 30 Rupees from a minor under the Court of Wards, surplus receipts of stationery allowance over expenditure, and sale of books from the School store. These sums previous to the late Secretary's departure were sent to the Collectory; but on his departure, owing to the inconvenience of having any money of a public institution in a private house, the late Collector, Mr. Garrett, agreed to keep the several sums in deposit, allowing the committee to draw for such amounts as they might require. Such being the case, I do not think they fall under the class of payments alluded to in the latter part of the Accountant's letter, No. 637, except perhaps that of the subscription of the minor. The book sales alluded to in the said letter evidently mean books purchased from Government, not books sold from the School Store, which had been previously *purchased* by the school, out of its *monthly allowance*; and the surplus receipts over disbursements of the book allowance evidently must remain to the credit of the school for further additions to the Library, purchase of Prizes, &c.

3. If my view of the case should be considered the correct one, it would be a great convenience if the Collector be authorized to keep the sums as heretofore in deposit. Mr. Dirom has no objection to do so.

I have, &c.

(Signed) T. C. LOCH,

Secretary.

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No. 186.

*From the Officiating Collector of Rajshahi,**Bauleah, 24th August, 1844,**To the Secretary to the Local Committee at Bauleah.*

SIR,

With reference to your letter, No. 46 dated 14th instant, requesting me to transfer the two sums amounting to Co.'s Rs. 26-4 from the credit of the "Council of Education" to the credit of the "School in deposit," I have the honor to enclose for the information and consideration of the Local Committee

* Accountant Revenue Department. copies of Circular letters,* No. 636 and 637, dated 24th February and 23d April 1842, regarding the debits and credits of sums disbursed and received on account of Government Schools.

2. It appears to me, with reference to the concluding part of the latter circular, that all sums received, such as donations, tuition receipts, sale of books, &c. ought to be brought to credit under the general head of

"Council of Education;" it follows therefore that the amount Co.'s Rs. 1251-5-0, now to the credit of the school under the head of "Deposits," ought to be removed from the latter to the former head, viz. from "Deposit" to "Council of Education."

As per Collector's letter No. 181 dated 13th August,	Co.'s Rs.	1,178 4 0
Since received,...		73 1 0
		<hr/> 1,251 5 0

I have, &c.,

(Signed) W. M. DIROM,
Offy. Collector.

No. 636.

*From Accountant Revenue Department,**To the Collector of Land Revenue.*

SIR,

Government having sanctioned a proposition made by the Council of Education for the payment, after audit by the Bengal Civil Auditor, of bills that may be presented at the provincial Treasuries by the various sections in the provinces of the Council of Education, I am directed by the Accountant General to request that you

will be good enough to discharge the amounts of all such audited bills of the several Government Scholastic Institutions located in your district that may be presented to you for payment, debiting their amounts in your Treasury Account under the independent head of "_____
Section of the Council of Education," and supporting the debits by the original audited bills.

I have, &c.,

(Signed) C. G. MANSEL,

Acct., Rev. Dept.

February 24th, 1842.

No. 637.

From Officiating Accountant, Revenue Department,

To the Collector of Revenue,

April 23d, 1842.

SIR,

I am directed by the Accountant General in a letter to my address, dated the 18th instant, in continuation of the Circular letter of this Department, No. 636 of the 24th February last, to instruct you that the Receipts, on account of the Education Department, are not in future to be remitted to the Secretary to the Council of Education, by drafts drawn in his favor on the Sub-Treasurer at the presidency, but that they are to be considered and treated as an asset of Government, and are therefore to be retained in the Treasury into which they may be paid. Whatever sums therefore you receive on the above account, you will be good enough in future to credit to the general head of "Council of Education," detailing at the same time in the credit entry the particular institutions on account of which they may have been received, the amount received on account of each, and the sources whence they may have been derived, such for instance, as donations, endowments, tuition receipts, sale of books, &c.

I have, &c.,

(Signed) J. B. THORNHILL,

Offg. A. R. D.

No. 666.

*From Under Secretary to Government of Bengal,**To Secretary to the Local Committee, Public Instruction,**Banleah.*

Sir,

I am directed to acknowledge the receipt of your letter, No. 55, of the 17th ultimo, with enclosures, and in reply to inform you that the Revenue Accountant's letter, No. 637, dated the 23d April 1842, is not to be taken to prohibit a Collector from receiving and holding in deposit sums which may be made over to him by the Local Committee for that purpose, but as having reference to sums actually paid into the treasury to the credit of the Education department, which it was previously the custom to remit by drafts on the Sub Treasurer in favour of the Secretary to the Council of Education.

2. With regard to the specific sum which has given rise to the correspondence, you state that it "is made up of a monthly subscription of Rs. 30 from a minor under the Court of Wards, surplus receipts of stationery allowance over expenditure, and sale of books from the school store." The first item if subscribed for the support of the local Institution, and not for general purposes, is rightly kept in deposit at the disposal of the committee, as a fund for the foundation of Scholarships in the manner pointed out at page 160 of the printed report for 1843-44, or for any other useful purpose connected with the school. The second and third items are also properly kept in deposit, their due appropriation towards the purchase of books and stationery being provided for by the annual account of the book allowance rendered by the committee.

3. It is desirable, however, that a memorandum of all the funds at the committee's disposal should be furnished at the end of each official year, with the other annual statements.

4. Fines, deductions from the salaries, tuition fees, donations and subscriptions for general purposes and other payments of that description, should be paid at once into the local treasury, to the credit of the department.

I have, &c.

(Signed) C. BEADON,

*Under Secy. to the Govt. of Bengal.**Fort William, the 2nd October, 1844.*

CIRCULAR No. 22.

To the Secretary to the Local Committee.

Education. SIR,

I am directed to forward for the information of the committee, and of the principal, masters, and scholars of the institution under their charge,—copies of an amended code of Scholarship rules, which have been approved by the Right Honorable the Governor of Bengal, and which will be in force at, and from the annual examination of 1845.

Fort William, 10th October, 1844.

SCHOLARSHIP RULES, 1844.

The following is the manner in which Scholarship Examinations shall be conducted in the Government Institutions of Bengal.

1. Sets of questions on the various branches of study in the Senior and Junior Departments, will be prepared under the direction of the Council of Education, who will likewise fix within a reasonable time beforehand, the days on which the examinations shall be held.

2. Each Local Committee will be furnished with a MS. copy of each of the sets of Scholarship questions, which will be forwarded under a sealed cover, with a superscription specifying the subject of the contained paper, and the day on which it is to be opened in the presence of the Scholarship Candidates, by the Member of the Council of Education or Local Committee on duty.

3. The students shall be assembled in a room without books, papers or references of any kind. They shall not be allowed to communicate with each other during the examination, and on that account will be placed at a proper distance from each other.

4. They will be required to answer the questions and to write the essays, without any assistance whatever; and to ensure this, one of the Members of the Council of Education or Local Committee, will remain in the room and superintend the whole examination.

5. Any attempt at, or practice of unfair means, shall subject the offending party to a fine of 100 Rupees in cases of Senior, and 50 Rupees in cases of Junior Scholarships; non-payment of the fine within one month will subject to exclusion from the Institution till payment, and

no offender shall be capable of then, or again competing for any Scholarship.

6. At the hour fixed for the close of each day's examination, each student shall deliver to the Superintending Member of the Council or Local Committee, his answers or his Essays signed by himself. The Member will immediately put them all into an envelope and seal it up.

7. The Council of Education will fix an uniform standard of value for each question according to its importance: a perfectly correct and complete answer will obtain the full number of marks attached to the question, an imperfect answer will obtain a part only of the full number in proportion to its approximation to correctness and completeness. At least 50 per cent. of the aggregate number of marks attached to an entire set of Examination questions, will be necessary to entitle a student either to a Senior or Junior Scholarship.

8. Holders of Junior as well as Senior Scholarships will undergo their examination in the Senior Scholarship papers. A Junior Scholar of one year's standing must obtain at least 20 per cent. of the aggregate number of marks to enable him to retain his Scholarship. A Junior Scholar of two years' standing must in like manner obtain at least 25 per cent., and of three years at least 35 per cent. of the aggregate number. The proportion of marks required for retaining Senior Scholarships is specified in para. 15.

9. No student shall be allowed to compete for a Junior Scholarship, whom the Principal of the College or Head Master of the School to which he belongs, does not consider competent to attain the requisite standard.

10. No student shall be allowed to compete for a Senior who has not already obtained a Junior Scholarship, or proved himself qualified to hold one, had there been a vacancy at the last previous examination.

11. The qualifications for obtaining the Junior English Scholarship are as follows :

English Reading. The candidate must be able to read with facility and correctness a passage of English prose, selected from Dryden, Swift, Addison or Johnson.

English Grammar. He must be well acquainted with all the general rules of Grammar, parse correctly, and correct false Grammar.

History. He must know the leading facts of the Histories of Greece, Rome and India.

Geography. He must know the form of the earth, its great divisions and sub-divisions into countries, the

names of the capitals and principal cities of each country, the names and positions of the chief mountains, and the origin and course of the great rivers. He must also understand the use of the Globes, and be able to delineate skeleton maps and plans.

In Arithmetic he must know Addition, Subtraction, Multiplication, Division, Reduction, and the Rules of Proportion ; the same rules in Vulgar and Decimal Fractions ; Practice, Simple and Compound Interest, Discount, Extraction of Square and Cube Roots, and Duodecimals. He must know the first four books of Euclid, and must also be acquainted with Addition, Subtraction, Multiplication and Division of Simple Algebraical Quantities, and of Simple Algebraical Fractions, the greatest Common Measure and the least Common Multiple, Involution, Evolution and Simple Equations.

He must be able to translate correctly from Vernacular. Bengali or Hindustani into English, and from English into one of these languages.

12. The following are the qualifications for the Senior English Scholarships :—

English Essay. The candidate must compose a fair English Eassy.

History. He must know the leading facts of Universal History, with special reference to the Histories of Greece, Rome, India, England, and Modern Europe. The course of History, which will form the subject of each annual examination, will be made known by the Council of Education on or before the 15th of June of the previous year.

General Literature. He must be able to explain passages of prose and verse, selected from standard authors.

Hereafter the works from which the passages will be selected for the ensuing year, will be fixed by the Council of Education at least one year before each annual scholarship examination.

Mathematics. He must have knowledge of Algebra as treated of in Peacock's work on the subject, and in the Chapter on Chances in Wood's Algebra. Of Euclid, he must know the first four books, the fifth definition of the 5th book, the 6th book and 21 propositions of the 11th book, Plane and Spherical Trigonometry (Hind's, Snowball's or Woodhouse's,) and Conic Sections.

Natural Philosophy. He must have a knowledge of Astronomy Mechanics, Hydrostatics, Pneumatics and Optics,

* Brinkley's Astronomy, or the Astronomy in the Natural Philosophy of the S. D. U. K. Whewell's Mechanics, Webster's Hydrostatics and Phelp's Optics, with the Pneumatics of the S. D. U. K.

as treated of in the works noted in the margin,* sufficient to enable him to comprehend Herschell's Introductory Discourse on the study of Natural Philosophy, and Mrs. Somerville's Connexion of the Physical Sciences. He must also be acquainted with Mathematical and Physical Geography, as treated of in the publications of the Society for the Diffusion of Useful Knowledge.

Vernacular Essay.
lar.

13. The qualifications for obtaining the Arabic Scholarships are as follows :—

JUNIOR.

1. The candidate must have an intimate knowledge of Sarf and Naho ; and be able to read and explain any part of Nufhutul Yeminee, and likewise translate a passage from Shereh Wakayah.

2. He must be able to translate an easy tale from the Vernacular into Arabic, and from Arabic into the Vernacular, and exhibit generally an intimate acquaintance with Hindustani.

3. He must know the principles of practical Arithmetic.

SENIOR.

1. The candidate must be able to translate and analyze the whole of Tareekh Tymoree, Dewanee Mutunubbee, the Hidayah, and any Arabic prose writer the Examiner may select, with facility and correctness.

2. He must possess a knowledge of the principles of some one of the Sciences.

3. He must be able to translate into and compose in Arabic with facility and correctness.

14. The qualifications for the Sanscrit Scholarships are as follows :

JUNIOR.

Grammar. 1. The candidate must have an intimate knowledge of Grammar, and be able to read and understand readily any part of the easier class books read in the Sahetya or General Literature class.

Translation. 2. He must be able to translate from the Vernacular into the Sanscrit language, and from the Sanscrit into the Vernacular with correctness.

Arithmetic. 3. He must know the principles of practical Arithmetic.

SENIOR.

Grammar. 1. The candidate must be able to translate and analyze any common Sanscrit work with facility.

Science. 2. He must possess a knowlege of the principles of one of the Sciences.

Composition. 3. He must be able to translate into and compose in Sanscrit with facility and correctness.

15. The holders of Senior Scholarships will be examined further in a paper of special test questions, which will be prepared under the direction of the Council of Education for that purpose, and which may include subjects not specified in Section 12. A Senior Scholar of the lower grade must obtain at least one-third, or of the higher grade one-half of the aggregate number of marks fixed for this paper, in addition to the required proportion of the marks fixed for the ordinary Senior Scholarship papers, in order to retain his Scholarship.

16. All awards of Scholarships, in the Presidency Institutions, will be made by the Council of Education without reference to Government.

17. The answers and essays of the *holders* of Junior Scholarships in Mofussil Schools, are to be sealed up and forwarded immediately by the several Local Committees in charge of Schools, to the Committee of the Central College at Dacca. They will be accompanied by a Statement in the following form :

No.	Name of Scholar.	Age.	Date of obtaining his Junior Scholarship.
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Should the answers of any holder of a Junior Scholarship be sufficiently good to entitle him to a Senior Scholarship, and there be one available, it will be necessary for him to join the Central College in order to enjoy it. If he be unwilling to do so, he may continue to hold his Junior Scholarship under the Rules in force.

18. The answers of *candidates* for Junior Scholarships in the Mofussil College and Schools, will be opened as before by the Local Committees, who will submit their award for the approval of Government in the following form :

Name of Student.	Age.	Aggregate value of Questions.	Aggregate value of Answers.						REMARKS.
			History.	Geography.	Mathematics.	Translations.	&c. &c.	Total.	

19. The answers and essays of candidates for Senior Scholarships in the Dacca College, and of Senior and Junior Scholars desirous of retaining their Scholarships in all the Mofussil Institutions, except the Patna College and the Nizamut College of Moorshedabad, will be opened by the Committee of the Central College at Dacca, and their award will be submitted for the approval of Government in the following form :

Name of Candidate or Junior Scholar.	Age.	Pupil of what School or College.	Examined at what School or College.	Date of obtaining Junior Scholarship.	Aggregate value of Questions.	Aggregate value of Answers.						REMARKS.	
						History.	Literature.	Geography.	Mathematics.	English Essay.	Vernacular Essay.	Total.	

The answers and essays of candidates for Senior Scholarships as well as of Senior and Junior Scholars, desirous of retaining their Scholarships in the Patna and Nizamut Colleges, will be opened in like manner by the Local or College Committee, and their award submitted to Government for approval in the same form.

20. The answers of the holders of Senior Scholarships in the Dacca, Patna and Nizamut Colleges to the special test questions, will be sealed up and forwarded to the Secretary to the Council of Education, with a statement in the following form, in order that they may be compared with the performances of Senior Scholars in the Presidency Colleges and reported on to Government.

No.	Name of Scholar.	Age.	Date of obtaining Scholarship.
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21. All Scholarships, Junior and Senior, will cease temporarily on the 30th of September of each year, and no stipend will be drawn for the ensuing month until the result of the Scholarship Examinations be known; when all present holders of Scholarships, who have made the progress requisite for retaining them, will receive the allowance due for the time in arrear. All Scholarships which are forfeited, will cease from the 30th of September, and the payment of all fresh Scholarships obtained, will be calculated from the same date.

22. No holder of a Scholarship who may lose his Scholarship at one Examination, shall be thereby debarred from continuing his studies in the Institution, and competing on equal terms with his contemporaries for two succeeding years, provided that three rejections shall disqualify for further trial, and that on account of each rejection, one year shall be deducted from the period during which a Scholarship would ordinarily have been tenable by the rejected competitor.

CERTIFICATE.

23. Certificates for proficiency and good conduct will be granted by the Council of Education, and in the case of Mofussil Colleges by the Government, under the following Rule:—

Every Scholarship holder at the time of leaving his College shall be entitled to a Certificate of the following form:

These are to Certify that _____ has studied in the _____ College for a period of _____, that at the time of quitting College he was in the _____ class, that he has made _____ progress in _____, and acquired _____ proficiency in the _____ language and Literature, and in the elements of general knowledge, and that his conduct has been _____ satisfactory. At the time of leaving College he held a _____ Scholarship.

Every student who at the time of leaving his College had obtained half of the aggregate number of marks, referred to in para. 7 of these Rules, shall obtain a Certificate of the following form, specifying that he had proved himself qualified to hold a Senior or Junior Scholarship had one been vacant.

These are to Certify that _____, has studied in this College for a period of _____, that at the time of quitting College he was in the _____ class, that he has made _____ progress in _____ and acquired _____ proficiency in the _____

language and Literature, and in the elements of general knowledge, and that his conduct has been ————— satisfactory. At the Annual Examination of 184 — he proved himself qualified to hold a ————— Scholarship.

CIRCULAR No. 23.

To the Secretary Local Committee.

Education.

SIR,

Letter from the Secretary of the Council of Education No. 612 dated 28th Sept. 1844.

Letter to Ditto No. 700 dated 16th Oct. 1844.

I am directed by the Right Honorable the Governor to transmit for the information of the Committee, and the establishments subordinate to them, the accompanying copy of correspondence regarding the new plan proposed by the Council of Education and approved by Government, for examining candidates for appointments, and Officers in the Education Department.

Fort William, the 16th October, 1844.

No. 12.

From the Secretary to the Council of Education,

To F. J. HALLIDAY, Esq.,

Secretary to the Government of Bengal.

SIR,

I have the honor to report for the information and Orders of Government, that in consequence of the present very imperfect and unsatisfactory method of examining candidates for the vacant masterships under the Council of Education, and the great importance of instituting such an ordeal as will not only secure the services of the best qualified individuals, but prevent incompetent persons from obtaining positions of trust and responsibility, the Council addressed a circular to the Principals of the Hindoo and Hooghly Colleges, the Professors of Mathematics and Literature in those institutions, and the Head Masters, enquiring if they had any objection to form a Committee of examination for School Masters, without any additional remuneration, and submitting the following propositions for their consideration and report.

That every candidate for a particular vacancy or general employment in the Education Department should be subjected by the Committee of examiners to a written and *Viva Voce* examination upon all the

subjects he would be required to teach in the event of his being employed, and that the written replies of the competitors should be submitted to the Council of Education for their information and final decision.

That in all cases of Head and second Masters, when the duties to be performed are extended and important, and the amount of qualification requires to be proportionately great, the successful candidate should, in addition to the trial above mentioned, be required to teach the 1st or 2d classes of the Hindoo College, in the presence of two or more of the Committee of examiners, in all their ordinary branches of study, so as to exhibit the capacity possessed by him, of communicating his own knowledge to others, and the general manner in which he would be likely to conduct his duties.

That the Meetings of the Committee should be held in the Hindoo College upon due notice being given by the Council of Education ; that either the Principal of the Hooghly College or Professor of Literature should attend alternately, both never being absent from their special duties at the same time ; and that three members of the committee should form a quorum, appointing one of their own body to draw up and report the proceedings.

That the committee should be presided over by the senior Principal or Professor present, or by the Secretary to the Council of Education when his other duties will permit, the latter officer being ex-officio a member of the committee.

That all real or necessary expenses incurred should be paid from the education funds.

That all the native and other masters should be examined by the committee whenever it may be deemed advisable or necessary by the Council of Education, and that no teacher be promoted to a higher grade, unless he exhibits the qualification necessary for the performance of all its duties, failing which, he will be passed over ; or if found at any time to have retrograded in information, and to conduct his duties in an inefficient manner, that he may be removed from a position in which his retention would be injurious to the class and the institution.

Mr. J. Kerr, Principal, Hindoo College.
 „ L. Clint, ditto, Hooghly College.
 „ M. Rochfort, Prof'r. of Literature, Hoogly College.
 „ V. L. Rees, Professor, of Mathematics, Hindoo College.
 Mr. G. Lewis, Head Master, Senior Department, Hindoo College.
 Mr. R. Jones, Head Master, Junior Department, Hindoo College.

2. The gentlemen noted in the margin* all expressed their perfect willingness to act as members of the proposed committee upon the terms

mentioned, and expressed a favorable opinion of the scheme itself and of the necessity for adopting it.

3. Should the Government likewise be pleased to approve of the plan suggested, its operation can be extended with no additional expense, to supplying masters for every institution throughout the Presidency, by directing every candidate for educational employment to report himself to the office of the Council of Education and undergo the proposed examination, so that his name, claims, character and qualifications can be registered for immediate reference, when Government may require a teacher of a particular class or standard for any of their institutions.

4. It is the intention of the Council to institute occasional examinations of all the teachers of junior classes in their employ, to exhibit their mode of communicating information, and their knowledge of the art of instruction itself. For instance, in Arithmetic the teacher will be required to treat before a class some such subject as the idea of "number" or the principles of numeration and "notation;" in Geography he will be called upon to explain to his class the true nature, intent, and use of a "map" or artificial globe; in Grammar to treat some such difficulty as "case," and to make etymological deductions, always questioning his class after the discourse, that his success or failure may be seen by the examiners. Every such teacher will also be called upon occasionally to give evidence of his ability to communicate moral instruction, for which the daily events of a class and their course of teaching in History, Poetry &c. afford ample scope.

5. The Council have been partly influenced in thus remodelling the whole system of examining masters, from a knowledge that some of the most advanced students in their colleges, have discontinued their studies after obtaining employment in the department, and when promoted to a higher grade in regular succession without previous examination, have not fulfilled their expectations.

6. It is by no means intended by these rules to exclude men of eminent acquirements, acknowledged ability, and possessed of European degrees in Literature and Science from the higher offices under the council, without being subjected to fresh examination, provided they can produce satisfactory evidence and testimonials of their acquirements and fitness for the offices of Principal or Professor from persons of authority in such matters.

I have, &c.,

(Signed) F. J. MOUAT, M. D.

Secretary.

Council of Education, the 28th Sept., 1844.

No. 700.

*From Under Secretary to the Government of Bengal,**To the Secretary to the Council of Education.**Education.*

SIR,

I am directed to acknowledge the receipt of your letter No. 612 dated the 28th ultimo, and in reply to state, that the Right Hon'ble the Governor of Bengal approves of the plan suggested by the Council for the appointment of a Committee of Examiners, composed of the Principals, Professors, and Head Masters of the Hindoo and Hooghly Colleges, for the purpose of examining all candidates, who may present themselves for situations in the Education Department, with a view to obtain the services of qualified individuals.

2. The correspondence has been communicated to the Local Committees of the institutions subordinate to the Government of Bengal for their information.

I have, &c.,

(Signed) C. BEADON,

*Under Secretary to Government of Bengal.**Fort William, the 16th Oct. 1844.*

CIRCULAR No. 24.*To the Secretary Local Committee.**Education.*

SIR,

I am directed to forward, for the information and guidance of the Committee, copy of a letter addressed this day to the Secretary to the Council of Education and of the Schedule to which it refers.

*Fort William, 20th Nov. 1844.**From Under Secretary to the Government of Bengal,*

To F. J. MOUAT, Esq., M. D.,

Secretary to the Council of Education,

SIR,

I am directed to acknowledge the receipt of your letter, No. 298, dated the 12th June last, and to inform you that the Right Honorable the

Governor of Bengal is pleased at the recommendation of the Council to sanction the re-establishment of a Book Agency for purchasing books and other instruments of education and distributing them to all the institutions in the Lower Provinces.

2. I am further directed to request that with the permission of the Council, the duty may be undertaken by yourself.

3. The sum now allotted for the purchase of Library, Prize, and Class Books and all other implements of instruction is Rs. 1168 per mensem or Rs. 14,016 per annum, including Rs. 840 for the Medical College, which is not defrayed out of the Education fund. Instead of this you are authorized to entertain a Clerk on Rs. 40 a month, a Librarian on Rs. 20, and a Duftree on Rs. 8 a month, and to expend annually in the purchase of books Rs. 13,200 under the rules contained in the annexed Schedule.

4. You will be so good as to place yourself in communication with the Accountant-General on the subject.

I have, &c.

(Signed) C. BEADON,
Under Secretary to Government of Bengal.

Fort William, 20th November, 1844.

RULES FOR THE MANAGEMENT OF THE BOOK AGENCY.

1. The Agent will be allowed to spend in the purchase of Books, &c., an amount not under any circumstances to exceed Rs. 13,200 per annum, from the 1st January 1845, and the requisite instructions will be issued to the Accountant-General to provide him with funds to that amount.

2. He will submit monthly cash and stock accounts to the Accountant-General in such form as that officer may direct.

3. He will supply each Institution, on indent from the local management, with books and other instruments of instruction to such extent as may seem to him proper, with reference to the number of students and other circumstances, but in no case exceeding in value the sum which each school has been heretofore allowed to draw monthly for that purpose, as set forth in statement A, added to all sums realized by the sale of books at each Institution, which must be regularly remitted to him in cash or by draft on the General Treasury.

4. He will only supply such books as may be approved of by the Government or by the Council of Education.

5. The Principal or Head Master of each Institution will furnish the

Agent with half-yearly statements of the number and value of books, &c. in store at the commencement of the half year, received, sold, returned, and given away during the half year, and remaining in store at the close of the same period. The Agent will report to the Council of Education or to Government all instances of carelessness, waste, or misappropriation of public property which may come to his notice.

6. All unexpended balances of book allowance in the hands of the several local authorities on the 31st December 1844, will be remitted at once to the book Agent, and all outstanding liabilities on account of books, &c., previously purchased, will be discharged by him on the presentation of duly vouched bills. The book allowance for December 1844 will also be drawn by the Agent, in addition to the sum allotted by section 1 of these rules.

7. Where peculiar circumstances may exist to render it expedient in the opinion of the Agent that the local management should purchase Vernacular books on the spot, within the limits of expense assigned in statement A, the value of the same will be remitted on application by the Agent, and debited to the institution for which the purchase is made:—

STATEMENT A.

Jessore,	Book allowance,	....	20	0	0
	Prize ditto,	....	8	0	0
			—	—	28 0 0
Dacca,	Book ditto,	....	70	0	0
	Prize ditto,	....	12	8	0
			—	—	82 8 0
Commillah,	Book ditto,	....	20	0	0
	Prize ditto,	....	8	0	0
			—	—	28 0 0
Chittagong,	Book ditto,	....	30	0	0
	Prize ditto,	....	8	0	0
			—	—	38 0 0
Bauleah,	Book ditto,	....	30	0	0
	Prize ditto,	....	8	0	0
			—	—	38 0 0
Sylhet,	Book ditto,	....	20	0	0
	Prize ditto,	....	8	0	0
			—	—	28 0 0
	Carried forward,..		242	8	0

			Brought forward,..	242	8	0
Cuttack,	Book	allowance,	25	0	0	
	Prize	ditto,	8	0	0	
			—————	33	0	0
Midnapore,	Book	ditto,	25	0	0	
	Prize	ditto,	8	0	0	
			—————	33	0	0
Gowahatty,	Book	ditto,	25	0	0	
	Prize	ditto,	8	0	0	
Sibsaughur, ..	Book	ditto,	20	0	0	
	Prize	ditto,	8	0	0	
			—————	61	0	0
Ramree,	Book	ditto,	20	0	0	
	Prize	ditto,	8	0	0	
			—————	28	0	0
Patna,	Book	ditto,	30	0	0	
	Prize	ditto,	8	0	0	
			—————	38	0	0
Bhaugulpore, ..	Book	ditto,	30	0	0	
	Prize	ditto,	8	0	0	
			—————	38	0	0
Ditto Hill, ..	Book	ditto,	20	0	0	
	Prize	ditto,	8	0	0	
			—————	28	0	0
Moulmein and } Mergui, } Prize	Book	ditto,	20	0	0	
		ditto,	16	0	0	
			—————	36	0	0
Chota Nagpore,	Book	ditto, .....	....	....	20	0
Hindoo College,	Book	ditto,	100	0	0	
	Prize	ditto,	12	8	0	
			—————	112	8	0
School Society's						
School, ..	Book	ditto, .....	....	....	20	0
Patshala, ..	Book	ditto, .....	....	....	10	0
Sanscrit College,	Book	ditto,	25	0	0	
	Prize	ditto,	12	8	0	
			—————	37	8	0
			Carried forward,..	737	8	0

			Brought forward,..	737	8	0
Madrissa, ..	Book allowance,	....	70	0	0	
	Prize ditto,	....	25	0	0	
				95	0	0
Medical College, ..	Book ditto,	....	....	70	0	0
Hooghly College,..	Book ditto,	....	135	0	0	
	Prize ditto,	....	50	0	0	
				185	0	0
Do. Branch School,	Book ditto,	....	35	0	0	
	Prize ditto,	....	12	8	0	
				47	8	0
Do. Infant School,..	Book ditto,	....	....	5	0	0
Seetapore School,..	Book ditto,	....	20	0	0	
	Prize ditto,	....	8	0	0	
				28	0	0
Total Co.'s Rs. per month ..	..	..	1168	0	0	
			or per annum..	14016	0	0

CIRCULAR No. 25.

To the Secretary to the Local Committee.

I am directed by the Right Hon'ble the Governor to transmit for the information of the Committee, and the holders of Scholarships in the Institution under their charge, the accompanying copy of a letter from the Secretary to the Council of Education, No. 770, dated the 20th Instant, containing the subjects that have been selected for the ensuing year's course of study in Literature and History.

Fort William, the 25th November 1844.

No. 770.

From Secretary to the Council of Education,

To F. J. HALLIDAY, Esq.,

Secretary to the Government of Bengal.

SIR,

I have the honor by direction of the Council of Education to report that the following subjects have been selected for the ensuing year's course of study in Literature and History for Senior Scholarship holders and Candidates:

Poetry.

Milton's Paradise Lost—Shakspear's Hamlet,
Lear, Othello and Macbeth—Gray's Poems, as far
as they are contained in Richardson's Selections.

Prose.

The first four Volumes of the Spectator—Bacon's
Essays.

History.

The History of England from the Reign of
Henry the 7th to the Revolution of 1688. The
3rd book of Mill's History of India, and Macfarlane's " Indian
Empire," published by Knight.

I have, &c.,

(Signed) F. J. MOUAT,

Secretary.

Council of Education, the 20th Nov. 1844.

CIRCULAR No. 26.

To the Secretary to the Local Committee.

Education.

SIR,

I am directed to inform you that a copy of
the Bengali and Oordoo Government Gazettes will be supplied in future
to the Head Master commencing from the 1st January 1845.

Great care should be taken of these Gazettes. They should also be
bound up, and be available for perusal to all connected with the Insti-
tution.

Fort William, the 31st December 1844.

CIRCULAR No. 27.

To the Secretary to the Local Committee.

Education.

SIR,

In continuation of Circular, No. 23, dated
16th October last, I am directed to transmit for the information of the
Committee, and of the Masters of the Institution under their charge,
copies of rules for the examination of candidates for employment
and promotion in the Education Department, which have been approved
by the Right Honorable the Governor of Bengal.

Fort William, the 5th February, 1845.

RULES FOR THE EXAMINATION OF CANDIDATES FOR
EMPLOYMENT AND PROMOTION IN THE
EDUCATION DEPARTMENT.

1. A Committee shall be formed for the purpose of examining candidates for employment and promotion in the Education Department.
2. The Committee shall ordinarily consist of the Secretary to the Council of Education, the Secretary to the Mudrussa, the Inspector of Colleges and Schools, the Principals and Head-masters of the Hindoo and Hooghly Colleges, and the Professors of Literature and Mathematics in those Colleges. The Council of Education may add to the Committee from time to time any other fit persons as extraordinary members. Three members shall form a quorum.
3. The regular meetings of the Committee shall be held at the Hindu College once every three months ; viz. upon the first Saturdays in January, April, July, and October, at 10 A. M.
4. Emergent Meetings shall be held at such times, and for such purposes, as the Council of Education may direct, due notice of at least one week being given of every such meeting.
5. The principal business of the Committee will be to examine all candidates for employment in the Education Department, to ascertain the qualifications and fitness of those in the Department who are otherwise eligible for promotion from one grade to another, and to dispose of such other matters of a similar nature as the Council of Education may direct.
6. All candidates for employment as teachers in Government Institutions shall be ranked in four classes, according to their acquirements and general aptitude for conducting the important and responsible duty of Education.
7. The fourth or lowest class shall comprehend all such as are skilled in reading, writing, arithmetic, and the subjects laid down in the junior scholarship standard ; and who likewise shew some aptitude in imparting instruction and explaining all difficulties correctly and in precise and appropriate terms. This class will be considered eligible to situations, of which the salary is from 10 to 50 Rupees a month.
8. The third shall consist of those who are *highly skilled* in the branches of study required to be taught by the fourth class, and who also exhibit great aptitude in teaching and a good general knowledge of the duties of a Schoolmaster. They shall be eligible to situations of which the salary is from 50 to 150 Rupees a month.

9. The second class shall comprise those who are well acquainted with the subjects contained in the senior scholarship standard, whose knowledge is exact and of a high order, and who exhibit a capacity for imparting an advanced degree of instruction. They shall be eligible to situations, of which the salary is from 150 to 250 Rupees a month.

10. None shall compose the first or highest class but those who are capable of imparting the highest order of instruction required in the Government Schools, or who possess in an eminent degree an acquaintance with the principles and practice of an enlightened method of teaching and eminent acquirements either in Literature or Science. These shall be eligible to situations of Rs. 250 and upwards, to the Headmasterships of Schools and Colleges.

11. Candidates for situations in Mofussil Colleges and Schools will be expected to possess a competent knowledge of the Vernacular.

12. Persons now in the Department shall be classed according to their salaries; except in those cases in which their qualifications may be deemed doubtful, when they shall be subjected to examination by the Committee, and classed according to the result.

13. No Master shall be promoted from a lower to a higher grade upon the occurrence of a vacancy in his own or in any other Institution until his qualifications shall have been ascertained by the Committee, in accordance with the standard fixed. If he be found deficient he shall be passed over, and the vacancy thrown open to competition or bestowed upon a candidate of known qualifications, selected from the register of the Council. Mere seniority and length of service, when unaccompanied by fitness for a higher office, shall in no case be considered to give a right to promotion.

14. Any Master who shall be found deficient in zeal and energy in the performance of his duties, and whose class may not exhibit a sufficient degree of improvement at the annual examination, shall be subject to examination by the Committee, and the result reported to the Council or to the Government (as the case may be) for information and orders.

15. Each candidate shall be presented after examination with a certificate, specifying the grade in which he has been placed by the Committee, and shall be permitted to undergo an examination at any future period to prove his qualification for a higher position.

16. These Rules do not necessarily apply to the offices of Principal and Professor, who may be selected on account of their known qualifications, or the academic honors they may have obtained in Universities of eminence and repute.

CIRCULAR No. 28.

*To the Secretary to the Local Committee.**Education.**SIR,*

I am directed by the Governor of Bengal to request that you will submit to this office returns of the institution under the Committee's charge, brought up to the 30th April, according to the forms of statements annexed, and dispatch the same so filled up as soon after the 1st May 1845, as practicable.

2. His Excellency requests that the instruction may be carefully attended to.

Fort William, the 23rd April, 1845.

Local Committee on the 30th April 1845.

Names.	Designation and office.
--------	-------------------------

Establishment on the 30th April 1845.

Names.	Designation.	Salary.	Date of appointment.
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Statement of Number, Caste, &c. of Students on the 30th April 1845.

Number of paying and free Students and the amount paid by the former.			Number of Students studying each of the languages taught.		Total number of Students in the Institution.			
Free.	Paying.	Total amount paid.	English.	Bengali.*	Christian.	Mohomedans.	Hindoos.	Others than those three.

Local Receipts and Disbursements as for the 30th April 1845.

Resources of Annual Income.	Actual charges for 1844-45.
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* Add for Urdu, Persian and Arabic columns as necessary.

CIRCULAR No. 29.

To the Secretary to the Local Committee.

Education.

SIR,

With reference to Mr. Deputy Secretary Bayley's Circular No. 37, dated the 16th November 1842 (page CCXIII. App. report 1842-43) I am directed to inform you that the scholarships gained or kept at the ensuing examination and all future examinations will not be tenable except at the central colleges to which they are attached.

Fort William, the 23rd April 1845.

APPENDIX No. 2.

Correspondence regarding the Establishment of Vernacular Schools in the several districts of Bengal, Behar and Orissa.

No. 828.

From the Under Secretary to the Government of Bengal to the Secretary to the Sudder Board of Revenue, Dated, Fort William, the 18th Dec. 1844.

SIR,

The Right Hon'ble the Governor of Bengal has determined to sanction the formation of Village Schools in the several districts of Bengal, Behar and Cuttack, in which sound and useful elementary instructions may be imparted in the vernacular language. The funds available for this purpose are limited, and the number of schools which at present it is practicable to establish in each district is necessarily small; but this circumstance is of no immediate consequence, as under any circumstances it would not have been prudent to commence upon a measure of this nature, which as yet can only be considered experimental, on a more extended plan. His Excellency however trusts that the Board and the local Revenue authorities, to whom under all circumstances, he has thought proper to commit the direct care and control of these infant seminaries, will enter upon the duty with that interest and zeal which its great importance demands; and that the result of the experiment will be such as to justify him at some future and no very distant period in applying to the Government of India for the means of providing for its extension.

2d. The number of Schools which the funds at the disposal of the Government will admit of being formed, is one hundred and one, to each of which a Master will be appointed capable of giving instruction in vernacular reading and writing, Arithmetic, Geography and the histories

of India and Bengal. The Salaries of the Masters will be as follows:

		RS.	A.	P.
20	.... at	25	.....	500 0 0
30	.... at	20	.....	600 0 0
51	.... at	15	.....	765 0 0

making a total expense of Rs. 1,865 a month or Rupees 22,380 per annum.

3rd. The distribution of the Schools will be according to the annexed Scheme;

Patna Division.

Patna, .....	.....	3 Schools.
Behar, .....	.....	3
Shahabad, .....	.....	3
Sarun, .....	.....	3
Champaran, .....	.....	2
<hr/>		
Total,	14	
<hr/>		

Bhaugulpore Division.

Tirhoot, .....	.....	3 Schools.
Bhaugulpore, .....	.....	3
Monghyr, .....	.....	3
Purneah, .....	.....	3
Dinajepoor, .....	.....	3
Maldah, .....	.....	2
<hr/>		
Total,	17	
<hr/>		

Moorshedabad Division.

Moorshedabad, .....	.....	3 Schools.
Beerbboom, .....	.....	3
Rungpore, .....	.....	3
Rajshahi, .....	.....	3
Pubnah ..	.....	3
Bograh ..	.....	2
<hr/>		
Total,	17	
<hr/>		

Dacca Division.

Dacca	3 Schools.
Mymensing,	3 "
Sylhet,	3 "
Backergunge,	3 "
Furreedpore,	3 "
	—
Total....	15
	—

Jessore Division.

Jessore,	3 Schools.
Nuddea,.....	3 "
24-Purgunnahs,	3 "
Hooghly,	3 "
Burdwan,	3 "
Baraset,	2 "
Bankora,	2 "
	—
Total ...	19
	—

Cuttack Division.

Midnapore,	3 Schools.
Cuttack,.....	3 "
Balasore,	3 "
Khoordah,.....	2 "
	—
Total....	11
	—

Chittagong Division.

Chittagong,	3 Schools.
Tipperah,	3 "
Bullooah,	2 "
	—
Total....	8 *
	—

Grand Total.... 101

4th. The Schools will be established in any two or three of the principal towns of each district where the inhabitants may be willing to provide a suitable building for the purpose, and to keep it in proper repair. The Collectors or Deputy Collectors of each District will take

care that the intentions of Government in this respect are universally known before they decide on the location of the Schools, and invariably give the most populous places the preference. Should there be any District in which obstacles arise to the establishment of the allotted number of schools, they may be located in other districts of the same division at the discretion of the Commissioner. For Masters, the Collectors will apply to the Secretary to the Council of Education, and for books to the same functionary.

5th. The system of instruction to be pursued in these schools will be strictly uniform, and for this purpose the inspector, Mr. E. Lodge, has been directed to frame a scheme of study, which, when approved, will be communicated to the Board for their information and the guidance of their subordinates. The Collectors will visit each school in their several districts at least once a year, and report on them annually to the Commissioners, who will submit a general report of all the schools in their respective divisions, through the Board to Government. The Commissioners will likewise be expected to visit the schools as often as may be on their periodical tours.

6th. The master of each school will send in to the Collector

* (A.) monthly* returns of the number of boys belonging to it, and the number in attendance every day. He will also keep a Register† of all boys admitted into the school, and one‡ of daily attendance. At the end of the year he will furnish the Collector with a Statement§ of the

classes and of the progress of the boys during the year. These registers and returns will all be drawn out in the vernacular language and the collector will take care to see that they are kept and forwarded to him with punctuality.

7. It is the desire of the Governor that all boys who may come for instruction to these schools should be compelled to pay a monthly sum, however small, for their tuition, and also be charged the full value of books supplied to them from the public stores. Gratuitous education is never appreciated, and moreover, the necessity for payment tends to induce more respectable classes to send their children to the Government Schools which would otherwise be attended by those of the lowest orders. All are equally in want of instruction, and it is obviously proper to begin with those who can not only contribute means for its further extension, but influence others by their example to follow the same course.

8. The schools will be visited occasionally by the Inspector, to whom

every facility will be given by the revenue authorities for ascertaining the state of the classes and generally for obtaining all information which he may consider necessary in connexion with his duty.

9. A copy of this letter has been sent to the Commissioner of Chittagong for his guidance in respect to the schools to be established in the districts composing his division.

I have the honor to be, &c.,

(Signed,) C. BEADON,

Under Secretary to the Govt. of Bengal.

(A.)

*Abstract Register of Daily attendance of Scholars at the
Vernacular School for the Month of*

184 .

Date.	Number of Scholars borne on the books.	Number of Scholars in attendance.	Remarks.
1st	100	90	
2d	100	85	
3d	100	90	
4th	100	95	
5th	102	90	
6th	102	0	
7th	102	0	
8th	102	95	
9th	102	95	
10th	102	90	
11th	101	85	
12th	101	90	
13th	101	0	
14th	100	85	
15th	100	85	
16th	100	85	
17th	100	85	
18th	100	65	(Explain why small attendance.)
19th	100	65	(Ditto.)
20th	100	0	Sunday.
21st	100	85	
22d	100	90	
23d	100	90	
24th	100	0	Holiday.
25th	100	0	Ditto.
26th	100	90	
27th	100	0	Sunday.
28th	100	90	
29th	100	90	
30th	100	90	
	100	86	

(B.)

General Register for

No.	Names.	Parent or Guardian.	Residence.	Security.	Date of admission.	Rate of Schooling.	Date of leaving the Institution.	Opinion of — as to proficiency and general conduct on leaving the Institution.
1	Ramlochun Ghose... } Ghose .. }	Ramkisto Ghose .. }	Chinsurah.	Kistomo- hun Bose. }	1st January 184 }	0 8 0	9th May 1846.	

(C.)

Register of daily attendance of Scholars for the Month of

184

Return of Annual Examination of the

Class held on the

(D.)

CLASS.				GENERAL RETURN BY THE MASTER.					RESULT OF EXAMINATION.					Remarks by Examiners.		
Section.	No.	Names.	Age	Date of admission to School.	Date of admission to Class.	Progress.	Attendance No. of days.	Present	Absent.	Holiday.	Total.	Reading.	Arithmetic.	Geography.	History.	Total.
2nd	1	Rajcoomar Day,.....}	9	1st Jan. 1844	1st June 1844	Satisfactory	210	75	80	365	2	3	1	4		
	1	Hurrihur Dutt, ...}	8	2d Feb. 1844	Ditto	ditto Good	200	85	80	365	1	2	2	3		

N. B.—It is found useful to employ figures in designating the qualifications of the different Students. If fifty be considered as indicating complete answers 45, 40, 35, &c. will designate inferior degrees of such answers. By adding up the numbers the general qualification of each pupil is known.

(Signed) C. BEADON,
Under Secretary to the Government of Bengal.

No. 42.

From the Officiating Secretary to the Sudder Board of Revenue, to F. J. Halliday Esquire, Secretary to the Government of Bengal, Revenue Department, dated Fort William, the 23rd January, 1845.

SIR,

Miscellaneous Department.

PRESENT.

J. Pattle and J. Lewis, Right Hon'ble the Governor of Bengal, that Esquires. I am directed by the Sudder Board of Revenue to intimate, for the information of the they have duly given effect to the instructions conveyed in Under Secretary Mr. Beadon's letter, No. 828, of the 18th ultimo, for the formation of village schools in the several districts of Bengal, Behar, and Cuttack, for the purpose of imparting sound and useful elementary instruction in the Vernacular language—and at the same time to express the great satisfaction the above orders have given them, and that, impressed with the fullest conviction of the very important benefits the native public throughout the country must derive if this enlightened measure be zealously, discreetly, and judiciously carried out, it will be their most earnest endeavour to promote its success by every means in their power.

2nd. The more opulent natives of each district, the Board think, might be very usefully stimulated to establish and place under the controul of the Officers of Government, vernacular Schools such as are now proposed, at their own expence, by being made to understand that it would be one of the surest methods of showing that they merit elevation and distinction from Government.

I have the honor to be, &c.

(Signed) G. PLOWDEN,
Officiating Secretary.

No. 233.

From C. Beadon Esq. Under Secretary to the Government of Bengal, to Officiating Secretary, Sudder Board of Revenue dated Fort William, 19th March, 1845.

Education.

SIR,

According to the intimation conveyed in the 5th paragraph of my letter, No. 828, dated the 18th December last, I have now the honor, by direction, to forward the annexed outline of the

plan of instructions to be introduced into the Government vernacular Schools which has been prepared in communication with the Inspector.

I have the honor to be, &c.,

(Signed) C. BEADON,
Under Secretary to the Government of Bengal.

SCHEME OF STUDY FOR THE GOVERNMENT VERNACULAR SCHOOLS.

The Alphabet, compound letters, and numerals ought to be written in large characters on boards, which should hang against the walls of the school room, or be put upon the ground before the children. Each board should be two feet square. While learning these letters, &c. the pupils ought to be taught to form them with pencils on slates, or with the cullum and clay on black pieces of wood. Great care should be taken in teaching the pupils the correct sounds of the letters, &c. and the affect of the different accents. When the pupils can write all the letters, &c. from dictation, the following books may be put into their hands:—

<i>Oordoo</i>,	.....	Spelling book.
<i>Hindi</i>,	.....	Spelling book part 1st.
		Ditto, part 2nd.
<i>Bengali</i>,	.....	Burnomalee part 1st.
		Ditto, part 2nd.

After each lesson in spelling and reading, the pupils should be made to copy several of the words from the book with great care, and several times over. They must be prevented as much as possible from learning their lessons by heart without spelling through, or noticing the formation of the words. Until they can make out the words by themselves without assistance, the master will read each lesson over to them slowly before hand. The pupils must be kept in classes, and the plan adopted of allowing them to take places when one corrects another. The pupils may next read the following books:—

<i>Oordoo</i>,	.....	Pleasing Stories.
		Looking Glass.
		Arithmetical Tables.
<i>Hindi</i>,	.....	¹ Nitikatha.
		Manoranjan Itihas.
		Arithmetical Tables.
<i>Bengali</i>,	.....	Nitikatha part 1st.
		Ditto, part 2nd.
		Manoranjun Itihas.
		Dharapati.

Each reading lesson being over, the pupils should be required to spell every long word, and to write from dictation a few lines in it. The Arithmetical Tables must be got by heart, and the pupils practised every day in mental addition and subtraction. Having mastered the above, the pupils may next read the following works:—

<i>Oordoo</i>,	.....	Gilchrist's Grammar.
		Brown's Arithmetic.
		Reader, No. 1.
<i>Hindi</i>,	.....	Adam's Grammar.
		Arithmetic.
		Reader No. 1.
<i>Bengali</i>,	.....	Keith's Grammar.
		Harle's Arithmetic.
		Yate's Reader.

The Grammar should be got by heart. The pupils should still be required to spell the more difficult words, and to write from dictation passages in their reading lessons. They should likewise parse every sentence, and answer easy questions on Grammar connected with what they read. The books which may then be given to them are,—

<i>Oordoo</i>,	.....	Reader No. 2.
		Marshman's History of India.
		Miss Bird's Geography.
<i>Hindi</i>,	.....	Reader No. 2.
		Ditto No. 3.
		Miss Bird's Geography.
<i>Bengali</i>,	.....	Marshman's History of Bengal.
		Pearce's Geography.

The pupils should be constantly practised in composition and letter writing, and their studies in Arithmetic should also be continued. They should parse daily three or four lines of their reading lessons, and be required to correct bad spelling and grammar. They should be minutely questioned upon every particular in the history they read, and occasionally called upon to give written answers to the questions proposed. This subject should never be read without a map. The more advanced pupils may be required twice a week to write essays and letters on various subjects, which should be valued, not for their length, but for their grammatical and orthographical correctness and for their closeness to the matter proposed.

This course will be found sufficient for the vernacular schools until

after some years, when many more class books will probably be available, and experience will have shewn the defects and merits of the system.

No. 5.

From the Officiating Secretary to the Sudder Board of Revenue, to the Commissioner of Revenue for the Division of

SIR,

Miscellaneous Department.

PRESENT.

J. Pattle and J. Lewis, Esqrs. With reference to para. 7 of Under Secretary Mr. C. Beadon's letter No. 828 of the 18th December last, a copy of which accompanied the Circular letter (No. 1) issued from this Office under date the 23d January last, relating to the Establishment of Government Vernacular Schools in the Mofussil; I am directed by the Sudder Board of Revenue to communicate to you that they have fixed one anna per mensem for each pupil as the charge for Education in the above Schools; it being remembered that the Scholars are liable to be charged the rateable full value of books supplied to them from the public stores.

I have, &c.

(Signed) G. PLOWDEN,
Officiating Secretary.

*Sudder Board of Revenue,
Fort William, the 13th March, 1845.* }

APPENDIX No. 3.

Correspondence regarding Vernacular Translations prepared in the N. W. Provinces.

No. 538 of 1844.

From J. Thornton Esq., Secretary to the Government, North W. Provinces, to F. Boutros Esq., Principal Delhie College, dated June 8th, 1844.

SIR,

I am directed to acknowledge the receipt of your letter of the 24th April last with enclosures, containing the information called for on the subject of the Vernacular translations prepared in the Delhie College.

2. You will perceive from the accompanying copy of a Circular this day issued to the several local Committees of Education in the North W. Provinces, that the Hon'ble the Lieut.-Governor has determined that 66 copies of each of the books enumerated in the list which accompanied that circular, shall be immediately taken for the use of the Colleges and schools in these provinces. You are accordingly requested to forward to those institutions, the number of copies intended for each, as far as they are procurable from the press under your direction, and to submit a bill for the books already sent to this office, and those you have now been directed to furnish.

I have, &c.

(Signed) J. THORNTON,
Secretary to Government N. W. P.

CIRCULAR No. 539.

From J. Thornton Esq., Secretary to Government N. W. P., to the Secretaries Local Committee of Education, North W. Provinces, dated the 8th June, 1844.

SIR,

I am desired by the Lieut.-Governor to forward to you the accompanying list of Oordoo Books, which it is desired to introduce, wholly or in part into the institution under your control.

2. The Government have determined in

Agra,.....	12	the first place to make a grant of 66
Barreilly,.....	12	copies of such as they can immediately
Meerut,.....	6	procure, or as near that number as may
Furruckabad,.....	6	be practicable, and they will be supplied to
Allahabad,.....	6	you from time to time as they can be
Bemares,.....	12	procured.
Gorreckpore,.....	6	
Ghazeeppore,.....	6	
	66	

3. Those which are not distinguished by a cross (†) are procurable from Mr. Boutros, at the Delhie College, and it is very desirable that you should promote the sale of them as much as possible. You are at liberty to sell at the attached prices any of the copies now placed at your disposal, and to apply the proceeds to the purchase from Mr. Boutros of other copies to supply the place of those you may sell.

4. The annexed copy of a note by Mr. Boutros will explain the way in which his translations have been made and should be used, and contains much that is deserving of your serious consideration and adoption.

I have the honor to be, &c.

(Signed) J. THORNTON,

Secy. to Government N. W. P.

Note on the Preparation, Printing, and use of Hindoostany translations in the Delhie College.

The plan adopted in the Delhie College for the preparation of translations is as follows :

1. The native teachers and some of the senior pupils of the English Department, on the invitation of the Principal or in communication with that officer, undertake to translate into Oordoo a certain English work, whether printed or in manuscript. They have hitherto in general been told that if their translations were good, they would as soon as practicable be printed, and from 6 to 12 annas reward per printed page

(according to the difficulty of the task and quality of the translation) would be paid to them. Previous to the translation it is revised either

by the Head-Master or the Principal* in
the presence of the translator or of some
other competent native Teacher, during

leisure hours. This done, the work is made over to the printer, and some competent person (generally the translator himself) requested to revise the proofs.

2. The same method "mutatis mutandis" as described above is followed for translations from oriental languages, except that they are not submitted to the revision of the Principal or Head-Master, but in general to that of some Moulvee or Pundit of the College, as the case may require.

3. Hitherto all the translations prepared in the Delhie College were paid for by the Principal and printed at his own risk, the price of the Urdu School books being made as much as possible to cover both the expense of printing and that of translation. But now the Society for the promotion of knowledge through the medium of vernacular translations, proposes to pay (at least, in part) the translators out of its own funds, and to sell the books at rates very little above the mere expense of printing them, that is, from 12 annas to about 1 rupee 2 annas per 100 large octavo pages, small books being charged little more in proportion than books of a larger size.

4. Of the translations of school-books hitherto printed (Lithographed) for the use of the Delhie College, and other Educational establishments, only one hundred copies were struck off. Most of those books have been since disposed of, and many used as school-books in the Mudrussa, the teachers noting in the course of their lessons all errors, and obscure passages, which in their opinion required correction. These proposed corrections have been since shewn to the Head-Master or Principal, and approved or modified. These corrections have been or will be made in the second edition, and as each successive edition will be submitted to a similar process, it may be expected that the translation will become in the end free from all errors of any importance, if it be not already so.

5. A good Oordoo translation of an English school-book, being once made and printed, it is used in the Mudrussa exactly as the original work is used in the English Department. The course of study, of which the translation from an English work is the text book, has in some instances been superintended by a Moulvee, himself not previously acquainted with the particular science to which the book referred, and

* There have been one or two exceptions to this rule.

which he had to study, at the same time he taught it. Such teaching must necessarily be imperfect, but the duty of instructing the pupils of the Mudrussa in European science has since been entrusted to two young men who have received an English education and are better qualified than Moulvies for the purpose alluded to. Any English master having a good colloquial knowledge of Oordoo, may teach in that language with a good text book, both English and Oordoo, with nearly as much facility and efficiency as he could in English. For this he has only to read the Oordoo Translation to his pupils, or have it read by one of them. As he has the English work in his hands, he will easily understand the translation, and after a very short practice, can find no material difficulty in giving in Oordoo all the verbal explanation which may be necessary.

6. The pupils of the Oriental Department can learn European science only through the medium of the vernacular language, but the English pupils are instructed so as to be able to understand, explain, or teach, both in *English* and *Oordoo*; and every Sanskrit pupil in the Mudrussa is also made to study Oordoo. Instruction in *Hindee* might apparently be limited to indigenous Schools.

7. The works in the accompanying list might almost immediately, so far as the standard of instruction reached by the pupils in the Government Schools and Colleges will permit, be introduced into all the institutions alluded to.

(Signed) F. BOUTROS,
Secretary Local Committee.

Delhie College, 24th }
of April, 1844. }

List of the Oordoo Books which might be this year generally introduced into the Government Schools and Colleges in addition to Spelling Books and Readers.

	Copies in hand.	Copies required for the Delhie College.	R.S.	A.	P.
Grammar and Geography, }	0 3 0	* { Hindooostanee Grammar, Gil- } christ or Imambux's, . . . }	0	12	
	10	* Miss Bird's Geography & Maps, . * Ilmi Hissab (Oordoo Arithmetic,)	0	3	8

		Copies in hand.	Copies required for the Delhie College.			RS.	A.	P.
Mathematics and Natural Philosophy, .		0	50	{ Elements of Practical Geometry with short Trigonometrical Tables, }		1	8	
		75	28	Elements of Algebra,		1	8	
		50	50	Euclid, first four Books,		1	8	
		50	20	{ " 5th, 6th, 11th, and 12th, } Books,		1	8	
		44	20	{ " The Eight Books bound together, }		3	0	
		163	80	Introduction to Natural Philosophy,		2	8	
		60	20	{ Prinsep's Abstract of the Regulations contained to 1843 }		7	0	
Law, Jurisprudence and Political Economy,		42	26	{ Marshman's Guide to the Civil Regulations, with appendix to 1843 and the Elements of Mahomed and Hindoo Law, }		20	0	
(In the Press.) . .		100	50	{ Principles of Government, English and Anglo-Indian Governments, }		2	0	
		57	42	{ Mill's Political Economy (slightly modified here and there, but merely in the form) }		2	8	
History,		72	22	{ History of India from Mr. Marshman, the Seer Mookureem, }		6	0	
		100	50	{ History of England from Goldsmith, }		4	0	
(In the Press.) . .		100	50	{ Brief Survey of History, not yet printed, }		3	0	
		0	4	* { Tytler's Universal History must be had from Bombay, }		6	0	
		10	10	* Miss Bird's Ancient History,		0	0	
		80	58	History of Bengal,		1	8	

N. B.—All the works in the above list, except those marked * may be supplied from the Delhie College. The Elements of Practical Geometry and the Elements of Algebra are compilations, the English Manuscript of which is not now complete. Euclid was translated from the Arabic, the work on Natural Philosophy is a translation of the School Book, reprinted in Calcutta from the Library of useful knowledge, with the addition of two chapters, one on Electricity, and the other on Heat, from Lardner's Cyclopaedia, the English work on the Principles of Legislation has been

approved by the Council of Education. That on the Principles of Government is translated, or rather compiled from Mr. Norton, Advocate-General, and subsequently Judge at Madras.

(Signed) F. BOUTROS.

No. 578.

From the Under Secretary to the Government of Bengal, to F. Boutros Esq., Principal, Delhi College, dated Fort William, the 27th August, 1844.

SIR,

I am directed to request that you will forward to the address of the Secretary to the Government of Bengal, carefully packed in tin, six copies of each of the Urdu books (except the History of India) mentioned in the list which accompanied your note on the preparation of translations dated the 24th April last.

2. You are requested at the same time to submit a bill for the amount cost of the books.

I have the honour to be, &c.

(Signed) C. BEADON,

Under Secretary to the Government of Bengal.

APPENDIX No. 4.

Correspondence respecting the Schools in Assam.

No. 9.

From the Commissioner of Revenue, Assam, to Cecil Beadon Esq., Under Secretary to the Government of Bengal, dated Gowhatta, 10th April, 1845.

SIR,

In continuation of my letter No. 24, dated the 14th August last, I have the honor to forward a further report from the Inspector of Schools in this province, of the state of the several Schools visited by him during the past cold season.

2. This report appears to call for no particular remarks beyond the observations which I have noted in the margin, and although the reports on several Schools are far from satisfactory, owing chiefly to the manner in which the appointments to the Schools have been made, yet I trust the report will be on the whole gratifying to His Excellency the Governor, as showing in several instances the usefulness that has already attended Mr. Robinson's Visitations, and the certainty that a great reformation of the system of Vernacular instruction will be gradually effected throughout the Schools of the province under his zealous superintendence.

(Signed) FRED. JENKINS,

Commissioner of Revenue.

No. 50.

From the Inspector of Government Schools, Assam, to Major F. Jenkins, Commissioner of Revenue, Assam, dated Gowhatta, March 31st, 1845.

SIR,

I have the honor to submit for your information a brief report of my Proceedings in connection with the Schools, I have visited during my late tour of Inspection.

*Zillah Kamroop,
Dwawar Bordwar.* 2d. The School in this division is situated in the village Gonokpara. The number of names at present on the books is twenty-two, but considering the large amount of population in the vicinity, this is but a small fraction of the number that I had expected to have found. The general apathy of the people in these Duwars, with reference to Education, must I believe be referred to as the cause of the comparatively small number of pupils we have yet been able to procure. The School moreover was opened only in July last, and the people have not yet had time to give it a fair trial. The present pupils are divided into three classes.

Classes,.....	1st.	2nd.	3rd.	Total.
Numbers,.....	7	6	9	22

Those of the 1st class are reading the Gyanadoy Itihas, and considering the short period they have been under tuition, their progress reflects great credit both on their own exertions and those of their teacher Ghoneshyam Dass. They all read with considerable fluency, and are able to give a very correct explanation of the meaning of the words and phrases introduced in their lessons,—their Orthography too was very fair ; in Arithmetic they had not proceeded further than simple addition, but they seem to have made themselves masters of this rule, and the sums I set them were worked with great ease and correctness. The boys of the 2nd class were just able to read the short sentences at the end of the Primer, while those of the 3rd were yet at the combined letters.

Dwawar Luki. 3. The school in this division is situated in the village of Borgawn and near the residence of the Looki Raja. It was opened in July last, and now numbers 34 pupils, who form 3 classes.

Classes,.....	1st.	2nd.	3rd.	Total.
Numbers,.....	10	9	15	34

The boys of the 1st class had read fifteen pages of the Gyanadoy Itihas, and in Arithmetic had proceeded as far as simple division. On the whole they appear to have paid great attention to their studies, and their progress has been highly satisfactory. The boys of the 2nd class were reading the Bornamala, and in Arithmetic were able to work any sum in simple addition. Those of the 3rd class are mostly little boys under 8 years of age, they had just gone through the compound letters and were

I visited this school lately, able to distinguish the Arithmetical figures, and I concur with Mr. R. in thinking the progress of the boys very satisfactory. The teacher Anando Mohun Sirkar seems to have been equally attentive to each class, and

(Signed) F. J.

the progress they have all made during the short time they have been under his care is very satisfactory.

4. This school is situated in Dhing Ahin-giapara, a small village in the Chowdrie's farm. There are 20 names borne on the school list, and the monthly returns show an equal number in daily attendance. Of this number only 4 are able to read, and these are grown up young men who spend all their time in studying Sanskrit and in reading the sacred books of the Hindoos. Of the remaining 16, though they have all been in School for 2 years and upwards, not one is yet able to distinguish the letters of the alphabet. The Teacher Anador Shorma keeps no register of the daily attendance of his pupils, and in no one point has he acted up to the printed Instructions he has received. He seems a very ignorant man and is perfectly incompetent to conduct the duties required of him. I should, therefore, recommend his dismissal, and until another Teacher shall be procured, it seems advisable that this School be kept in abeyance, rather than that it should be continued

This I have directed, and have proposed to re-establish the School under the Chowdry of North Chumuria.

(Signed) F. J.

ter capable of appreciating it.

in its present very inefficient state. I would further beg to suggest the selection of another site for the new School, where the population at least is larger and the people better capable of appreciating it.

5. I am sorry to observe there has been no improvement in the daily attendance at this school since I last had the opportunity of inspecting it. This may be attributable to the listlessness of the Teacher, though I am rather of opinion that the principal cause is to be sought in the indifference of the people themselves who take no interest whatever in the advancement of the School. Of late the attendance has varied from 10 to 15, and these are divided into three classes. Their pro-

This School I also visited, and I hope it is now in a fair way of going on well.

(Signed) F. J.

great pains bestowed on them by the Teacher.

6. This School is situated in the village of Kunwarree near the Govindpore Thannah.

The number of boys on the books is 32, and the average daily attendance 28. These were divided into 4 classes.

Classes,.....	1st.	2nd.	3rd.	4th.	Total.
---------------	------	------	------	------	--------

Numbers,.....	8	4	6	14	32
---------------	---	---	---	----	----

The boys of the 1st class are reading the Nitikotha, No. III. and in Arithmetic have proceeded as far as simple subtraction. They all read with considerable fluency, and seem to have a very fair comprehension of the lessons they have gone through. Their sums in Arithmetic were all worked correctly, but they are very deficient in Orthography. The Teacher I hope will endeavour to be more attentive to this branch of their studies in future. The boys of the 2nd class have lately commenced my reading lessons, and seem to have made very good progress. Those of the 3rd class are reading the Bornamala, while those of the 4th are yet at the alphabet.

*Pergunnah
Namborbhag.*

7. This School is situated in the village of Balimud-Kuchi, and numbers forty scholars.

The Teacher Lakikant Shorma seems to have read nothing but his own Shastras. He is perfectly ignorant of Arithmetic, and can barely comprehend the easy lessons in the Gyanadoy Itihas. The school has been hitherto conducted on his own system, and the printed instructions have remained unheeded. Sanskrit forms the principal subject of study, and of late a few Primers and Reading Lessons have been put into the hands of the scholars, but as all these books appeared to be quite new, I suspect they had not been in use more than a week previous to my visit. The pupils as might be expected were all very backward, and the most advanced amongst them were just able to read the first 3 or 4 pages of the Reading Lessons, but without any comprehension whatever of their meaning. The boys had not been divided into classes, the Teacher kept up no register of daily attendance, and had not so much as a list of the names of his pupils. His monthly returns are drawn up by guess, and are not to be confided in.

*Pergunnah
Dhurumpare.*

8. This Pergunnah has hitherto contained

two schools. The one in the village of Modola has for several months past been reported to contain 100 pupils. On entering the school, however, about a couple of hours after the usual time for commencing, I found only 6 boys present, and after I had been there a whole hour, the teacher, Suttya Naraiyan Shorma, made his appearance, and with him 5 other boys. The average daily attendance I understand is seldom or never more than 15; these are all Brahmin, and they study nothing but Sanskrit. When the teacher came into the school he put a few copies of the Primer and Reading Lessons into the hands of the boys, these books were perfectly new and to all appearance had never been opened before. In the indiscriminate distribution of them, he unwittingly put copies of the Primer into the hands of some who had a few minutes before read portions of the

Sanskrit Grammar to me, yet he persisted in declaring that these books were used by them every day, and had been in use for months past. All those present were able to read the Reading Lessons, but none was able to understand the meaning of a single lesson, not even the teacher himself. He kept no register of daily attendance, nor had he a list of the names of his pupils. The book of instructions which he had received about 7 months before, he himself acknowledged had never

* This I have sanctioned. been opened by him. Such wilful indifference

(Signed) P. J. seems to call for his immediate dismissal, and

I trust the measure will meet with your

sanction.

9. The other school in this Pergunnah is situated near the Beleswar Temple, and as might have been expected from its connection, has hitherto been a purely Brahminical school. I had an opportunity of visiting this school in August last, and then found it in a very inefficient state. The Teacher Abhimanya Shorma has persisted in disobedience to orders and seems to have paid no attention whatever to his duties. Under your sanction conveyed in your letter No. 60 of the 8th instant,

This has been authorized.

(Signed) P. J. he has been dismissed from the school. Permit me now to solicit the favour of having

the school removed to a village in Pergunnah Pokoah, to which Pergunnah it should properly have belonged.

10. This school is situated in the village of Heyleysa, and was also inspected in August last, but as the Teacher Kistonath Gosain had behaved in the same manner as the Teacher of the Beliswar school, he has also, with your permission, been dismissed from office. Both these schools remain at present in abeyance, until I can procure competent teachers for them.

Pergunnah
Soroo Rhetre.
Khatta.

11. This school is situated in the village of Sondu. The number of names borne on the books of the school is 83, and the average

daily attendance 70. It is a feature worthy of remark with reference to this school, that almost all these boys are between 5 and 10 years of age. This school was originally a Sanskrit one, and on the appointment of the present teacher Surjodutt Shorma in July last, the Brahmin pupils all left, and he had necessarily to commence afresh. The school is therefore yet in its infancy, but the numbers that attend it, and the progress they have already made in their studies, reflect great credit on the teacher. He seems to take a lively interest in his duties and has entirely won the

affections of his pupils and the good will of their friends. These are divided into 3 classes.

Classes,	1st.	2nd.	3rd.	Total.
Number,	9	6	68	83

This seems a very imperfect division, but one that could not be avoided, as by far the greater number are young children, and are yet at the Alphabet. The two first classes are reading the Gyanadoy Itihas and seem to have as perfect a knowledge of the lessons they have read as can be wished. Their Orthography was on the whole highly creditable, and in Arithmetic they had made very satisfactory progress. From the unusual pains this teacher has taken with his classes, I would venture to recommend that he be favoured with some token of your approbation,

I have desired Mr. R. to express my satisfaction with the progress of the school. which while it would doubtless encourage him to fresh exertions, may have the beneficial effect of exciting a spirit of wholesome emulation in the minds of the other teachers.

(Signed) F. J. This school has been often visited by Madhobram the Moonsiff at Nolbarri, and Lakhising Chowdri of Pergunnah Batasila. To the interest evinced by these native gentlemen, and the exertions they have made for the advancement of the school, I attribute in no small degree its present flourishing condition.

*Pergunnah
Banjani.* 12. This school is situated in the village of Kalakuchi, and was till very lately a purely Sanskrit school, a Sanskrit class is still kept up

in it, and numbers 30 scholars (Brahmins) who are studying the Sanskrit Grammar and their own shastras. To these have been added a few boys of the lower castes amounting to 26 in all, who are taught to read and write Bengali. Their progress however has been very small, and where the teacher is permitted to teach his own shastras to a few privileged Brahmins, nothing better can be expected; to these the greater portion of his time is devoted, and those whom he is paid to teach are neglected. Five of the 26 were just able to read the Gyanadoy Itihas, but no attention had been paid to enable them to understand what they read. Their hand-writing was very indifferent and their Orthography much worse. Of Arithmetic they literally knew nothing. The remaining 21 were yet at the Alphabet. The Teacher Debindro Naraiyan was said to be unable to attend from indisposition, his nephew Ramanath Shorma was conducting the duties for him. This arrangement I believe is a private one, and has not received your sanction.

Purgunnah
Upar-Bor-Bhag. 13. This school is situated in the village of Kallog, and if the teacher's books may be depended on, has an average daily attendance of 50 boys. For 10 or 12 days previous to my visit, the school had been closed owing, as the Teacher says, to the ill usage he had received from one Beng Muktiyar, the Muktiyar of Bhokut Potwari, who conducts the duties of the Pergunnah for the Chowdry Sundut Kutky, Moonsiff of Borpeta. The above named individual, it is said, entered the School-room, tore down the mat-walls of the house, drove out all the

This has been noticed.

(Signed) F. J.

boys, and scattered about the books belonging to the school. Since which time the boys had all refrained from going to it again. How far the above may be correct, I am unable to say, several people present on the occasion of my visit, confirmed the Teacher's assertions, and the state of the School-house showed that it had been severely injured.

Pergunnah 14. This school is situated in the village of
Dhumdkuma. Dhumdhuma, and numbers 33 pupils, who form three classes.

Classes,	1st.	2nd.	3rd.	Total.
Numbers,	5	9	19	33

The present Teacher Sheb Minotulla was appointed on the 1st of November last, previous to which time, owing to the demise of the former Teacher, the school had been closed for several months, and the Brahmin pupils it contained had been dispersed. The present scholars have all entered since the re-opening of the school. They consist chiefly of Kucharis, who have of late been admitted into the pale of Hinduism, and have in consequence adopted the name of Homa Kachari, alias Soroniya. Great credit is due to the Teacher for his unwearied exertions in the discharge of his duties. Considering the very short time the school has been opened, his pupils have made remarkably good progress, and have already attained to a standard of proficiency far superior to that of several schools of much longer standing. The boys of the first class read the Gyanadoy Itihas with considerable fluency, and are able to explain the meaning of words and phrases with great ease and correctness. Their Orthography too was very good, and in Arithmetic they had made very creditable progress. The other two classes also

I have noticed this.

(Signed) F. J.

passed a very satisfactory examination. I beg to recommend the Teacher to your favourable consideration, with the hope that a few words of

encouragement from yourself will induce him to continue in the active course he has commenced.

*Pergunnah
Boribag.*

15. This school is situated near Bali-shaster, and the Teacher Dhormodeb is also the Gosein of the shaster. On my visit to this place I found the school had been closed for several days owing to the marriage of the Teacher's son, and this without any reference having been made for permission to do so. A few of the scholars came to see me during my stay at the village, and from them I ascertained that

Mr. Robinson in a subsequent letter recommends a successor, and the continuation of the school.

they learnt nothing but Sanskrit, and were in the habit of reading their own religious books.

The Teacher has in no one point acted up to

(Signed) F. J. the instructions he has received, and indeed wants the ability as well as the inclination to conduct his duties in a proper manner. Until another Teacher can be obtained, I think this school may very properly be left in abeyance, for its connexion with the shasters and the fact of Sanskrit alone being taught in it, seems calculated to do more harm than good.

*Pergunnah
Poobpar.*

16. This school is situated in the village of Azara, and numbers 112 pupils, with an average daily attendance of 96. They form

eight classes.

Classes, . . .	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	Total.
Number, . . .	10	12	13	15	14	13	16	19	112

I happened to come to this school when it was closed during a Hindoo festival, and therefore had not an opportunity of examining the classes. In the course of the day however several of the boys came to visit me, and I took the opportunity of examining them individually. Judging therefore from the proficiency of the 40 or 50 pupils whom I thus examined, I have every reason to conclude that the Teacher Kisto Churn Doss has been very attentive in the discharge of his duties. Most of them read remarkably well and had a very correct knowledge of the lessons they had learnt. The present Teacher was appointed in July last, previous to which time the school here was a purely Sanskrit one. The progress the boys have made within this time, and the very large numbers that attend daily, reflect great credit both on the Teacher and the Chowdri Horokant Dika Burruwa, who has hitherto manifested a very laudable interest in the cause of education. This is the best attended of all the Mofussil schools, and if the numbers increase much more, it

will be necessary to enlarge the school-room and to furnish it with an Assistant Teacher, as the number of classes is already too much for one individual to attend to in a satisfactory manner.

This has been attended to.

I beg to recommend the Teacher to your favorable notice.

*Pergunnah
Patidurrung.*

17. This school is situated in the village of Behedia, and numbers 64 pupils. The Teacher Kosobdeb Shorma seems not to have comprehended either the advantage of a division into classes or how this division was to be effected. His classes therefore were very imperfectly arranged, and each one contained boys of different grades of proficiency. I have remodelled his classes for him, and as he evinces a desire to act to the best of his ability, I entertain the hope that the school will continue to improve. The most forward of his pupils have read about 18 pages of the reading lessons, and have a very correct comprehension of what they have gone through. In Arithmetic they have made very satisfactory progress, but their written compositions were all very defective. Soroonath Chowdri has paid great attention to the school, and the regular attendance of the scholars is in a great measure attributable to his exertions.

*Zillah Durrung
Settimadar.*

18. I had two opportunities of inspecting this school during my tour to Upper Assam.

On my first visit I found 48 names on the school books with an average daily attendance of 37 boys. With the exception of 3 who had just commenced the reading lessons, all the rest were still at the Primer. The Teacher Norodes Shorma had been frittering away his time in useless attempts to teach them Sanskrit. He kept no register of daily attendance, and had not in any point acted up to the instructions he had received. Under your sanction therefore he was dismissed, and Krishnodeo Shorma, a late pupil of the Mungledai school, appointed pro tempore. On visiting this school again on my return, I was gratified to find a great change for the better. The number of scholars had increased to 73, who were thus classified :

Classes,	1st.	2nd.	3rd.	4th.	Total.
Numbers,	4	18	22	29	73

The boys of the first class were reading Dr. Yates's vernacular class book, and in Arithmetic were as far as compound division. Those of the 2nd class were reading the Gyanadoy Itihas, and the two last classes were still at the Primer. They all seemed to have made satisfactory progress, yet the system adopted by the Teacher was faulty. This is to

be attributed to his not having received the printed instructions from his predecessor. These have since been supplied him, and I hope to report more favorably of his exertions in future.

19. This school was inspected by me early *Mahirapara.*

in November, and as it had not then been established above six months, I did not expect much from it. I was gratified however to find no less than 72 boys in attendance. The division of them into classes occupied the forepart of the day, after which I proceeded to the examination, which was on the whole highly satisfactory. The Teacher had been most assiduous in his attention to his duties, and his pupils seemed eager to improve the opportunities they enjoyed. The most forward were reading the *Gyanadoy Itihas*, and seemed to understand all they had read. Their written compositions too were very good, and they had made very satisfactory progress in Arithmetic.

20. On my previous visit to this school in *Mangledai.*

August last, the number on the books was 36, since then there has been an addition of 40 scholars, who form 5 classes.

Classes,	1st.	2nd.	3rd.	4th.	5th.	Total.
Numbers,	8	10	12	14	32	76

The boys of the 1st class read Marshman's History of Bengal, which they seemed to understand remarkably well. The Teacher has also paid considerable attention to their Orthography, and the improvement in their writing was very apparent. In Arithmetic they were somewhat slow, but the sums I set them were all finished correctly. In the 2nd class the Monoranjan *Itihas* is used as the class book. This the boys read with considerable ease and correctness, and were able with a very few exceptions to explain the meaning of words and phrases they met with. Their spelling was in general bad, nevertheless it showed a marked improvement on the last examination. In Arithmetic they were in simple multiplication. The other 3 classes passed a very satisfactory examination in the studies they had been engaged in. I had an opportunity on this occasion of witnessing the mode in which the Teacher conducted his duties. He taught every class in my presence, and I was gratified to find him reducing to practice the instructions he had previously received from me. Thirty-five of the boys of this school live near the school room in huts kindly provided for them by Mr. Kellner. These boys from the distance of their respective houses might not otherwise have been able to attend the school at all. The three schools of Sethmadar, Mahirapara, and Mangledai; owe much of their present prosperity to the very lively interest taken in them by Mr. Kellner.

His frequent visits to them, his kindness to the boys, and the examinations he holds, all contribute to show his praiseworthy zeal in the cause of native education.

Tezpur. 21. This school was visited by me both on

my progress to Upper Assam and on my return thence, but the occurrence of a Hindoo festival on each of these occasions prevented me from examining the classes as I should wish to have done. I saw enough of them however to convince me that under Captain Gordon's able superintendence, the boys were making very creditable progress, and every attention had been bestowed on their studies.

Bishnauth. 22. This school numbers 24 pupils, who

were divided into no less than 5 classes. On examining them however I found only 4 were able to read the *Gyanadoy Itihas*, and these I formed into one class, the other 20 were almost all new pupils, and were still at the Alphabet. The Teacher is an old man of near 80 years of age, and moreover extremely ignorant of his duties. He seems to have devoted almost all his time to conveying instruction in Sanskrit, and consequently the few scholars he has, have scarcely made any progress under his tuition.

Zillah Nowgong, Morung. 23. This school stands on the left bank of the Dhansiri, about 16 miles below the station of Golaghat. The number of pupils borne on

the books of the school is 29, but on the occasion of my visit in January last, the attendance was not more than 16, owing, in all probability, to the demand on the services of the children at the inning of the harvest. The 5 boys who formed the 1st class, read the *Gyanadoy Itihas* and passed a very creditable examination, being able to read any portion of the book fluently and to explain it with correctness and perspicuity. In Arithmetic they had proceeded as far as the Rule of Three, and the sums I set them in this rule were worked with considerable ease. Their handwriting was pretty fair, and their Orthography far superior to that of most lads who had a longer training. The other two classes seem to have made proportionably good progress, and on the whole the examination was very satisfactory, reflecting great credit on the exertions of their Teacher Rammohun Sirkar.

Zillah Seebagor, Romlabarri on the Majoli. 24. The number of pupils on the books of this school is 20, but their studies are exclusively Sanskrit, and no useful information of any kind is imparted to them. The Teacher Damudhur Shorma is himself a very ignorant man, and I believe utterly incapable of conducting his duties.

Golaghat.

25. This school numbers 26 pupils, who have hitherto frittered away their time in vain attempts to learn Sanskrit. There was a show of a few Bengali books on the occasion of my visit, which the boys pretended to read, but the best of them were incapable of reading a single *line* without hesitating at almost every word, and they were perfectly ignorant of the meaning of what they read. Of Arithmetic they seemed to know nothing, and their Orthography was bad in the extreme. I showed some of their written exercises to the Teacher, and desired him to correct them, but after looking at them attentively for some time, he pronounced them all to be perfectly correct. He is a poor superannuated old man, and as ignorant and as bigotted as he can well be. I found an image of the Hindu Iread placed at one end of the school-room, near which was his seat, and the offerings of the boys placed before the idol. Such a thing I believe cannot be allowed, and I immediately caused its removal, but in all probability it has been again reinstated. I would therefore solicit the favor of your passing an order, prohibiting the introduction of any image

or any sign of heathen worship into the

This will be attended to. Government Schools throughout the province.

(Signed) F. J.

Where these are permitted, none but the higher classes of Hindoos will be allowed admittance, and these instead of attending to the proper routine of studies, will most likely be engaged in making themselves acquainted with the ceremonies of their own religion. No Mussulmans nor Hindus of low caste have been admitted into this school, though several have anxiously applied for admittance.

Charrall.

26. A few months previous to the occasion of my visit to this school, there were 46 names borne on the books, but this number had since been reduced to 6. The Teacher Joyodhor Shorma accounts for this great reduction, by stating that the boys found there was no immediate profit attainable by continuing in school, and that they had accordingly returned to their respective employments. The fact is, the Teacher is a Brahmin from Jorehaut. He can find but few Brahmins to teach here, and he fondly cherishes the hope of being removed to that place or to some village in its vicinity, should it be deemed advisable to establish a school there. I strongly suspect moreover that he does not take that interest in his duties that he ought to do, and from a willingness to show the small estimation in which the school is held by the population of the surrounding villages, it is probable he has been a great deal too precipitate in expelling those who from other demands on their time were unable to attend regularly. The six boys in attendance on the occasion of my

visit seemed very backward in all their studies, and I fear this is attributable in a great degree to the listlessness of the Teacher.

Nazera. 27. This school is situated in a very populous little station occupied by the Assam

Company, and was originally established by that body under the superintendence of Mr. J. W. Masters. On the occasion of my first visit to this school, I found all the boys engaged in the study of Sanskrit. The Teacher Nobin Chunder Shorma seems to have conducted the school as if it had been established for the religious instruction of Hindoos alone. The printed instructions had not been in the least attended to, and no registers of any kind were forthcoming. Half the population at this place are Mussulmans, and yet not one had been admitted to the school. On my arrival there, several applied to me for admission, and I consequently desired the Teacher to admit them, but this he peremptorily refused to do, and would not let any of them enter within the precincts of the School Room. I took on early opportunity of bringing his conduct to the notice of the Collector, who informed me he had on my report fined the Teacher in the sum of one month's pay. On my second visit to this school about a month after, I was sorry to observe his duties were still neglected. I happened to arrive at the school about an hour before he made his appearance, and found all the boys with their Sanskrit books again. Thirteen Mussulman boys had been nominally admitted, but were not allowed to sit within the school-room, and on my desiring the Teacher to give them seats inside, he again refused to comply with my wishes. On his coming to the school, he distributed a few Primers

This has been noticed. among the boys, and pretended that as they

(Signed) F. J. had but just commenced the study of Bengali, they had not proceeded beyond the Alphabet.

Sibsagar Sweder School. 28. The Teacher of this school has a list of 62 names, but the average attendance of pupils scarcely ever exceeds 28. The Sanskrit Grammar and the sacred books of the Hindoos seem to be the only subjects of study, to the entire neglect of the Vernacular. As in the former, no Mussulmans have been permitted admission into this school, and no attention whatever has been paid to the printed instructions. I severely reprimanded the Teacher for his neglect, and on a second visit I was glad to find he had endeavoured to arrange the boys into classes, and to keep up a register of daily attendance.

Classes,	1st.	2nd.	3rd.	4th.	5th.	Total.
Numbers,	13	9	16	14	16	67

These classes however were very thinly attended and had apparently made but little progress in their respective studies. Since the removal of Mr. DeSouza, late English Teacher of this school, the English classes has been broken up owing to the want of a Teacher. One has lately been sent up, and as I have desired him to pay particular attention to the superintendence of the Vernacular Department, I would hope better things of this school in future.

29th. In addition to the Government Vernacular schools in this division, it affords me great pleasure to bring to your notice the existence of 14 other schools connected with the American Baptist Mission at Seesbapur, under the able superintendence of Mr. O. T. Cutter. I had the opportunity of inspecting 12 of these schools. And in every instance I was highly gratified to find them in a very efficient state, and the pupils making rapid progress in their studies. In these schools religious instruction is communicated to the boys in conjunction with much useful information, through the medium of the Vernacular. The eagerness with which the people avail themselves of these advantages, show that if our schools were placed on a more efficient footing, they would present a far different and a more cheering aspect to what they do at present.

30. The total number of names on the books of this school is 84, with an average daily attendance of 51 boys. These are divided into six classes.

Classes, . . . 1st.	2nd.	3rd.	4th.	5th.	6th.	Total.
Number, . . . 11	8	10	19	20	8	84

The boys of the 1st class, for want of suitable books, were chiefly occupied in writing petitions, letters, &c., and keeping accounts. I set them to read a few lessons from the Nitikotha, Part I., but they seemed to understand them very imperfectly, though they read them with tolerable fluency. In Arithmetic they seemed to have made very fair progress—their Orthography however was, generally speaking, very bad. The other classes were alike backward in all their studies, but this I believe is not so much attributable to the inattention of the Teacher as to the great want of books in the school, there being only 8 of different kinds available. This deficiency however has since been supplied, and I hope the progress of the boys will be in proportion.

31. This school is reported to number 26 *Saikha*. pupils, but there were only 10 present on the occasion of my visit. Of this number 7 were yet learning the Alphabet and

the combined letters, and the other three were but barely able to read. These boys presented but a bad specimen of the state of the school, and reflected but little credit on the attention paid them by their Teacher. For though it had been established only five months previous to my visit, an ordinary degree of care on the part of the Teacher would have ensured a far better result.

I have the honor to be, &c.,

(Signed) W. ROBINSON,
Inspr. Govt. Schools, Assam.

Abstract Statement of the Village Schools connected with the American Baptist Mission at Seesagur, for the month of January, 1845.

Name of Village.	Name of Teacher.	Caste of Teacher.	No. of Scholars borne on the books.	Average attendance.
Mora Bazar,	Bapiram,	Ahom,	112	38
Bongawn,	Ghinai,	Brahmin,	54	48
Korgawn,	Bhogram,	Ahom,	28	18
Saul Kora,	Horipod,	Kolita,	31	23
Motadang,	Horoo Bapa,..	Ahom,	28	22
Dhacale,	Khobor,	Mussulman,..	25	17
Haub Sora,	Bansaram,....	Ahom,	63	37
Sererkapar,	Hiranath,	Ahom,	54	45
Meteka,	Bhuli,	Kolita,	34	20
Kalegawn,	Mukheswar, ..	Brahmin,	34	31
Kathpora,	Bhogpur,	Ahom,	23	17
Ban Mukh,	Poka,	Ahom,	33	13
Dhubapar,	Katiram,	Ahom,	24	19
Bokota,	Dewram,	Ahom,	37	34
		Total,..	576	381

In addition to the above, Mr. Cutter has a School at his own house of about 20 scholars, who are learning English in conjunction with their Vernacular studies.

(Signed) W. ROBINSON,
Inspr. Govt. Schools, Assam.

b b

No. 359.

From the Under Secretary to the Government of Bengal to the Commissioner at Assam.

Education.

SIR,

I have the honor to acknowledge the receipt of your letter No. 9, dated the 10th instant, forwarding a Report from Mr. Robinson, Inspector, on the condition of several Schools visited by him during the past cold season.

In reply I am directed to inform you, that the Right Hon'ble the Governor has perused Mr. Robinson's valuable report with much satisfaction, and that the same will be published in the Appendix to the next Annual Education Report.

I have the honor to be, &c.,

(Signed) C. BEADON,
Under Secy. to the Govt. of Bengal.

Fort William, the 30th April, 1845.

APPENDIX No. 5.

Extracts from the Report of Mr. Lodge, Inspector of Colleges and Schools.

From E. Lodge Esq., Inspector, to C. Beadon Esq., Under Secretary to the Government of Bengal, dated 5th May 1845.

SIR,

I have the honor to submit, for the information of Government, a few short reports on the present state of the schools in Bengal and Behar, with some suggestions and remarks for their improvement. I trust the information forwarded may be satisfactory, and that the measures I have taken to bring them into better order, to make them systematic, and to encrease their efficiency, may be approved; but if in any respect I have erred, or if any thing of importance has escaped my notice, I shall, on its being pointed out, use my best endeavours to rectify the mistake or to increase my vigilance.

The schools at Cuttack, Midnapore, with those added since I held the situation of Inspector, have not yet been visited.

In your letter to Mr. Ireland, regarding the duties of Inspectors, No. 434, a copy of which was sent for my guidance, at Para. 8 it is stated that I am expected to visit each school twice a year, and some of them oftener. To do this, as far as the mere time spent on the road is concerned, will be scarce possible, and quite impossible to have any time to spare for examining into each school or for regarding my own health. The only way of travelling is by Palankeen Dak, where nothing but absolute necessaries can be conveyed, and this continued all the year round, hot weather and cold, day and night, no man's mind or body can stand. The Inspector has not to give up 5 or 6 hours in the day to his duties and then to have the rest for his own private reading and improvement, or to follow the occupations of his choice surrounded by his family, but he has to give up the whole 24; he has no retirement, he is always in office, he has to depend upon the hospitality of strangers, and great as that hospitality is, he can never feel at home. A person cannot look forward to years of this life, or to continuing in the appoint-

ment without some modification until he acquires experience and sees how his plans work; but it will always be filled by new hands, regarding it as a temporary matter and looking out for something else.

To visit every institution once a year and to examine them thoroughly will occupy at least 8 months, and for the other four I might be allowed bodily rest. Monthly returns from all of them are sent to me shewing what progress has been made by each class, the attendance, &c. &c., and examination papers sent from here and the answers forwarded back at once inform me how the masters and students are progressing. To do more than this reduces it purely to a matter of physical strength. Again, one of the duties of the Inspector is "to prepare a complete series of Vernacular Class Books," and that cannot be done without some leisure, and without being a little stationary.

With regard to my establishment allowance, I would beg leave to observe that 30 Rs. a month is not sufficient to procure the services of a good English writer, as may be seen by the reports I now send in, and for the blunders and corrections in which I must apologize, pleading as an excuse the necessity of my having to use the pens of any stray writers I am able to meet with. The few papers and records I shall have as well as the writer, &c. must have some room, there must be some place to which letters are to be sent and at which information regarding my movements may be obtained, in fact an office room, not for myself, and I trust a small sum more may be given for that purpose.

General Remarks. The following table shews the numerical strength of eleven institutions on the 1st of January 1845, estimated by the names then on their respective books.

	<i>Christians.</i>	<i>Hindoos.</i>	<i>Mahomedans.</i>	<i>Total.</i>
Dacca College,	13	320	21	354
Patna College,	33	53	19	105
Bhaugulpore School, ...	3	77	28	108
Ditto Hill School,	0	101	6	107
Bauleah,	3	86	1	90
Jessore,	0	100	12	112
Sylhet,	5	76	26	107
Comillah,	3	112	14	129
Chittagong,	22	80	16	118
Cuttack,	19	87	14	120
Midnapore,	1	145	5	151
—	—	—	—	—
102	1237	162	1501	—
—	—	—	—	—

From this number one-third must be deducted as being always absent from the schools during the month of January, and there will remain 1000 for the daily attendance. Each succeeding month more and more boys return from their homes in the district where they have gone during the Doorga Poojah vacation, and which they are very unwilling to leave, so that during the rains the classes are filled in something like a proper manner.

The gladness with which a boy has always been taken back after long absence and the readiness with which his excuses are received, have convinced him that the Government are only too happy to get him on any terms, consequently to make the least sacrifice of his private convenience or pleasure never enters into his consideration.

The parents are as bad as the boys, indeed worse, for they are continually keeping the younger ones at home, whilst amongst students who are more their own masters and have been for a few years at the schools, the attendance is better. This is a good sign and shews that the immediate objects themselves do to some extent appreciate and like the instruction offered. It is impossible for the masters to ascertain in most cases the cause of a boy's absence, and I am certain even those who have been longest as pupils at the school would not hesitate to tell any lie regarding it which might serve their purpose.

The invariable excuse of "I have been sick. It is my misfortune, Sir, not my crime," I would no longer regard. The native is cunning enough to see it is the best he can urge, but there is no reason why we should be credulous enough to believe it, particularly when we notice what good health their relations enjoy who have paid situations, and how suddenly they themselves recover when placed under similar circumstances. At Jessore, where more than any place sickness is pleaded, an order is posted in the school to the effect, that the Civil Doctor is willing to give certificates to all who are really ill, in case they will go to him, and that none but those possessing such certificates will be considered absent on that account; yet it is a dead letter. They plead that to visit an European Doctor would endanger their castes, and end by requesting that their own assertions may be taken, backed by as many native witnesses as we like.

The only way to oppose their falsehood is by fixing a limit and abiding by it. Now there are 55 Christian days on which the school is shut. The Hindoo holidays I hope may be reduced to 45, making together 100, and if beyond these a boy is absent for 40 days more in the year, I have given notice that his name shall be struck from the books. If now and then a case occurs in which I am satisfied a student has been ill, the rule shall be waived, and though it may seem harsh to expel any one who may

possibly have been sick, it must be remembered that if he cannot attend 6 months in the year, his name being on the books can do him little service, and that it is not right to make his misfortune tell upon the masters and school. A further reduction in the holidays must gradually take place, for they are the worst days upon which a native youth can be at home, both for his morals and health. He is in the school under the master's eye for only 6 hours each day, during which time he listens to truth and common sense, and does not see vice; for the 18 hours remaining, he is at home living as his fathers have lived before him, exposed to every degrading habit and surrounded by every bad example; if besides this he is to be indulged in weeks of tomashas and poojahs unleavened by even six hours of restraint, no wonder his education and improvement should advance so slowly.

The Mahomedans who avail themselves of our education bear but a small proportion to the Hindoos whom we are instructing, and with the solitary exception of Patna, not one of that race is in the first class of any school. They are if possible more frequently absent than the Hindoos, and are infinitely more difficult to please. A rich Mahomedan insists upon having a chair for his son near the master, who must teach him separately and keep all others from associating with him, and I never yet conversed with one who did not further require that his son should be instructed in law, even though he were a youth of 10 or 12 years of age. How they are satisfied when every complaint is listened to and every whim indulged, may be seen at Moorshedabad. The circumstance of educated Hindoos filling many situations which they formerly monopolised will before long bring them to reason—indeed it is now beginning to do so, if we may judge from the fact of two-thirds of the 162 who are in the schools, having gone there within the last year.

The Bramins and Kaests are the two principal casts of Hindoos who resort to the schools, and the proportion of them is greater in the higher classes than in the lower; they are generally speaking in better circumstances than the others, are more intelligent and more clearly see the advantages they are gaining. The parents or relations of most of the students hold situations under Government, and are by far the most advanced people in the country, a few zemindars whose incomes vary from 50 to 300 a month, send their children, and the rest of the students are the sons of shopkeepers, &c. in moderate circumstances, viz. of 20 Rupees monthly down to 5.

The introduction of the pay system to the amount of 4 or 8 annas, to be increased hereafter, will drive away very few from the schools, provided these are supplied with efficient masters and properly con-

ducted : but if like Burrisaul and Sylhet they are neglected, those only will come to whom it is an object to save the few annas they would otherwise have to give to some village Pundit. The amount of the payments will for many years be trifling in comparison with the expense of the institutions, certainly not equal to one anna in the Rupee, and can only be available for covering small contingencies ; yet it is proper that the youth should feel he is not entirely a charity boy, and that his parents should say they are making some sacrifice, giving something in return for the advantages received. If a native be absolutely so poor as not to be able to give 4 annas a month, it is much better that his son should by manual labor gain a livelihood and remain in his father's rank than that he should be all his life dependent on others, and by them forced from poverty into places of dignity and emolument.

Besides in the practical working of the education of the poorest classes, there are great difficulties to contend with ; the most trifling circumstances are able to influence them, to interfere with the regularity of their attendance, and when they have acquired the smallest amount of knowledge they are on the constant look out for situations, so that a very poor boy is seldom seen in the 1st class.

On the first establishment of a school in a district, if the pay system is enforced, there will not instantly be a nominal number of 100 or 150 names on the books, which has hitherto been the case, whilst the real strength is not known, but we shall have those only who are earnest in their desire for learning, and who are capable of pursuing it. At some places the residents of the station pay for the schooling of many boys, but this I do not consider to be a good plan. The natives do nothing for themselves, and it is the same thing to them if the charity comes from private individuals or from Government. Indeed they do not distinguish between the two, like the people in Patna, who think the Vernacular Schools are supported by Government, and that all money spent on their account is refunded to Mr. Mackintosh. Worse than this is paying the students themselves, but both are matters which rest entirely with the persons doing them, and cannot be interfered with.

The great defect throughout the whole department is want of proper and good teachers. The Anglo-Indians who chiefly fill the situations of 1st and 2d masters are not persons who have themselves been educated, or who were originally intended for the duties of instruction.

Against the private characters of any one of them I never heard a word, though many anecdotes are in circulation illustrative of their ignorance. Considering they have hitherto conducted the schools without being under the least restraint or having the least guidance, they de-

serve the highest praise for their perseverance and endeavours to succeed. Even from the students, who are so ready to make accusations anonymously against their teachers, I have not had one in which neglect is the imputed fault, though several on the score of incompetency. With the exception of Mr. Gunn at Chittagong, they shew the greatest desire to give satisfaction, and are most thankful for any hints and advice, but they are not now young men nor likely ever to improve themselves. If their work is cut out and the duties of every hour in the day and day in the week fixed and determined, they will go through them. Whatever is written in the book that will they see the students learn by heart, but any thing out of the book, such as animation, energy, exciting an interest, explaining an allusion, and all such collateral things, are what they are utterly unable to do. On this account partly it is that so few of the boys after leaving the schools do ever pursue their studies. These have had to them so little interest, consisting merely of a few years' exercise of the memory, and the difficulty of overcoming a foreign language, whilst of what that language contains, its beauties and its truths, they remain ignorant and have not the curiosity to enquire. The student's object is attained, namely, the qualifications requisite to perform the mechanical duties of a writer, but our object to raise the character of the people by education and not by their purses, is still far distant.

What are immediately required are able men for Principals and Masters of Colleges, and these must be got from home, for they are not in the country. If men who have taken mathematical honors at the English Universities would come out, they would be invaluable, for judging by the facility with which the Hindoos acquire Arithmetic and Euclid, where nothing can be attributed to memory, it seems that their minds have a strong turn for Mathematics.

There ought not to exist such a vast difference as there now does between the salaries of the respective situations: if they rose more gradually it would induce much better men to enter the service, and the prospect of getting a step therein would create more exertions. None of the native teachers in the lower classes look forward to Head-masterships, and I am certain the Head-masters never dream of becoming Principals. The salary of a Principal is 600, that of the next person beneath him, the head-master of a College, only 300, other head-masters get about 200, and the rest from 100 downwards.

Each person feels fixed in his rank or is looking out for other employment, so much so that after the late order regarding the examination of schoolmasters was issued, I never met with one who had thought

twice about it, or who made a remark on the subject, excepting that to go to Calcutta was impossible, and instead of setting to work to qualify themselves they became hopeless.

At nearly every school one or two late students are acting as junior masters on small salaries of 10 or 15 Rs. a month. These are only of a very little use for a short time, they do not look to the education service for future employment, but quit it for something better just as they begin to be efficient, when other new hands take their places. Besides they do a positive injury by giving to many, who might be applicants for the situations on a higher salary, the idea that they are filled up. No native who can write his name or read a line in English, will be content on 15 Rs. a month, but a fair man would be secured for 25 with the inducement of 40 and 60 to be obtained afterwards by his own exertions.

A scale such as in the margin, it seems to me, would
 30 have great advantages.
 40

60
 100 Europeans or Anglo Indians to take charge of schools in
 150 the district, if they are fit men, cannot be procured for less
 200 than 250 or 300 Rs. a month. Natives quite as well qual-
 250 ied as those we now have, with regard to attainments, may
 300
 400
 600

in a short time be obtained for a less sum, but I would be most cautious in putting one at the head of an Establishment. A christian without introducing religion does teach a boy that all lies are wrong, and in the course of their reading lessons he will dwell a little upon circumstances to be admired or blamed; besides, by his own conduct he will give a good example. A native master does not; he reads a tale of virtue or vice without a comment, and by no means is open in his own behaviour. I have seldom asked a question from one regarding the progress of his class, but the answer has been calculated to give me a wrong impression, and on examining further, has always had to undergo much modification before it was correct. If he can contrive to convey information to his pupils by signs, or by whisper, or by exposing an answer on a slate, he does it, so that I have frequently to get him away altogether, before I can proceed with the examination of his pupils.

An European master will cram his boys with questions likely to be asked, but when the examination comes, he is perfectly fair and remains silent. In fact a youth never comes near a Chriatian without seeing or hearing something to admire, and which he does not see or hear elsewhere, whilst, when a native has charge of the school, whenever a visitor goes near it, the wits of all of them headed by the master are exercised to deceive him. I have seen one or two native masters who I do not think

would do this, but these are very few compared with the number wanted.

The Pundits and Moonshees who do not understand English are almost worthless. They are unable to teach a class or to keep one in order by themselves : they take one boy at a time in the common native way, and whilst he reads a line or two, the rest do what they like, which is generally to learn their English lessons. If the boys are all present or not, the Pundit does not care, and if they do not say their lessons of their own accord, the Pundit will not ask them.

Both masters and students know well enough that all praise and profit come to those who excel in English, and that there are 50 who can criticise and examine their attainments in that language, for one who can do so in Bengalee, and so by mutual consent the subject is passed over. The difficulty of obtaining Pundits to instruct in the Vernacular is now beginning to be felt, the old stock is disappearing, and there is no new supply to take its place, and certainly unless this new supply was an improvement upon the present, its absence need not be much regretted. For the future we must depend upon our masters teaching both English and Bengalee, and the latter ought now to have a more important position given it in the scholarship examinations, or we shall shortly not have an educated person able to instruct in his own language. If two papers were given in Bengalee, one in Grammar and Composition, and another in translation as at present, it would ensure greater perfection on the part of the students, and would only impose a little more labor on the examiners. To shew that this is not expecting too much, I may mention that the students in the Agra College who learn English, have for the last two years carried off the prizes and scholarships in Persian and in the vernacular, against those competitors who learn the oriental languages alone. For the Senior Department of a College, perhaps a good Sanskrit Pundit is desirable to give some instructions in the Grammar of that language, and thus to keep up the purity of the Bengalee.

The native gentlemen who are on the Local Committees never go near the schools, excepting on show days ; and as few send their children, we cannot conclude they are very earnest in inducing others to do so. The majority of them are Mahomedans, have received only an oriental education themselves, and look with some feeling of dislike and jealousy on the rising generation.

The European members are in many places the means of inducing several rich natives to send their children to the schools, and to contribute their subscriptions towards their support, but much delicacy is felt

by a person high in office with regard to his speaking on the subject to those about him, when he knows that the least wish expressed on his part would be looked upon them as a command, or their complying with it as a favour conferred upon him.

A native's idea of Government never extends beyond the Judge and Magistrate of his district, so these, with the rest of the Committee, have it in their power to exert a great silent influence over him by shewing what interest they take in education.

A supply of Junior masters must come from Calcutta, and these, on account of the small salaries offered, will be by no means the best students from the Colleges, but rather inferior than otherwise, and they will require as much teaching as the boys they have to teach. It is an easy thing to put books into their hands, and say teach these, but for little boys the book is of not near the importance that the master is. For the first three or four years I think it of little moment what easy books have been used with a class, when they have merely to acquire the language, but all depends upon the clearness and patience of the master, and the pleasure or interest he then excites will influence his pupils for life. At present, go into any of the three last classes of a district school, and the best boys in each will repeat any lesson (whole pages of prose) by heart, and will not be able to explain a single thing, and this is all they are taught.

If in Calcutta a normal class was formed of candidates for employment in the education service, they might be practically taught in the Junior department of the Hindoo College and in the School Society's school ; if they were instructed themselves for an hour a day and their own private reading directed, in three months a number of teachers, far superior to any we now have, would be ready for the various vacancies.

Another difficulty to be contended with is that of discipline. We have a system entirely of rewards and no punishments—prizes, books, scholarships, situations follow in rapid succession, and have often to be given to the unworthy, whilst on the other hand there is but expulsion which is a severe punishment, fines which make the parents suffer and not the boys, and standing on a form, which looses all its effects when 20 or 30 at once, as I have seen, are put up, and which no boy minds after the first or second time. A master cannot talk quietly to a little Hindoo boy as he can with a Christian, and work upon his fears, by telling him that if he is not good, God will be angry with him, Christ will not love him, and that after he dies, he will be punished, and then if this does not succeed, give him a sound flogging ; but he has to oppose falsehood and idleness by continual remonstrance, or after a time to let them pass unnoticed.

These difficulties shew that even in the lowest situations, we want superior men, and these men cannot be procured unless upon liberal salaries, nor qualified, without previous education, for the duties.

DACCA COLLEGE. During the months of January, February and March 1845, the number of students at the Dacca College, with their daily attendance, stood as follows :—

January	{ Senior Dept. 107 on the books	75 daily attendance.
		{ Junior Dept. 247
	—	154
	—	—
	Total 354	229
	—	—
February	{ Senior Dept. 108 on the books	70 daily attendance.
		{ Junior Dept. 234
	—	165
	—	—
	Total 342	235
	—	—
March ..	{ Senior Dept. 108 on the books ...	72 daily attendance.
		{ Junior Dept. 249
	—	175
	—	—
	Total 357	247
	—	—

Now the number on the books has remained stationary, whilst the daily attendance has slightly improved, and this latter is owing entirely to the time of the year, and will continue to get greater and greater till the Doorgah poojah vacation, but as yet there is no appearance to induce the hope that next year in the corresponding months the attendance will be better than it is this. Exactly one-third of the students are always absent, and it will be observed that the senior department is not a bit better than the junior, but if any thing worse. Indeed the head class of all is the worst of all, for out of 20 boys only 13 are present at any one time, and that is for the first half hour after the College opens. Several times I noticed only 8, 9 and 10 present in this class, though 12, 13 and 14 were put down as being so in the register, and on enquiry I found it was a common practice for a boy to shew himself and to have his name entered as present, and then to obtain leave of absence for the day. A book for this purpose is kept, and in it the reason is given for granting each leave, which is always sickness, if this be true there is more sickness amongst the 20 boys composing the first class than

amongst the 80 composing the 3 next, for on looking through the book I found two names in three belonged to these 20 boys. On some days as many as 6 had obtained leave in this way, and on every day two or three, all from the first class. Seven of these youths are under 20 years of age and the rest between 20 and 26 who are constantly on the look out for employment, and who cannot be corrected exactly like school boys, so they have their own way, and are setting a bad example to the rest. Seventy-two native holidays have been given in the last year, and these with Sundays make 125. Remembering also that one-third of the boys are absent upon those days on which the College is open, viz. upon 240, we shall have left a full attendance upon 160 days only during the year.* At different times I examined the first class in Hamlet, King Lear, and Bacon, and found that their knowledge of English was more extensive and sound than either speaking and reading would lead any one to suppose. The senior half shewed an acquaintance with the absolute words and a familiarity with the characters introduced, but only one boy Ramcoomar Bose struck me as being capable of entering into the spirit and of appreciating the beauties of what he read. In history about 8 were able to go beyond the mere remembering of names and dates, and could draw conclusions and trace events to their causes. But in the composition of an essay, which I intended as a further trial of their powers, they sadly disappointed me, though they had five hours to write it in, and many did not write three pages. The spelling, hand-writing and English were most slovenly, without an idea, and the subject scarcely touched. Only two boys produced any thing readable, one was Rameoomar Bose, and the other Kistoprosasad Surma, neither of whom have been 12 months in the College, whilst the others have been from 7 to 10 years there.

In algebra, 4 boys who had just been promoted from the 2nd class were able to add fractions together, to divide with quantities involving negative whole indices, and 2 of these 4 did a quadratic equation ; but only two of the older boys could do the simplest thing. In Euclid they were much better, and half the class shewed a good knowledge of the first four books. I did not think it worth while to examine them in trigonometry, which they profess to read ; and as I find they have been for many months at the first half dozen pages without getting further, I am certain neither pupils nor masters are doing any good or are equal to such a high branch of reading. With popular astronomy and natural philosophy many had some acquaintance. A piece of Bengalee was

* Add to this a half holiday every Saturday.

turned into good English, but as two or three quite different meanings were made out, and parties attached themselves to each, though I was not scholar enough to decide which was right, I concluded, they did not know very much about their own language.

The ages of the 2nd class students vary from 16 to 24, and most have been from 5 to 8 years in the College. In algebra they are as a body quite equal to the first class, and in Euclid slightly inferior. They are however, a long way behind in their English attainments, for though they could read Prose Reader, No. 6, and Poetical Reader, No. 4, with a good pronunciation, and with only a little difficulty yet they could not explain the meaning of the simplest words, and in a lesson read by them, lately, they could not tell me how the United States were governed, nor in what time Mahomed lived. In the two remaining classes of the senior department are many old and stupid boys, who I am convinced will never make scholars ; they are reading Goldsmith's histories of Rome and Greece, and have been very badly taught. Merely the sound of words has been attended to, and their meaning and that of the sentences in which they are placed have been entirely passed over. As far as fractions in arithmetic, with some few propositions of Euclid, is the extent of their scientific acquirement. In geography they can find all the places mentioned in Clift, and work a few problems on the use of the Globes. I chiefly noticed that with the 2nd, 3rd and 4th classes, there was very little gradation in the attainments of the boys, and that the first class had spent a great number of years in obtaining a very small amount of knowledge. This senior department instead of rising above the zillah schools, seems to run parallel with them, only having a greater number of boys. All those who come on scholarships from the district enter at once in the first class, and all, down to the best half of the boys in the 2d class of any school, but Sylhet, would come into this department. It is evident the masters are not capable of imparting a higher education than that afforded at the zillah schools, and are quite unfit ever to give a character or tone to the College.

In the 1st class of the junior department are 15 boys, between 16 and 20 years of age, who have been from 4 to 7 years in the school ; to make any thing of them is hopeless, and they should be got rid of as soon as possible. There are also as many more, much younger and very promising boys ; and these, with most of those in the classes down below, are the materials with which improvements must be made, and are by far the most valuable part of the College. The young boys in the 1st and 2d classess read remarkably well in Poetry, Reader No. 1, and in Prose Reader No. 3, even at places they had not before seen. Their pronunciation

was much better than that of any in the district schools, and their knowledge of English equal to that of the 2d classes in them, but they have not been properly taught, for their guesses at the meaning of words and sentences in lessons lately read were the most absurd I ever heard. With the 1st class particularly, I found not the least improvement or alteration on my second visit two months after my first, and the master was actually making them get a book on the Geography of India by heart, at the rate of two pages a month : it was full of superfluous matter, and the meaning of the English was not even explained. In Chamiers's Arithmetic and Clift's Geography, both classes passed a very excellent examination ; they were more ready at pointing out the places and in doing the sums, than they were in the 4th class senior. Through great part of Lennie's Grammar they have gone, and also through Keith's Bengalee Grammar, as well as the History of Bengal in their own language. On the whole then I think the standard of the junior department is very good, much better in proportion than that of the senior, and as the native masters in the lower classes are getting the little boys on well, we may hope in a few years to see much younger and superior students in the higher classes than there are at present. However before this can be effected, all the overgrown boys must be weeded out ; 40 I am certain might be sent away who are perfect encumbrances. I would not allow a man of 25 years of age to hold a junior scholarship, as one here is doing ; indeed he ought not to remain at the College after having reached his 24th year ; and for the future, or after next examination, not a boy should be sent from the zillah schools, who is upwards of eighteen.

The students, with few exceptions in the senior classes, pay one rupee a month and purchase their own books, and in the junior only 8 annas monthly, but all new comers have to pay one rupee.

The junior department has 7 masters, each with between 30 and 40 boys under him ; there is also one Pundit to assist in teaching Bengalee, but this last is at present acting in the situation of the Head-Pundit, which has been vacant for some time. Though a salary of 40 rupees is afforded for a good Bengalee teacher, very few applicants have come forward, and none with experience and learning. The rooms in the present building are completely crowded, and those on the ground floor are very close and confined ; but in two or three months more the new College will be completed and ready for entering. As there are 26 Mahomedans, there is not the least occasion for granting their holidays to the whole College, neither ought half of every Saturday to be given ; so I have ordered both of these to be discontinued. After this reduction,

52 Sundays and 70 Hindu holidays remain, which is a number far too great, and sufficient to prevent proper advancement and order. At the Hindu College in Calcutta, the number given is 33, exclusive of one week after the annual distribution of prizes, and this is a large number when we consider that every Sunday is a holiday to the native, which it is far from being to a school boy at home. At the Agra College, 24 native holidays are given, and also 3 weeks at Christmas, and in the Collector's Office at Dacca, the number granted is under 50. I therefore propose to give the College 30 days at the Doorga Pooja, to enable the boys to visit their friends in the district, and 15 other at different times, either the same as those at the Jessore School, or if they prefer it an equal number of local holidays determined by themselves.

During my stay at Patna, the school was
PATNA COLLEGE. only open for 3 days, for with Hindoo, Ma-
homedan, Christian and Local holidays the

whole month of November is filled; the number present on these days cannot therefore be taken as a fair average, for though they are not holidays, they are insulated by those that are.

There were 108 names on the books, consisting of Western Hindoos 40, Bengallees 20, Christians 32, Moslems 16, total 108. These are composed of the sons of persons in the Government Offices at Bankipore. About 40 are inhabitants of the City of Patna, and 10 Christians come from Dinapore and live with the head master.

Why so few were present on the 21st,
Present on the 18th Nov. 61
" 19th " 72
" 21st " 45

was because all the Christian youths had gone to the Hajeeapore Fair, and it was with great difficulty I could get those who were lodging with the master to remain the previous days.

On the 22d also I ordered the school to be open, but only 18 came. With these 4 classes of people there is no necessity for giving to each the holidays of all, so I have forbidden the Hindoos and Christians to have the Mahomedan vacations, and the Christians and Mahomedans to have those of the Hindoos, and this with the penalty of expulsion for not attending, is so far succeeding, that though the number on the books has decreased to 100, yet the daily average attendance, including former holidays, is as great as it was before. The irregularity is most with those who are in the higher classes, who have been longest in the school, which is always a bad sign in discipline. In the 1st class were 8 boys, viz. 4 Christians, 2 Mahomedans and 2 Western Hindoos, 7 of those were present on the 18th and 19th, and only 2 on the 21st. They had a piece in

Oordoo from the Bagah Bahar to translate into English, which they did quickly and pretty well, but with a more difficult piece in Hindee from the Prem Sagar they were by no means successful. The 3 Christian boys could with difficulty write the Persian character from dictation, and had generally been allowed to write both Ordoor and Hindee with the Roman letters ; the rest of the class also wrote the Hindee with the Persian character and did not read that language fluently. The translations were too free, not close enough to shew scholarship.

Henry Mann knew two books of Euclid well, Munnu Lal indifferently, and A. Kidd very imperfectly ; the others did not know even the definitions. In Arithmetic these 3 boys, after each had blundered 3 or 4 times, succeeded in doing a sum in the division of decimals, but a miscellaneous example was too much for the whole class. The other 5 boys were able to do as far as the double rule of three.

Their knowledge of Algebra does not extend much beyond a familiarity with the symbols. Of two passages of Milton, which they had read before, with the exception of H. Mann, they made sad work, understood none of the allusions, and in many places not even the language : the book is too difficult for them. Munnu Lal reads fairly, and has a tolerable knowledge in English.

The 1st Division had gone in Goldsmith's History of England to the reign of the Geo. 2d ; so far I gave them a *vivâ voce* examination regarding all the leading points, and found H. Mann shewed an excellent acquaintance with the subject ; a long way behind him was the next, Munnu Lal ; A. Kidd answered a few questions now and then ; Kalee Pershand scarcely any.

The 2d division had read as far as the 1st Punic War in Goldsmith's Rome, but Banarsa only knew a little about it. They read a passage or two in Paley's moral Philosophy, which formed part of their studies a few months ago, but they had by no means mastered the subject and were not able to perceive the argument. I asked them many questions in Natural Philosophy, which is taught them in Oordoo by the Moonshee who does not understand English, and in other things not included in their school studies, and found their amount of general information to be but small ; however I will except H. Mann, who is an intelligent boy, and Munnu Lall, who is a fair English scholar.

The 2d class contained 19 boys, of whom, 6 Hindoos, 7 Christians, and 2 Moslems, in all 15 were present. Their ages vary from 16 to 11, one boy has been 9, another 8, and several 4, 5 and 6 years in the school, but by far the best scholar is a boy named Jugobundoo, 14 years old and $2\frac{1}{2}$ in the school. In Poetical Reader, No. 1, their pronunciation was

very correct, and the reading of the whole class good, but they could parse little and explain nothing. In Arithmetic they were very bad ; 4 or 5 had some idea of Compound Multiplication, but could not succeed in doing either of two sums I gave them in it ; the whole class did one in simple division and a few did another in compound addition. An easy fable in Oordoo was translated by them into English, the meaning was conveyed, but the language was very wild. Only six could write the Persian character from dictation. They had read something in a book called the Universal History of Rome and England ; most had also read the History of Bengal. The whole class passed a good examination in the 1st Geography for Natives. It frequently happened that the best Native boys could not explain what they meant in English.

In the 3d class 5 Christians and 8 Hindoos were present out of 20. In a passage from the History of Bengal which they had read, the pronunciation was good, but the book is too difficult ; they do not understand the English, much less the matter ; their Geography as far as Asia was good ; Grammar little ; none were able to parse ; 6 could do as far as multiplication.

The 4th class were beginning prose Reader No. 1, and the 5th were at various parts of the first Spelling Book. For the instruction of these 5 classes there are two English Masters, a Monitor, an Oordoo Teacher, and another who teaches both Hindoo and English. All the students profess to learn the 3 languages, but I found many boys in the 3d and 4th classes had been two and three years in the school, and could not read a single line of Hindoo or Oordoo ; some did not even know the Alphabets. Now the 5th class has had three hours daily with the Vernacular teachers, and the 4th, 3d and 2d have each had two, so that no excuse can explain away such neglect.

The Hindoo was the worst, and I think that Pundit has done nothing else but teach them English. I see no occasion why each boy should be forced to learn both Oordoo and Hindoo, but think it would be better to let them take which they like, and give them a distinct knowledge of either, in place of a mixed one of both. I have therefore so arranged it, and this relief both to the Pundits and boys will take away all excuses for the future. The Oordoo Master, who does not understand English, has to instruct in Natural Philosophy, History and Geography, branches he has never been taught himself, and not one word of which it is probable he believes to be true. I have thought it better under these circumstances to confine his exertions more to the language, and not waste his time, and stupify the boys. Should the number of students so increase as to require more assistance in this branch, I would recommend that

a good Persian Moonshee should be attached, some knowledge of which language is necessary to make a good Oordoo scholar ; and besides in this place there is a large Mahomedan population who will not look at the Hindee, and despise the Oordoo. The Hindoos also have some degree of contempt for the mere vernaculars, and a desire for the Persian which they still think will benefit them ; he might therefore be the means of attracting more to the college.

The Hindee teacher has since been removed to Mozufferpore.

One thing that keeps some away is the Regulation of the General Committee for 1841, regarding the admission of pupils, and which has here been strictly acted upon for the last two years ; a boy above 8 is there required to be able to read the 2d number of the English Reader, and above 12 to have a large amount of knowledge in the English language. As it is impossible for him to obtain this any where, but in the school, he is altogether excluded. Now if he could bring a certain amount of knowledge in any language, the training his mind has undergone in acquiring it, makes it a much easier thing for him to take up the English, and so I would venture, instead of reading rule 37 "the 2d number English Reader of the School Book Society," to read it an "easy book in any language," and to admit boys for the present under it. The only persons who do not feel the effects of this rule are the Christians, and here it will be seen they form half of the first four classes ; in fact it is to them that this school at present is doing any good.

The appearance of the boys as to dress is neat and clean, and their conduct quiet and orderly ; but it is too quiet and lifeless ; no energy or activity is visible either in the pupils or master ; there is none of the busy hum of an industrious school ; many sit with their clothes folded over their arms, looking vacantly at their books, or idly listening to what is going on. This in some degree arises from there having been hitherto only one master for two classes, and consequently for some time in the day each is left. Considering the time many of the students have been here, I cannot but think their attainments trifling, and on referring to the reports for the last 3 or 4 years, I am convinced those of the 1st class have made little progress. This in the first place is the fault of Mr. Mackintosh, and in the second to their having been allowed to attend to other things, such as inspecting village schools, having pupils at their own homes, holding little situations in the schools, some also in the city, &c. Since the time of Mr. Clift the school has not had a fair trial ; where he left it, there has it remained. I could detect no antipathy or strong objections on the part of the natives towards a Government school, though they certainly shewed great indifference as

to its existence, and no wonder, seeing the sleepy way in which it is conducted. To my question of "why do not you send your son," the native answers, if he is a poor man "that we should make a Christian of him," if a rich one "that we admitted all classes," or he would ask what was to be gained by it. I was told the Missionaries had never been able to have schools at this place; but as they were all away at the time, I could not get information on that head. The situation of the school house is very favorable, on a bank which rises some 30 feet above the river; it is healthy, and has the double advantage of being close to the city, and perfectly retired; its distance from Bankipore is about 4 miles through a long bazar. The rooms on the ground floor are beautifully clean and neat, and capable of containing double the number they do now, or about 150; the upper story is occupied by the head-master and his family. I examined 6 of the vernacular schools connected with Mr. Mackintosh in this neighbourhood, and as it was doubtful if any of them would be attended by the students on account of the numerous holidays, these were collected in one place purposely for my inspection; they all together contained about 150. In some of them as many as 6 boys were reading *Æsop's Fables* in Hindoo, and 2 or 3 of these beginning Adam's Hindoo Grammar; also about 8 more were reading an easy book, and the rest at the Alphabet. The indigenous teachers procure the boys for the purpose of teaching them Arithmetic, and whilst acquiring that, their parents have no objections to reading and writing being added, which is done by another class of teachers, sent about from school to school (for a few hours to each daily) by Mr. Mackintosh. Hitherto as soon as the common Arithmetic has been acquired by a boy he has invariably left. Not one is now in any of these 11 schools containing upwards of 600 on their books, who was there 3 years ago; only two have ever gone from them to the Government school, and the education of all the rest has ended. In about 8 of these schools which are in and near the city, the boys are by no means from the lowest classes, but are the sons of rich natives, and respectable shop-keepers. The teaching of Arithmetic, the admission of pupils, the hours of attendance, the entire discipline of the schools remain in the hands of the original masters, exactly as they were before Mr. Mackintosh gave them assistance; and this he does by intimating before hand upon what day he shall visit the schools, and then for every 10 boys present who have gone through the Alphabet and are reading in a book, he gives the Master a rupee, besides furnishing books and paying his own Pundits to teach them. Also the indigenous master gets something for each new comer, on condition that he does not go through the

ceremony of invoking the Goddess of learning on his entrance, which is the custom with natives ; so that in a large city like Patna, I am surprised there are not 6,000 instead of 600 always present on pay day, but I believe the funds cause the limit. A few days after I passed one of these schools about 8 in the morning (they profess to be open from 7) a few little boys were sitting with their chins between their knees doing nothing, the work for the day had not begun. Some boards with the Alphabet on them were hanging against the walls of the room, which was a common native shop with no front ; these the children told me were given by Government, which is a common mistake with all classes in Patna, who will have it that Government is supporting the schools. The master was sitting on the other side of the street, cleaning his teeth. Of course it is not to the interest of these men to induce their pupils to go to the Government School.

1. I visited this school on the 22d and CHITTAGONG SCHOOL. 5 following days of February 1845, and each day found an attendance of between 85 to 90 boys out of 122 on the books.

In January 1844 the daily attendance was 72 $\frac{1}{4}$ out of 88					
February 1844	,,	,,	69 $\frac{1}{4}$	,,	88
January 1845	,,	,,	79 $\frac{3}{4}$	,,	119
February 1845	,,	,,	86	,,	122

Here is a decided improvement in the number daily availing themselves of the advantages to be derived from the school, but it must be noticed that one-third out of the 122 are always absent, and these not the same one-third, but taken miscellaneous, so that the attendance of each boy is not good, since he may be absent one day in three upon which the school is open.

Here are 84 students paying 4 annas monthly as schooling, but for a few of this number the 4 annas is given by some of the residents in the station ; the rest are free on account of poverty or because they are not willing to pay any thing, and none in the school purchase their class books. Of the books supplied by Government no correct list has been kept, so that what are now in use, or what have been consumed and taken away cannot be exactly calculated. The head-master says he cannot be responsible for the books lent before he came, or above a year ago. Many when leaving the school do not return what are in their possession, a few are got back with much trouble by sending a peon to the houses of the boys, but this cannot be done when they live in the

district, and in no single case have they been able to make the securities responsible. In future all new comers are to purchase their own books, nor are any more to be given to the boys now there. This will teach them to value books more, and take better care of them; it will be a saving to the school, and remove the temptation to steal.

When I entered the school the 1st class consisting of 16 boys out of 17, were composing an essay "on the kingly Government of Rome." The subject had been given them the night before with liberty to have reference to any books they liked, but to write the essay there during school hours. They were so crowded together, they could copy from one another as they liked, nor had all books been put out of their reach; one boy had brought his essay written before hand. With one or two their compositions were attempts at flowery introductions, and the subject proposed not touched; many of the rest wrote whole passages of Goldsmith's History of Rome. I afterwards gave them an essay to write on the spot, in which 5 boys shewed a good knowledge of English History and a tolerable acquaintance with the English language, but not the least idea of reasoning. Their hand writing also was very good. In Goldsmith's History of Rome they read very well and with a good pronunciation, and several knew every fact, date and name I asked them from the book, but none could draw a conclusion or describe a character. With Hind's Arithmetic they had gone as far as fractions; but with the symbols there used they made great nonsense, and consequently though they understood the question and obtained the right results, their work had a very slovenly appearance. One boy did 4 questions out of 5 in fractions and decimals, 3 others did 3 each, and 7 could not do any. Four boys had gone as far as simple equations in algebra, omitting proofs and difficult examples, the rest had gone variously as far as fractions, but I found none could do any thing beyond an easy question in multiplication, and could not write the symbols from dictation. The 1st division of 5 boys had gone through the 1st four books of Euclid, and were again going over the 3d; 7 others were also working at the 3d, and the rest at the 1st. I gave them 3 propositions to write out, all of which 3 boys did correctly. Another did 2, three more did 1 each, and the rest did nothing. One book used by the class was McCulloch's reader, and though I took a passage lately read, very few could answer any questions upon it or understood what it was about. An easy piece of Bengalee was given them by Mr. Buckland to turn into English; 2 boys only wrote the piece correctly from dictation, and the rest made variously from 6 to 15 mistakes each in spelling, though it was only about 8 lines;

the English translation of it was very inferior, full of bad grammar, and neither was it literal nor was the meaning conveyed.

This class has been reading Persian for the last 9 months, and the Moonshee said they had gone through Haruf Taharjee, 50 pages of Gulistan and part of Rooshan Alie's grammar. I found 2 boys only could read the Gulistan, and one of them had read it before he came to the school, but they could not explain the meaning of the language. Another could make out some of the words in the Gulistan, but did not know the letters of Haruf Taharjee; 3 or 4 others made out a few words in Haruf Taharjee, and the rest did the same with words of 4 letters; no boy could write it. They were examined 2 or 3 months before by Moolvie Munneeroodeen, a member of the Local Committee, who expressed his satisfaction with their acquirements and progress made in Persian.

The average age of the boys is 17, and they have been from 4 to 7 years each in the school; 3 of them are much in advance of the rest, and have evidently been pushed forward to the injury of some of the others; they have been made too much to read and get up parts likely to be set in an examination, and to store a number of facts in their memories without exercising the least reason, but on the whole I think the first half of the class have been well grounded, and with the exception of those in the Bauleah School, are more advanced than they are in any other Zillah institution. Two only are Christians, the rest Hindoos.

BAULEAH SCHOOL.

State of this school as shewn by my examination of it on the 10th, 12th, 13th, 14th and 16th of December 1844.

No. on the books.....	111	days, but although on the 10th that had expired 20 days before, yet 26 boys had not returned. All the boys have been allowed great latitude in their attendances on account of so many coming from the district with their parents who belong to the different offices, but this indulgence they have grossly abused, and the average of each boy during the last year is about 220 days present out of 366. On the 13th therefore I struck out the names of 13, and admitted 9 new ones, which accounts for the better attendance. I have also reduced the 35 days for the Doorga Poojah to 30, and done away with others. Here I found 5 classes, with 2 divisions in the 4th and also two in the 5th, forming in reality 7 classes. The whole of the 5th or upwards of 40 boys were sitting in the verandah, not 6 feet wide,
Present on the 10th.....	76	
" 12th.....	77	
" 13th.....	88	
" 14th.....	88	
" 16th.....	90	

exposed to the sun, there being no room in the interior, which, even then, was far too much crowded. In its small area of 20 feet by 50 four separate classes were working. To enable them to do this, both masters and scholars are crowded into small circles and speak in an under tone, which latter is a great disadvantage to the students, for in reading to me I found much fault with their voices, and their want of confidence when made to speak out.

The great age and size of the boys also makes the school house very crowded, and look very uncomfortable ; the 1st class students average 22 and the 2d 19 years, the former in fact are men and ought to leave very soon. Only 3 in the school are Christians, and but one a Moslem.

A subscription is now on foot amongst the Native and European residents of the station, for the purpose of raising funds to build a larger school upon a better plan, and through the exertions of the Magistrate and Collector, who both take great interest in the well doing of the institution, and particularly through those of the head-master, a large number of subscribers are likely to come forward.

On looking at the admission books, I find the boys have come at a much too advanced age, only 14 are from the town of Bauleah and all the rest from various parts of the district ; some from as far as Dacca, and therefore the Local Committee have allowed them to come rather old. On the 13th of December 1844, I found about 30 applicants waiting, but of these nine were not above 10 years, and only one out of the whole was able to read a line of any thing, and that was Persian. The head-master said the great number of candidates was owing to the order regarding the employing of educated natives.

The students all purchase their own books with the exception of the 1st class, it being thought that Hume's History of England, Richardson's Selections, and a few others, are too expensive for them ; in future the rule will be adhered to, of making each boy buy the books of that class into which he is about to enter.

In the 1st class were 7 boys ; 6 only were present each day ; they are placed in the margin according to merit.

1st Kungu Lall.
2d Berjo Soonder Mitter.
3d C. Burrows.
4th Bisheshe
5th Beharee Lall.
6th Umar Kante.

They were reading Milton, and I selected a difficult passage which they had not seen. I had some trouble to get them to speak up so as to be heard, but when at last they did, all but Beharee Lall read well ; the 4 head

boys understood the English, and many of the allusions, and I think are quite equal to the subject.

They had gone through 4 books of Euclid and some had read the 5th ; and though far from perfect, and often unable to answer my questions, yet the 3 head native youths shewed a very fair knowledge of them. In algebra Birjosoonder Mittre is far the best, and next to him Bisheshe ; the former solved me two rather difficult problems, and the latter could do as far as surds. On the use of the Globes, and in Natural Philosophy several answered a number of easy and popular questions, but it has been chiefly in literature that they have been worked, and in consequence they write English well, and understand the language.

This school has sustained a heavy loss by the death of the head master Baboo Sharadaprosad Bose, whose unaided exertions have raised it to a far higher standard than that of any other Zillah school, and have succeeded in placing some of its students on a par with the best at the Dacca college. His high character gave him influence amongst his own countrymen and procured him respect from Europeans, and the interest which he made all people feel in his school and in the cause of education shews that he possessed a superior mind.

In the middle of January when I visited JESSORE SCHOOL. this school, the names of 115 boys were on the books, but on examination I found this included many who had not been near the place for 6 months, and some few who had never been there at all. Most of them take 3 or 4 months leave after the Doorga Poojah vacation, and not one-tenth return at the proper time. The excuse given by all is that they have been sick. Now Jessore, from all I can learn, is an unhealthy place for natives, (though the prisoners in goal there are as healthy as at other stations) and of this the boys take advantage, so that every idle fellow absents himself when he likes and returns with that excuse. Jessore like Bauleah has been made by the English ; there is no indigenous population on the spot, but the inhabitants are persons from the districts about, who are attached to the courts. These bring part of their families with them, chiefly their sons and younger brothers, who form the students in the school. During the vacations they all return to their native villages, and those who have salaries, which would be cut in case they were not at their posts by the proper time, are very punctual in coming back ; but with all the others there is much delay under the plea of sickness. As I was certain nine-tenths of the excuses given were false, I struck 20 names from the books, reducing the numbers to 95 with a daily attendance of 70.

They all have purchased their own books for some time, with the exception of one or two expensive ones in the first class, but they have

since consented to pay even for these, and on my intimating that they should also give something for their schooling, after some objections, 70 have yielded, who are now paying from 4 to 8 annas each, making above 50 Rupees a month. The daily attendance has now increased to 80, and I think will keep increasing.

In January the 1st class of 9 boys had read the whole of Goldsmith's history of Greece, his history of Rome to page 107, and of England to the reign of George the 1st. About Rome they knew imperfectly what they had before seen, but no more; none could tell me about Dido or Brutus, or find the situation of Troy or Jerusalem on the map of Asia. In English history they were much better; 4 had a very fair acquaintance with the subject and 5 in the history of Greece did very well. Their reading was far from good, it was without the least spirit or animation, every proper name we came to was miscalled, and the pronunciation very bad. The head-master's attention was particularly drawn to this, and on my return 3 months after, I found 12 boys in the 1st class so improved that these observations could hardly apply. Here, as in other schools, for want of maps the geography is very defective; a small pair of globes not much used and one atlas for the whole is what they possess. To copy from this atlas is what the 1st class is now practising, but the rest cannot be properly instructed until maps are procured to hang against the walls. The arithmetic is fair; several did the sums I gave them in decimals, fractions, &c. and all could do the double rule of three. The 1st book of Euclid and some very easy questions in algebra is the utmost that any are equal to. In Milton (since discontinued) two scholars only were able to answer any thing about what they had read, and two others could stumble through the language, but the rest have in this and other branches been injured by being forced to keep pace with the very best boy. Had the scholars been forced to go to the Dacca college this would not have been the case, all those who have not scholarships, say they would go either to Hooghly or Dacca, and I have not the least doubt they would, for they are now all away from their homes, having come with some relations from the district, many of whom have appointments in Government offices upon fixed salaries of not more than eight rupees per month. In April I found one scholar had gone to Dacca on his own accord, though he told me he could not possibly do so in January.

The 2d class consisting of only seven boys read no better than the first, and I found very little improvement on my return, but the new second master who has been there only two months has not had good health; he is now better, and has had his attention particularly drawn to the defects of this class. With some assistance they are able to read Pope's Iliad, the

histories of Rome and Greece, and in arithmetic they are very little behind the senior class.

In neither class would a boy attempt to write an essay, and as their translations of a piece of Bengali into English were scarcely intelligible I did not press the point. All of them are twenty or under twenty years of age, and most of them very healthy looking, but there is a slowness and want of energy in many, particularly among those in the 1st class.

The 3rd class read the Azimghur reader with a better pronunciation than either of the higher classes, but in poetry they were unintelligible.

In the 4th class those who could read a line or two shewed how badly they had been taught by their being unable to pronounce Y and W ; thus "you" was called "ou"; "one" was called "on"; "which," "ich," &c. These last have been instructed entirely by two youths, who were formerly students in this school and with the title of monitors gave up their studies for 12 rupees a month each. The best of them resigned his situation a few weeks ago for another of equal value in some office, although on my first visit, when he complained about his prospects, I held out the encouragement of an increase in case I perceived he exerted himself. The other who is still teaching, was never, when a pupil, higher than the 4th class, and neither speaks English with ease nor looks intelligent. As he has been instructing for seven years he is not likely to improve, so I think it would be better for the school, if he were got rid of, and as agreeable to himself if he were in some situation more adapted to his capacities. As a general rule I think it a very bad plan to take a boy from a class, and make him a master in that school in which he has been educated ; whatever faults do there exist, these he keeps and propagates ; for the native will not yet either make or suggest improvements. But send him away to another institution in another district ; the change rouses him, he acquires new ideas, and sees new methods ; also, having overcome some prejudices about leaving his home, and having made some sacrifice for his appointment, he is more likely to exert himself to retain it.

At present the establishment stands as per margin :—

	Salary.
Mr. Smith, Head Master	200
Dial Chunder Roy, 2d	60
Sree Kant Bose, 2d Monitor	12
Anando Pundit	25
Neelmoney ditto	25
1 Peon, 1 Durwan, 1 Water-bearer, 1 Sweeper 4 Rs. each	16
2 Scholarships	16
Prizes	8
Books and Contingencies	20

Now I would propose a 3d master on 40 rupees, and a 4th on 25 to be added, and Sree Kant Bose, who is looking out for other employment, to be discharged.*

There is not the least occasion for 2 Pundits when the last master teaches both English and Bengalee. There I noticed that one was always unemployed—indeed

* He has now left altogether.

in the way rather than otherwise—and so I would recommend Anando to be sent somewhere else. Why I fix upon him is because Mr. Smith says the other is much more active and understands his work better.

The sum originally sanctioned by Government was 416 rupees a month; but so much is not required, and if my suggestions be taken, the fixed establishment, including a scholarship yearly to Dacca, will be 390 per mensem. The prizes, books, contingencies, repairs, furniture, &c. will be more than covered by the schooling fees, and by their purchasing the class books. A native lady now gives 300 rupees per annum for the local committee to employ as they think best for the good of the schools, but unfortunately it may cease at her death. The number of holidays is fewer here than at any other place, there being however not less than 56 for the Hindoos alone. In January I found a vernacular class for little boys to learn Bengalee alone, and a master entertained for the purpose of taking charge of it, who was paid from a local fund. Some days there were 3 or 4 boys in it and on others 9 or 10, but in April it had ceased to exist, for all the pupils deserted it gradually.

Upon visiting this school on the 14th and
COMILLA SCHOOL. three following days of February I was every

time much pleased with the neatness, order and number of youths present. The average attendance for January was 112 and for February 115 out of 133, and on the 1st of March there were 12 more candidates waiting to be admitted. This number is made up of 115 Hindoos, 15 Mahomedans, and three Christians; about 100 are the sons or relations of Vakeels, Sheristadars, Writers, Moherers &c. belonging to the Government courts and in the employ of the Rajah of Tipperah; they are consequently all in good circumstances, and can well afford to pay 8 annas monthly as schooling, and purchase their books, which they do. The rest are not so well off, being the sons of Bunniahs and petty Zemindars, but these are more regular in their payments than the former, who are always running into arrears, and give full occupation for a peon to be continually dunning them; many of both classes however are paid for by the Rajah of Tipperah, a large landholder, and the European gentlemen of the station, and the sum total is 77-8 annas a month. Out of this 16 goes for two scholars to Dacca, 7 towards the Law Lecturer's salary, and 14 for two Chokedars, a Duftry, and Sweeper. Very few of the boys are residents of the town, but nearly all come from the districts of Tipperah and Dacca, so that when the cholera made its appearance, in a few days there were not 20 to be found in the place, the rest had fled to their

respective homes. On this account when returning from Chittagong I found the local committee had closed the school for a fortnight, and consequently I could not examine into it so much as I should have wished.

In the 1st class 14 boys (1 Christian and 13 Hindoos) were present out of 20, and their ages varied from 12 to 22, whilst in the time they had been at the school, there was equal disproportion, some having been 2½ and some 7 years ; of those absent 2 or 3 were seeking employment, acting, or on trial. Now the moment they begin to do any of these, it is hopeless to try to improve them any more as scholars ; and to keep their names on the books, or to allow them to drop in for an hour or two, when they can find time, is against all rule and discipline. I therefore sent word they must either return to the school, or forward their resignations ; one immediately came back, but died of cholera the next day, regarding the others I received no information.

This class was reading the Spectator, (at letter 28) when I went into the school, so turning to letter 17 they read to me there. As only 4 copies were available for the whole class I tried to do without having one to myself, but I could not succeed in understanding what was read by the last 8 boys—none could tell the meaning of the words “haggard,” “cardinal,” “masquerade,” “notes,” &c. which they ought to have known as the lesson had been read so lately, and most of them put an E before all words beginning with S. They read Poetical Reader, No. 4, much better than Prose ; indeed 3 read well, understood the meaning of the words, and were equal to the subject; but 4 or 5 dull heavy boys and too old to improve, were no better than the little ones of 12 and 13 years of age who had been just raised to the class, and who had never read the book. Milton has formed part of their studies, but it would be useless to examine them in that, and it must be discontinued. Two boys only were able to prove the 7th Proposition of Euclid, though many had gone as far as the 16th. The 2d division were said to be at compound interest, but neither that nor the 1st could do a sum in compound, or in simple interest, nor could manage the cube root or double rule of three ; 5 did a question in the single rule of three. In algebra, which must not be continued for the present, I did not examine them.

The first division had a slight knowledge of the facts of English History gathered from the student's manual, the others had none whatever ; one set knew something of the history of Rome, and another of the

history of Greece, but in this branch was great confusion, and little done.

An easy passage from pleasing tales in Bengalee was turned by 4 into tolerable English, but such a piece ought to have been done far better, whilst the translation of some at the bottom of the class was unintelligible. Only the Christian youth could answer a few questions regarding the geography of England, but they were all well up with this subject as far as it is contained in Clift's 1st geography for natives.

BHAUGULPORE SCHOOL. Examination of this school on the 4th, 5th, and 6th of December, 1844.

Number on the books, . . .	110	Western Hindoos,	49
Present on the 4th, . . .	102	Bengalees,	30
,, ,, 5th, . . .	105	Moslems,	28
,, ,, 6th, . . .	0	Christians,	3
			110

Two were expelled by me on the 5th for idleness and non-attendance. The attendance here is remarkably good, and has been so for the last 3 or 4 months ; this the head-master says arises from his being allowed a peon, whom he sends to enquire after any boy who may be absent. I think also, it is partly owing to the circumstance of 26 of the little boys in the 4th class, where the attendance is always most irregular, receiving a rupee a month each from a station fund, on condition that they go daily to the school. These two facts may assist, but I think the head-master deserves the praise.

None of the students pay for their books because they are thought too poor to do so, and consequently have not been asked. There are no wealthy natives in this place ; those who are likely to purchase books and who ought, are the persons about the courts, but the great mass of the people are very poor ; however I have requested the head-master to try if he cannot induce those to buy, who are receiving upwards of 10 rupees per mensem, as a beginning, and I have no doubt but several will. The general appearance of the boys in the first 3 classes was very neat and good, in the 4th the poverty or the uncleanliness of the natives was more visible.

In the 1st class are 13 boys, all of whom were present every day I visited the school, they consist of 8 Bengalees, 2 western Hindoos and 3 Christians.

	<i>Age.</i>	<i>Time in the School.</i>
1. Parbutty Churn ..	17 $\frac{1}{2}$	6 0
2. Rajnath	20	6 0
3. Jadunauth Misser	18	6 0
4. Shama Shunker ..	11	3 6
5. Kidarnauth	13	4 0
6. Contiehurn	12	3 0
7. Jadunauth Sirkar ..	12	5 0
8. Charles Ridge	11	0 0
9. Wm. Enaw	11	1 4
10. Rajkisto Sirkar ..	13	4 0
11. Soojoocomar Roy ..	13	6 0
12. Ramehurn	11	4 6
13. C. Revan	10	1 4

The whole of this class, with the exception of Rajkist Sircar and Soojoocomar Roy, read very nicely in Chambers's Biography which they were just beginning. The first two boys have a good knowledge of English and write it very well, the 3d boy is inferior to them in every respect and bad for the time he has been at the school; his attendance has been all by fits and starts,

and had not the local committee thought proper very lately to re-admit him I would send him away. The 4 next boys are far behind the others but of a nice age, sharp and intelligent, and ought in two year's time to be equal to the junior scholarship mark; the 3 other native boys are rather dull in every department. The junior branch of this class read to me from out of the first 35 pages of Gay's fables in poetry with great ease and with a good pronunciation. In history the 3 head boys had a fair knowledge of leading facts and the 4 next were familiar with the histories of Rome, Greece, and England so far as they are contained in Wilson's Universal History. The 1st Geography for natives the class is well grounded in, but of the use of the globes they know nothing. Out of 7 questions in arithmetic on fractions, decimals, &c. Parbuttychurn did 4, Rajnauth 3, Jadunauth 2. Of the others in the class 5 only could do the rule of three. They all read the Bagabahar very well excepting the Christian boys; the 3 older boys turned one piece into good English and the rest into very bad. Formerly the 3 head boys read some Natural Philosophy, but they could answer no questions I put to them in it, nor did they know Euclid. The younger boys were just able to explain what they meant in English. The reason why three boys are so far beyond the rest is, according to the Head-master, on account of the 5 next to them, who formed the 2nd class, having obtained employment lately and left, and I think it is now high time for these to leave also, which they themselves are anxious to do and are only waiting for situations.

BHAUGULPORE HILL
SCHOOL.

Number on the books	108
Present on the 29th	75
" 30th	75
" 2nd	74

Examination of this school on the 29th and 30th of November and on the 2d of December 1844.

In the first class are 4 boys—3 of whom were present, the other a sepoy being on duty.

Fifteen sepoys included in the 108 were on duty conveying treasure, so that 75 is the attendance out of 97.

	<i>Age.</i>		<i>Time in the School.</i>		
Soobunpersaud,	14	...	4	3	
Tirbhomun Sing,	16	...	5	4	
Chundoo Mysah,	17	...	6	6	
Dhurma Goyeah,	23	...	9	1	

I examined them in the whole of Wilson's Universal History, which the first two boys know thoroughly, and in Goldsmith's History of England; all the three passed a very excellent examination. In an essay also which I gave them to write before me, whilst I was busy with the other classes, they shewed an extensive and sound knowledge of English history, the essay of Teerbhomun Sing was a good piece of composition. I was much struck with the contrast between their reading and speaking, and their writing English; they write it very well, using good language, idiomatic and correct, but their reading is bad, especially that of Chundoo Mysah, their pronunciation very faulty, and they have much difficulty in speaking it, considering the knowledge they possess of the language. They turned a passage from the Prem-saugor into very capital English, and at the same time it was a literal translation: that of Soobunpersaud was the best. They had read the passage before. The whole of Clift's 1st Geography they know well. Out of 6 questions in decimals, fractions, &c. Soobuns did all. Teerbhoomun Sing did 5 right, and Chundoo Mysal 3, but more general questions in Arithmetic, none of them were able to solve. I consider Soobuns the 1st, and Teerbhomun Sing the 2d to be well grounded and up to the junior scholarship mark; the other boy is some distance behind them. Dhurma Goyeah who is absent I understand is inferior to these 3 in every respect.

Since I visited this station the two schools have been combined, and a house conveniently situated for all parties has been engaged for the purpose. The number of students who had their names on the books for the month of March was 169, viz. 68 Hill boys, 22 Mohamedans, 77 Hindoos, and 2 Christians, but the daily attendance was only 123. This is by no means a fair proportion and must be attributed to the confusion arising from the change which had so lately taken place, but when the pay system shall have been introduced and attendance enforced, the usefulness of the school will be better estimated. Of the 68 Hill boys mentioned above, 30 form a vernacular class and do not learn English, I am convinced by the number daily present which is only 13, that they merely go to the school when they feel inclined, and by the little progress they have made and are making, that they

would be better out of the way. For a few rupees a Pundit might have a room in the lines and teach the sepoys and others who only learn Hindee or Oordu, without sending them to interfere with the regular studies of the rest of the school. Of the six boys in the two former schools, who in my first visit were so far in advance of the rest, two have gone to the Patna College, and one from the Hills is preparing in Calcutta for the Medical College; another has got employment and one has been expelled; the last Parbuttychurn Mookerjee whom I considered the best is acting as a teacher in the school on 12 rupees a month.

Both Mr. Ridge and Gooroochurn Mitter had neglected the rest of their pupils in order to push forward these six to the junior scholarship mark, and now they are gone, there will be none to take their places for the next two years. This is a very common practice with all masters, and it might at once be checked by making every scholarship holder remove to the district College, and by making every boy in the 1st class compete at the scholarship examination. To do the first requires an order from Government, and the last must be gradually effected by the inspector's seeing that no divisions of the class are allowed to exist, and by his adopting the course of reading to the capacities of all. Perhaps it would be better if the papers of all the candidates for junior scholarships were sent to the inspector to be decided upon, for he could then more easily compare the merits and defects of each Institution. The examination of the classes in the Schools below the first, with distribution of prizes, might be left as at present in the hands of the Local Committees.

APPENDIX No. 6.

Statement of Number, Caste, &c. of the Students of the Colleges and Schools in the Lower Provinces on the 30th April 1845.

Names of Institutions.	Statement shewing the number of Paying Students, and the amount paid by them, and Students who do not pay.			Statement shewing the number of Students studying each of the languages taught.												Statement shewing the number of Students of each caste.				Daily average attendance of the Students from 30th April 1844 to 30th April 1845.
	Non Paying.	Paying.	Total amount paid from the 30th April 1844 to 30th April 1845.	English.	Arabic.	Persian.	Urdo.	Hindee.	Sanscrit.	Bengallee.	Oreeah.	Mug.	Burmese.	Christians.	Mohamedans.	Hindoos.	Others than those three.	Total.		
Calcutta Sanscrit College	189	0	0 0 0	72	0	0	0	0	189	0	0	0	0	0	0	0	0	189	104	
Hindoo College	44	472	29,295 13 6	516	0	0	0	0	0	516	0	0	0	0	0	0	0	516	404	
Patsalah	0	188	886 10 9	0	0	0	0	0	0	188	0	0	0	0	0	0	0	188	113	
School Society's School	203	266	2,501 3 3	469	0	0	0	0	0	0	0	0	0	0	0	0	0	469	346	
Madressa	98	54	106 0 0	58	152	0	0	0	0	30	0	0	0	0	0	0	152	0	152	
Medical College	81	0	0 0 0	81	0	0	0	0	0	0	0	0	0	0	0	0	3	56	71	
Secondary School	81	0	0 0 0	0	0	0	81	0	0	0	0	0	0	0	0	1	66	14	81	
Hooghly College of Mohamed	438	378	4,591 0 0	607	137	72	0	0	0	607	0	0	0	0	10	208	598	0	816	682
Mohsin																				
Branch School	188	115	1,149 0 0	25	15	38	0	0	0	250	0	0	0	0	3	48	252	0	303	247
Infant School	41	0	0 0 0	41	0	0	0	0	0	41	0	0	0	0	0	1	40	0	41	36
Seetapore School	79	57	218 8 0	96	12	28	0	0	0	96	0	0	0	0	0	41	95	0	136	114

Ramree School	81	0	0	0	26	0	0	27	0	0	0	0	68	0	2	51	2	26	81	69	
Moulmein School	79	0	0	0	79	0	0	0	0	0	0	0	79	22	9	6	42	79	50		
Midnapore School	62	79	449	12	0	141	0	0	0	0	0	141	0	0	0	1	4	136	0	141	108
Cuttack School	81	40	136	4	0	121	0	0	0	0	0	0	121	0	0	19	12	90	0	121	97
Dacca College	209	133	†86	8	0	342	0	0	0	0	0	342	0	0	0	17	24	301	0	342	250
Comilla School	13	129	865	0	0	142	0	0	0	0	0	142	0	0	0	4	18	119	1	142	94
Chittagong School	28	74	163	8	0	102	0	26	0	0	0	92	0	0	0	16	14	72	0	102	70
Sylhet School	0	53	†10	12	0	53	0	0	0	0	0	50	0	0	0	5	3	45	0	53	*69
Jessore School	44	55	†30	0	0	99	0	0	0	0	0	99	0	0	0	0	3	96	0	99	72
Chotanagpore School	110	0	0	0	0	110	0	0	0	102	0	0	0	0	0	2	26	41	41	110	70
Chyebassa School	66	0	0	0	0	60	0	0	0	10	0	0	0	0	0	0	1	48	11	60	22
Nizt. Col. ⁷ Sahibzadah's Dept.	23	0	0	0	0	23	1	11	11	0	0	0	0	0	0	0	23	0	0	23	12
Moorshe- dabad. } General Dept.	17	0	0	0	0	17	0	7	6	0	0	7	0	0	0	0	17	0	0	17	5
Bauleah School	144	0	0	0	0	144	0	0	0	0	0	143	0	0	0	3	3	138	0	144	87
Bhagulpore United School	193	0	0	0	0	163	0	0	110	83	0	0	0	0	0	2	31	87	73	193	149
Patna College	102	0	0	0	0	102	0	0	102	102	0	0	0	0	0	25	15	62	0	102	70
Mozufferpore School	7	14	4	4	0	21	0	0	0	21	0	0	0	0	0	1	0	20	0	21	14
Russapaglah Seminary	36	0	0	0	0	24	10	29	0	0	0	19	0	0	0	0	36	0	0	36	11
<i>Assam.</i>																					
Gowahatty School	192	0	0	0	0	33	0	0	0	0	0	159	0	0	0	1	76	104	11	192	116
Seeksangur School	117	0	0	0	0	30	0	0	0	0	0	87	0	0	0	0	0	0	0	117	54
<i>Vernacular Schools.</i>																					
Kamroop Division	996	0	0	0	0	0	0	0	0	0	0	996	0	0	0	0	0	0	0	996	725
Durrung Division ditto	357	0	0	0	0	0	0	0	0	0	0	357	0	0	0	0	5	321	31	357	288
Nowgong ditto ditto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Seeksangur ditto ditto	267	0	0	0	0	0	0	0	0	0	0	267	0	0	0	0	0	0	0	267	164
Lukimpur ditto ditto	269	0	0	0	0	0	0	0	0	0	0	269	0	0	0	0	17	81	171	269	154
Total.	4935	2107	40494	3	6	3797	327	211	337	318	189	4898	121	68	79	154	907	4186	409	7036	5170

* An error, but is so stated in the return furnished.

† These sums are supposed to be monthly realizations.

APPENDIX No. 7.

Statement shewing the total number of Scholarships awarded to the several Institutions in the Lower Provinces, those gained up to the year 1844-45, and those available for the ensuing year.

Names of Institutions.	Total number of Scholarships.				Gained up to the year 1844-45.				Available for 1845-46.			
	Junior.		Senior.		Junior.		Senior.		Junior.		Senior.	
	English.	Oriental.	English.	Oriental.	English.	Oriental.	English.	Oriental.	English.	Oriental.	English.	Oriental.
Calcutta...												
Hindoo College.....	5	7	0	0	0	0	0	0	0	0	0	0
Raja of Burdwan's Scholarship.....	0	1	0	0	0	0	0	0	0	0	0	0
Tagore ditto	0	1	0	0	0	0	0	0	0	0	0	0
Raja Gopeemohun's ditto.....	0	0	0	0	0	0	0	0	0	0	0	0
Joykisen Singh's ditto.....	0	1	0	0	0	0	0	0	0	0	0	0
Gunganarain Doss' ditto	0	0	0	0	0	0	0	0	0	0	0	0
Scholarships open to public competition in the Hindoo College... \$	1	1	0	0	1	1	0	0	0	0	0	0
Raja of Burdwan's ditto	1	1	0	0	1	1	0	0	0	0	0	0
Sanskrit College	0	0	15	11	0	0	15	11	0	0	0	0

	Scholarships open to public competition in the Sanscrit College... } Calcutta....	0	0	1	1	0	0	1	1	0	0	0	0
	Mudrussa.....	5	3	15	11	3	0	15	11	2	3	0	0
	Scholarships open to public competition in the Madressa..... } Arracan... Ramree School in the Hindoo College.	1	1	1	1	0	0	1	1	1	1	0	0
	Tenasserim { Moulmein School ditto ditto,.....	1	0	0	0	0	0	0	0	1	0	0	0
	Provinces, { Mergue School ditto ditto,.....	1	0	0	0	0	0	0	0	1	0	0	0
	Hooghly College of Mohamed Mohsin,.....	5	7	15	11	5	7	15	8	0	0	0	3
	Mohamed Mohsin Scholarships.	0	0	0	2	0	0	0	2	0	0	0	0
	Scholarships open to public competition in the College of Mohd. Mohsin	1	1	1	1	1	1	1	0	0	0	0	1
	Zamindary Scholarships in ditto	2	0	0	0	2	0	0	0	0	0	0	0
	Hooghly Branch School ditto	1	0	1	0	1	0	0	0	0	0	1	0
	Seetapore School ditto	1	0	1	0	0	0	0	0	1	0	1	0
	Midnapore School ditto	1	0	0	0	1	0	0	0	0	0	0	0
	Cuttack School ditto	1	0	0	0	1	0	0	0	0	0	0	0
	Dacca.....	5	7	0	0	5	6	0	0	0	1	0	0
	Scholarships open to public competition in the Dacca College	1	1	0	0	1	0	0	0	0	1	0	0
	Jessore School in ditto	2	0	0	0	2	0	0	0	0	0	0	0
	Gowahatty School ditto	1	0	0	0	0	0	0	0	1	0	0	0
	Seebasaugor School ditto	1	0	0	0	0	0	0	0	1	0	0	0
	Comillah School ditto	1	0	0	0	1	0	0	0	0	0	0	0
	Raja of Tiperah's Scholarships ditto..	2	0	0	0	2	0	0	0	0	0	0	0
	Chittagong School ditto	2	0	0	0	0	0	0	0	2	0	0	0
	Sylhet School ditto	1	0	0	0	0	0	0	0	1	0	0	0
	Patna	12	8	0	0	2	0	0	0	10	8	0	0
	Central College	4	0	0	0	1	0	0	0	3	0	0	0
	Bhaugulpore School in the Patna College	1	0	0	0	1	0	0	0	0	0	0	0
99	Total	61	42	50	38	36	27	48	34	25	15	2	4

APPENDIX No. 8.

Abstract Statement of Receipts of the Education Department from 30th April 1844 to 30th April 1845 as furnished by the Accountant General.

Institutions.	Tuition.	Sale of Books.			Deposited by Boys.	Refund Charges.	Fines, &c.			Local Funds.			Interest.	Parliamentary and Govt. Grants, &c.			Total.	
<i>Institutions at the Presidency.</i>																		
Balance on the 1st May 1844	0 0 0	0	0	0	0 0 0	0	0 0 0	0	0 0 0	0 0 0	0	0 0 0	0 0 0	0 0 0	99,201	8 7 1		
Secretary to the Council of Education	0 0 0	50	0	0	0 0 0	0	0 0 0	0	0 0 0	0 0 0	24,043	6 4	2,56,407	6 8	2,80,500	13 0		
Hindoo College	29,505	12	0	0	0 0 0	0	714	1 6	0 0 0	0 0 0	1,816	12 5	0	0 0 0	32,036	9 11		
Patshallah	852	7	3	0	0 0 0	0	87	5 0	0 0 0	0 0 0	0 0 0	0 0 0	0	0 0 0	939	12 3		
School Society's School..	0 0 0	0	0 0 0	0	0 0 0	0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6,270	0 0 0	6,270	0 0		
Medical College	0 0 0	0	0 0 0	0	0 0 0	0	793	5 8	127	0 0 0	0 0 0	0 0 0	0 0 0	85,327	11 6	86,248	9 2	
Sanskrit ditto	0 0 0	0	0 0 0	0	0 0 0	0	674	8 2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	24,669	13 0	25,344	5 2	
Mudrussa ditto	0 0 0	0	0 0 0	0	0 0 0	0	2,000	10 8	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	32,000	0 0 0	34,000	10 8	
—	30,358	3	3	50	0 0 0	0 0 0	4,269	15 0	127	8 0	0 0 0	25,860	2 9	4,04,674	15 2	5,64,542	4 9 1	
<i>Institutions in the Mofussil.</i>																		
Chittagong School.....	0 0 0	0	0 0 0	0	0 0 0	0	0 0 0	0 0 0	1,198	0 5	0 0 0	0 0 0	0 0 0	0 0 0	1,198	0 0 5		
Cuttack ditto	0 0 0	200	0 0 0	0	0 0 0	0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	200	0 0 0		

Mahomed Mohsin's College, Hooghly	3,827	12	0	99	0	0	16	0	0	936	10	0 ³	40	5	2 ¹	8,977	13	11	51,064	2	8	0	0	0	64,961	11	10 ⁴	
Branch School ditto	1,142	8	0	0	0	0	17	0	0	15	7	3 ¹ ₂	7	12	0	0	0	0	0	0	0	0	0	0	1,182	11	3 ¹ ₂	
Seetapore School	208	8	0	0	0	0	0	0	0	4	9	5	1	4	0	0	0	0	0	0	0	0	0	0	214	5	5	
Midnapore ditto	429	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	429	8	0	
Bauleah ditto	0	0	0	56	12	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	58	12	0	
Comillah ditto	277	2	6	0	0	0	0	0	0	31	5	4	0	0	0	0	0	0	0	0	0	0	0	0	308	7	10	
Dacca College	601	2	0	0	0	0	0	0	0	0	0	0	207	3	0	0	0	0	0	0	0	0	0	0	0	808	5	0
Sylhet School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,400	0	0	
Bhaugulpoore Hill School..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	0	0	
Ramree School..	0	0	0	171	3	9	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	173	3	9
Arracan ditto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,000	0	0	
Moulmien ditto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,000	0	0	
Seeksagur ditto	0	0	0	0	0	0	0	0	0	270	7	4	0	0	0	0	0	0	0	0	0	0	0	0	3,120	0	0	
Gowahatty ditto	0	0	0	1,240	3	9	0	0	0	600	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,040	3	9
Nawgong ditto	0	0	0	0	0	0	0	0	0	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,897	8	0	
Kamroop ditto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,769	13	1	
Debrogliur ditto	0	0	0	0	0	0	0	0	0	233	9	4	0	0	0	0	0	0	0	0	0	0	0	0	816	0	0	
Dhokwakhana and Lue- kimpore Schools..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	820	0	0	
Durrung School	0	0	0	0	0	0	0	0	0	12	9	9	0	0	0	0	0	0	0	0	0	0	0	0	768	0	0	
10 Pergunnah Schools in Assam	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	900	0	0	
Saikwa School in ditto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	307	4	2	
Total,..	6,486	8	6	1,767	3	6	33	0	0	2,342	10	6	260	8	2 ¹ ₂	10,175	14	4	51,064	2	8	27,798	9	3	99,928	8	11 ¹ ₂	
Grand Total,.....	36,844	11	9	1,817	3	6	33	0	0	6,612	9	6	388	0	2 ¹ ₂	10,175	14	4	76,924	5	5	4,32,473	8	5	6,64,470	13	8 ¹ ₄	

Deduct amount allotted to the North Western Provinces out of the Parliamentary and Government Grants and of the Interest on the General Funds in the hands of the Government Agent for the year 1844-45

1,23,991 10 0

Company's Rupees 5,40,479 3 8¹₄

Abstract Statement of Disbursements of the Education Department from 30th April 1844 to 30th April 1845,
as furnished by the Accountant General.

INSTITUTIONS.	Establishment.	Scholarship.	Stipend.	House Rent.	Purchase of Books.	Contingencies.	Batta, Gratuity & House Rent, &c. of the Professors and others.	Ceylon Students.	Purchase of Government Securities.	Book Allowance.	Total.
<i>Institutions at the Presidency.</i>											
Secretary to the Council of Education.....	8255	5	480								
Hindoo College.....	46520	5	480	6302	5 10						
Patshalla.....	2670	1									
School Society's School.....	6270										
Medical College.....	51045	9		605							
Sanskrit College.....	13243			3387	2 478						
Mudrussa College.....	*20041	11	8	407	15 10						
	153445	11	8	14905	8 6 5090	2	2 1680	0 0	7701 0 0	17203 10 0	14750 13 0
<i>Institutions in the Mofussil.</i>											
Chittagong School.....	5272	3	88								
Cuttack ditto.....	3221	12 4	126	12	421						
Mohamed Mohsin's College, Hooghly.....	61105	13 8	8004	15 57							
Branch School ditto.....	6631	1 6	120								
Infant School ditto.....	1500										
Seetapore School.....	2112										
Ummarpore ditto.....											
Midnapore ditto.....	5058		192								
Comillah ditto.....	4140										
Dacca College.....	18340	7 5	2689	36 3		1020					
Sylhet School.....	2400										
Bhaungulpore Hilli ditto.....	2370			112		838					
Ditto Institution.....	4612		193	175	8	100					
						1240	1 8				

Jessore School	4380	11	152	15	15	15	9	160	11	4	4									5827	4	1										
Patna College	7833	9	11	331	8	6		550	246	100	1									8955	3	5										
Ramree School	2170		6						180	69	5	4							2419	5	10											
Moulmein ditto	5166	10																		5166	10											
Mergue ditto	600																			600												
Baufah ditto	3498	15	9	96					240	1	8								3836	7	9											
Burrisaul ditto									90										90													
Gowahatty ditto	6766	7		96					180	1026	8								8068	15												
Seesbaugur ditto	1730								180										1910													
Debroghur ditto	841									112	3	9							953	3	9											
Durrung ditto	734	13	11						80										814	13	11											
Dhokwakhauna and Luckimpore Schools																				623	12	9										
Nawgong School	1060									203	12	9								1897	8											
Saikwa School in Assam	151	10								817	8									251	10											
Total.	152153	6	4	12140	12	27	1451	8	0	1675	15	9	3060	0	0	5730	381	0	0	0	0	0	0	178214	14	2						
Grand Total....	305599	2	0	27107	4	27	6544	10	2	3355	15	9	12761	0	0	29933	1381	12750	13	0	6468	13	2	75000	0	0	2143	0	0	474666	8	1

* Including Pensions.



