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GENERAL REPORT

ON

PUBLIC INSTRUCTION,

IN THE

Lower Provinces

OF

THE BENGAL PRESIDENCY,

From 1*st October* 1850 *to* 30*th September* 1851.

CALCUTTA:

F. CARBERY, BENGAL MILITARY ORPHAN PRESS.

MDCCCLII.

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REPORT

OF

THE COUNCIL OF EDUCATION,

FOR 1850-51.

Constitution of the Council on the 30th of September 1851.

President.

SIR J. W. COLVILE, KT.

Members.

FRED. J. HALLIDAY, ESQ.
SIR H. M. ELLIOT, K. C. B.
C. BEADON, ESQ.
J. GRANT, ESQ.
J. FORSYTH, ESQ.
BABU RUSSOMOY DUTT.
„ RAMGOPAUL GHOSE.
„ AUSHOTOSH DEB.
FRED. J. MOUAT, M. D., SECRETARY.

TO THE MOST NOBLE THE MARQUESS OF DALHOUSIE, K. T.,
Governor of Bengal.

MY LORD,

OUR last report narrated the history of our proceedings for the academic year 1849-50. The present is intended to contain an abstract of the most important matters which have engaged our attention during the past year.

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Changes in the Council.

Your Lordship is aware that, during the period above mentioned, we had the misfortune to lose our late President, the Hon'ble John Elliot Drinkwater Bethune. The estimation in which he was held by his colleagues in the Council, and their sense of the loss which the cause of Education in India has sustained by his demise, will be best conveyed by the following resolution passed upon the occasion.

At a meeting of the Council of Education, held at the residence of Sir James Colvile, on the 15th of August 1851, it was resolved:

"That the Council desire to record their deep sense of the loss their own body and the cause of Education in India have sustained by the death of their late President, the Hon'ble John Elliot Drinkwater Bethune.

"A cultivated mind; a catholic taste for and appreciation of general literature, combined with more than ordinary proficiency in the exact sciences; lofty views of the duty of Education, and an ardent desire for the dissemination of its benefits, rendered him peculiarly fit to direct the course of public instruction; and the exercise of these qualities were so prompted by benevolence, so regulated by a conscientious sense of responsibility, and so frequently accompanied by acts of personal munificence, as to earn for Mr. Bethune a high place amongst those who have laboured for the improvement and development of the Native mind, and to entitle him to the admiration of his own countrymen, and the affectionate gratitude of the inhabitants of this country."

Sir J. W. Colvile, who has for some years been a member and formerly officiated as President, now fills the office of President of the Council.

In January last, our Secretary was compelled by severe sickness to proceed to sea for the benefit of his health. His place was temporarily occupied by Captain Fletcher Hayes, who, upon being removed to an appointment at Lucknow, was succeeded by Dr. Edward Goodeve. The thanks of the Council are due to those gentlemen for the able and efficient

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manner in which they discharged the duties of the office referred to.

Dr. Mouat resumed charge on the 16th of June last.

The late J. E. D. Bethune.

As the last testimony which the Council have it in their power to offer to the memory of their late lamented colleague, they have resolved to embody, in their own report, the addresses made by him in February and March last to the students of the Kishnaghur and Dacca Colleges, after the distribution of prizes in those Institutions.

The former contains an able vindication of the course of study contained in the Council's scheme, and the latter abounds in the sound lessons of practical wisdom which Mr. Bethune always endeavoured to inculcate, when he had an opportunity of coming into personal contact with the pupils of the Institutions under our charge.

Address at Kishnaghur.

"This is my third visit to Kishnaghur: and I hope that all among you, who were assembled to meet me here on the last occasion of my coming among you, are able to give a good account of the past year; and are conscious not only of having stored your minds and memories with new words and ideas, but of having improved your reasoning faculties, and strengthened your powers of independent thought. For it is a truth of which you will become more and more convinced as you advance in years that, valuable as the information is which you imbibe in your scholastic lessons, the great end to be sought in any scheme of education, worthy of the name, is to enable you to think for yourselves in your future life; and, by the habits of patient study which you acquire here to gain a facility and the right temper of mind for meeting and overcoming difficulties which you may find in your future career, when you have to apply your sharpened intellect to the right apprehension of the world in which you will have to live, and your own moral and social duties with respect to the position you may occupy in it.

"And it is by this test, of their fitness for leading to such results, that the importance of the studies should be tried which are adopted in our Colleges.

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"I have been led into the train of thought which has given rise to these remarks by observing that Omesh Chunder Dutt of this College, who was the first senior scholar of last year, would have re-appeared in the same place, if he had not fallen so far behind his successful competitor, Sreenath Doss, of the Hindu College, in mathematics and natural philosophy. It has been frequently said of late, either ignorantly or maliciously, but at all events very untruly, that for some years an undue preference has been given in our Colleges to the study of science, in discouragement of literature; and this has been attributed to my personal predilection for that branch of knowledge. It may not therefore be useless to explain my views of the function which such studies are meant to fulfil: because the remarks to which I allude, though crude and shallow, have been extensively circulated; and, if left wholly unanswered, may give rise to misapprehension among the real friends of Education in this country.

"The study of foreign languages has ever been a favourite pursuit in almost every celebrated place of Education in modern Europe: and those who are opposed to the particular system of our English schools and colleges, have found ample ground for attack in the inordinate time which, according to their views, is wasted in mastering the difficulties of two dead languages, Greek and Latin. The moderate defenders of that system, admitting that some changes in the plan of study might be desirable, have grounded their defence, not only on the fact that the study of these powerful and elegant languages purifies and elevates the taste and genius of those who become familar with the masterpieces of poetry, oratory, and historical narrative which are enshrined in their literature, but also on this, that the difficulty of mastering the artificial subtlety of their construction affords an excellent mental discipline for preparing a young student for the acquisition of any other kind of knowledge which he desires. But they do not supply all that is needed Assuredly it would not be to them that we should resort for a code of ethics or of moral and political philosophy: for the minds which should be filled only with the precepts of the master-spirits of antiquity, on such topics, would possess at least as much of error and positive falsehood as of truth, however harmonious and concisely elegant might be its embodied expression. The founders of these institutions, therefore, feeling that the human intellect is never more nobly or more profitably employed than in the search after truth, would have thought their schools very imperfectly endowed, if they had not made some special provision for

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training the minds of their pupils for entering upon that study. In the colleges of this country, the principle is the same, though the details are different. The English language here supplies the place which is filled in England by the Latin and Greek: inferior for the purposes of education in some respects, far superior to them in others. I do not consider it an overstrained assertion that those languages do not surpass English in majesty and power of diction more than English is superior to them in the real instrinsic value of the knowledge that is to be gained by studying the works of the best classical authors in each. The want, therefore, to which I have referred is not quite so great for the Hindu student of English, as for the English student of Greek; yet still even here something more is needed: some branch of study in which the attention of the learner shall be fixed exclusively or almost exclusively on the truth taught, and little or not at all on the form of the vehicle through which it is conveyed.

"There are three subjects of science which have been prominently put forward for accomplishing this purpose, each of which is preferably cultivated at one of three famous British universities. Without meaning to allege of any of them that its attention is exclusively devoted to its favourite science, I may say that the study of logic has met with most favour at Oxford, metaphysics at Edinburgh, and physics, by which term I include mathematics and natural philosophy, at my own university of Cambridge.

"The advocates of logic, by which is meant the science of pure reasoning, without reference to the subjects of its propositions, seem to consider that they have established their claim to preference when they find that their assertion cannot be denied, that no legitimate reasoning can be carried on, which in any way sins against the rules which it formally teaches.

"There is, however, another question behind, whether most of those rules are not elaborate and complicated expressions for elementary and almost intuitive truths. I frankly own that, notwithstanding the contrary opinion of some eminent persons, I have never been able to bring myself to attach much value to the study of logic as a formal science, at least as usually taught: and I believe that all in it that is of any practical use is learned with much greater facility by every mathematical student, who has advanced as far as to understand the doctrine of simple algebraical equation: and that, as soon as he has mastered the tolerably obvious principle that he must be careful not to change the meaning of his symbols in the course of his investigations, he is as safe

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from being misled by the usual fallacies that are put forward in treatises on logic as exercises in the art, as if he had been regularly trained to discourse of an illicit process of the minor, or an undistributed middle term. Dr. Whateley's treatise, is, I believe, considered a text book on this subject, and at the end of it, he has given more than an hundred examples of propositions which may be taken fairly enough as tests of the value of all the precepts that precede them. I took the trouble to read them through lately, and I own that I should be grievously disappointed if any of those whom I see in the front benches before me would find much difficulty in distinguishing on the first perusal which are true and which are false inferences among them; though probably there are few, if any, who can use the received logical phraseology in describing the process by which he arrived at his conviction in each case.

"Ménage probably meant nothing more than a lively joke when he defined logic to be 'the art of talking unintelligibly of things of which we are ignorant'; for to take this sarcasm seriously would imply a complete misapprehension of the objects of the science: nevertheless, it is not denied by any who are acquainted with the history of philosophy in Europe, it is indeed admitted by the friends of formal logic, though of course they seek to avoid the inference drawn from their admission, that men never reasoned worse than when the science of formal reasoning was in greatest vogue and reputation. I have been informed that the Hindus possess a Sanscrit form of the same science, which does not appear to have been more fortunate as an improver of the reasoning faculty in man, than its European brother.

"The study of metaphysics, which term I do not now use in the extensive sense given to it by some German philosophers, according to whom it seems to include almost every possible branch of human knowledge, but with the more confined and yet still sufficiently wide meaning of the study of the laws of human perceptions, thoughts and feelings, is most interesting and important: but the vagueness of it, still more than the difficulty, renders it in my opinion ill-suited for the purpose which I now have in view. The real progress that has been made in it is very slight, and the primary truths, on which its conclusions must be made to rest, cannot be exhibited as it were experimentally and objectively by the teacher: he is forced to call on his pupils to exercise a process of self-examination, in order to understand and assent to his theory, which even highly cultivated minds find difficult to sustain long, and which presupposes a considerable amount of mental training in the

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minds of its recipients. There is also considerable danger, from the very nature of the ideas with which this science is conversant, that it should foster a tendency to dreamy barren speculation, which I believe to be a prevalent intellectual vice of the inhabitants of this country: the remoteness and indistinctness of its images do not supply that healthy corrective which is needed for a people whose philosophy has much in it everywhere which is cognate to their old cosmical theory, explaining the stability of the earth by supposing it supported by an elephant, the elephant upon a tortoise, and the tortoise they know not upon what; and so considering the difficulty disposed of when removed two steps farther out of the reach of sense and observation.

"Now mathematics and natural philosophy, when rightly taught, are exactly and excellently well calculated to supply this defect.

"Through the hard, dry, incontestable truths of elementary arithmetic and geometry, founded upon our simplest conceptions of number and form, we are able to give good practical lessons in the art, if not in the science of logic: and this application of logical reasoning I believe to furnish a far better mental discipline than the formal science itself affords; and that there is an incalculable advantage in forcing the young student to perceive that there is such a thing as abstract truth, not in any way dependent upon the opinions and authority of his instructors, but derived from the very nature of the subject of his thoughts; and in accustoming him, when he has seized such truth, to follow it boldly and steadily into its remote consequences, as unassailable as the principles from which they are derived.

"Accordingly, a favorite reproach against mathematical studies by those who, it is charitable to think, have little knowledge of their nature, scope, and tendency, is that they make men too logical; that the habit of strict reasoning to which they become accustomed unfits them for balancing probabilities, and weighing one kind of evidence against another, expertness in which makes a shrewd practical man of business. I apprehend this to be an utter mistake; and the probability of its being so seems in some degree supported by the great number of distinguished mathematicians who have become acute lawyers, skilful physicians, and eminent statesmen. Besides, it is a complete misapprehension to suppose that the study of physics deals solely with certainties. Even in the purely mathematical branch we have the elegant and abstruse theory of probabilities, specially concerned with those propositions only of which we have only obscure and imperfect evidence; and

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it may be questioned whether the wit of man ever produced anything more admirably subtle than Laplace's great work on this subject. But not to dwell on this, such objections surely overlook the application of mathematics to natural philosophy, in the pursuit of which many of the most valuable faculties of the mind are called into action. Industry and acuteness of observation for collecting phenomena; judgment in discriminating between appearances resembling but not wholly identical with each other; invention for the discovery of crucial experiments to test the merits of conflicting theories, and decide between them: while the powerful resources of mathematical calculation stand ever ready to the hand of the adept to solve mere difficulties of intricate combination, like some mighty engine, by which a man can wield at will masses of matter far beyond his unassisted strength to lift; and extricate from among the data of observation and experiment the hidden consequences which lie too deeply buried in involved circumstances for undisciplined reason to discover.

"To select one among the many beautiful applications of mathematical knowledge,—what science can be thought more magnificent, or better suited to raise the intellect than Astronomy?

"To those who have not painfully followed the successive steps of demonstration, each resting on what went before, and patiently built up from the most elementary propositions of Euclid to the sublime speculations of Newton and his followers, does it not appear little short of miraculous, that human sagacity, unaided by divine revelation, should have soared so far beyond the world in which mankind are placed as to have detected the laws which link the whole visible creation into one mighty and stupendous system? that the astronomer can predict with unerring skill the paths and motions of those points of starry light,—points of light to the ignorant, but rolling worlds to him,—so far removed from our sphere that many are even invisible to our sense, but for the assistance of wonderful instruments, which also are of his invention? that he shows them wandering in their all but boundless career, obedient to the same universal law, which governs the motions of a ripe fruit or withered leaf falling at our feet?

"Let me bring this more vividly before you by illustration. Go with me in imagination where I was a few years ago, in one of the busiest thoroughfares of London, the busiest city of the world, into the study of a philosopher, the late Francis Bailey, a stock-broker by profession, but by taste and genius a mathematician and an astronomer.

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How is he occupied? Great part of his room is filled with the framework of machinery, the object of which is to make massive globes of metal alternately approach and recede from a light pendulous body, hanging from the roof by a slight silken fibre. This he is carefully watching, and is diligently noting its vibrations through a small telescope from another corner of the room. Can you guess what he is about? These are the scales with which he is weighing the mass of "this great globe which we inherit," and which this apparatus will enable him to ascertain with greater accuracy than you could arrive at, if you were to undertake to determine the weight of this building in which we are now assembled.

"Not let me go to the most recent and most admirable triumph of mathematical skill. Look on this young student in Paris! He is unprovided with any telescope, or any mechanical apparatus but the pen in his hand. Many volumes, however, lie open before him, in which he finds recorded the differences between the observed and computed places of the planets; and, carefully transcribing these, he appears buried in the most intricate calculations. What result has he obtained that makes his cheek flush with triumph! Let me attempt shortly to explain it to you. He has just completed an examination of the irregularities of the most distant planet then known to belong to our system. This remote body, be it observed by the way, was itself discovered to be a planet only some sixty or seventy years ago; and, since it is so distant from the sun that its year is about as long as 84 of our's, it has not yet completed one revolution round the sun, since its real nature was discovered by the late Sir William Herschel. Yet, already, the path in which it ought to move according to the then state of our knowledge was so well known, by the application of the same general laws on which innumerable previous verifications had led astronomers to place implicit reliance, that its deviations from the course they had by anticipation marked out for it, began to fill them with uneasiness. How are these irregularities to be accounted for?

"It cannot surely be, that, having reached the confines of our solar system, the laws which we acknowledge are faintly and imperfectly followed there, as might be the case in some distant province of a mighty empire? No: the laws which the Great Architect of the Universe has impressed on His creation are not as those of earthly potentates; they are felt and obeyed throughout His works. There must then be some cause of which we have been hitherto ignorant, and of which

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consequently in our calculations we have taken no account. We know that every visible planet exercises some influence on the motion of this distant one; for all these we have already made allowance. Can there be another planet beyond all which have been yet discovered, but the existence of which makes itself apparent to us by these unexplained irregularities of that which we have seen and measured? If so, where is it?—what is its size?—which way is it travelling?—and with what velocity?

"These are the questions this young French student has proposed to himself: and he feels that his science will enable him to find an answer to them. By a singular coincidence, the same daring exploit is tried almost at the same time, with some priority indeed, by another young man at Cambridge, Mr. Adams, each ignorant of what the other is doing, and each succeeding by his own independent processes of investigation. But let us return to Paris. I will not endeavor to explain to you the steps of the calculation: you will probably be satisfied by my assuring you that they are most intricate and laborious. But the work is done: the results are beginning to appear, and at last M. Leverrier is able to say, with the confidence of consummate skill, 'Yes: I have found it! There is such a planet. Human eye has never yet looked on it, with the true appreciation of its nature: but it has been walking its appointed round from immemorial time: here is an account of its mass; this is the direction in which it is moving; this is the point where, at this moment, if you will look for it, you will find it.' All this the young astronomer, who himself has not yet seen this new world, except upon the paper of his elaborate calculations, dares to announce to a friend at Berlin, better furnished than himself with the means of making the actual observation. A new celestial atlas is then in course of publication in Prussia; and, by a happy chance, the sheet has just issued from the press which exhibits that portion of the skies in which Leverrier has placed his unseen planet. This is eagerly compared with an old map; and, almost exactly in the spot fixed on by the young Frenchman, a star is marked, not noted in the older map. The telescope is instantly turned to it and the discovery is complete; the planet is there! Surely, it is not without reason that one of our poets has said—

"An undevout astronomer is mad!"

and, when he uttered that sentiment I believe that his mind was not more filled with the thought of the Almighty power by which these

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worlds, scattered through infinite space, are bound to follow the laws which their creator has imposed on them, than with the reflection that the same God who made this mighty universe, made also the intellect of man; instilled into him the wish, and endowed him with the power, to look with intelligent admiration on his Maker's works. I know not how others may feel; but, for my part, I can hardly conceive any other study better calculated to lead to serious and improving thought. What am I, in the midst of these marvellous works, which I am permitted to observe and partly to understand? Why am I here? What is the fittest and best use I can make of those powers, of which I feel myself to be possessed, while my own consciousness, not less than my helplessness and insignificance among these majestic wonders, the mere contemplation of which almost appals and overpowers my imagination, is sufficient proof that I have them not of my own will; and, if so, that I shall probably be made responsible for their being rightly employed to him who gave them. If these evidences are worth anything it is only to mathematicians that they can appear in their full force. Others indeed may receive and repeat at second hand whatever they please to believe of them, but the conviction which belongs to the perception of demonstrated truth must be wanting.

"It is in this spirit I would have the study of mathematics pursued in our Colleges. First, I should wish to see them cultivated, in their abstract form, as far as is necessary to furnish rules and exercises in the art of reasoning: for which purpose I may say, by the way, that on the whole, I consider objective geometrical processes, as far as they can go, much more useful than dealing with the more compendious and more powerful formulas of algebraical analysis; and secondly, I would have the mathematical knowledge, so acquired, brought to bear upon the physical sciences, which together make up a knowledge of the material world by which we are surrounded: and the more complete is the view we thus obtain of its wondrous and consistent structure, of the obvious adaptation of means to an end, and of the excellent perfection of the means employed, the more constrained shall we become to feel and utter not only the old maxim that knowledge is power, but also that knowledge is humility; that knowledge is awe; that knowledge is adoration!

"I miss among you the intelligent countenance of one who last year was counted among the brightest ornaments of your College, and whose premature death, in the blossom of his youth, has excited the regret

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alike of his teachers and his class-fellows, poor Ombica Churn Ghose! I saw his eye lighten last year, when from this chair I exhorted you to exert yourselves to maintain the honor of your College, and assuredly I reckoned that he would not have failed to do his part. He has been taken from us; it has pleased God that the promise of his early years, should not ripen to bear its mature fruits; but though he is dead, his name and memory live among us. I noticed with melancholy pleasure the monumental tablet your kindly recollection of your late companion has placed on the walls of your College, and by which, while seeking to record his merits, you have also done honor to yourselves. Look on it not merely as a memorial of departed worth, but as a pledge that you will endeavour to take him for an example; that you, who have known how to appreciate his intellectual pre-eminence and his moral excellence, will seek to emulate his industry, his docility, his virtuous disposition; when you feel tempted to act in any way of which you know that he would have been ashamed, pause and reflect, that his eulogium be not turned to your condemnation.

"And you, Omesh Chunder Dutt, whom I have so often had occasion to mark out for praise, be assured of this that not even in that moment, which you probably thought the proudest in your life, when from this place I hailed you as the first scholar of your year throughout Bengal, not even then did I look on you with so kindly a feeling or so hearty a desire to serve you, as when I heard of your affectionate kindness to your dying friend and competitor; when I learned how carefully you had tended him in his malignant disorder, undeterred by the terror of contagion, which is often found powerful enough to break through stronger natural ties than those which bound you to your departed friend. I doubt not that your own approving conscience has already amply rewarded you: for it is in the plan of the All-wise contriver of the world that every sincere act of kindness to a fellow creature carries with it its own peculiar inimitable joy: but it is also my pleasing right to tell you that your behaviour in this matter has not been unobserved, and that by it you have raised yourself higher in the good opinion of those, whose good opinion I believe you are desirous of deserving. May such examples multiply among us! May we have many such students as Ombica Churn Ghose! May your conduct one toward another be so marked with brotherly love, that it shall cease to call for particular notice or special commendation. Let these be the fruits of knowledge, and who shall then venture to say that a blessing is not upon the tree."

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After Babu Ram Lochun Ghose, the Principal Sudder Ameen of Kishnaghur, had addressed the assembly in Bengali, Mr. Bethune resumed—

"I am extremely sorry that I have not been able to understand one word of what my friend Ram Lochun Ghose has been saying; the more so, because I am informed that he has been earnestly and eloquently addressing you on a subject in which you are probably aware that I feel deeply interested, and which is of the highest importance to the happiness of every one present.

"The education of your females is the next great step to be taken in the regeneration of the Hindu character, and it is a consolatory reflection that while many social reforms of which you stand greatly in need are thought to be opposed to the doctrines of your religion and customs, it is generally admitted by every learned native who has examined the question that there is no such obstacle in the way of your consenting to receive this great blessing. The practical difficulty which still in a great degree obstructs the progress of the good work is the seclusion in which you have for a long time been accustomed to think it necessary to confine your women.

"If I were addressing an assembly of Europeans only, I should content myself with observing that this custom is unreasonable: among Hindus I know that whatever arguments are brought forward to show that it is so will derive additional claims on your attention from the fact that it is an unreasonable novelty. Your old records seem to point out that it was not the ancient usage of your race: a common theory derives its origin from the customs of your Mahomedan conquerors, when it is likely enough that, partly from a courtly affectation of imitating what you found in vogue among those who were in the possession of power and consideration, partly from a real dread of the excesses in which a licentious and unscrupulous soldiery might indulge, you adopted these new habits which are now received as national among you. Both reasons have passed away, and with them should disappear their consequences, if it were not so much more easy to adopt pernicious prejudices than to get rid of them again. But the work is begun: it cannot stop now: the race of educated men whom we are training up will not much longer bear to have imposed on them mere slavish objects of sensual desire, but will seek, in the mothers of their children, for rational, well-educated, well-informed companions, the intelligent partners of their

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joys and sorrows, their truest friends and most faithful advisers. Your modern ethical writers teach that the nature of women is so depraved that it is only by material restraints that they are kept from seeking out and following evil: our wiser belief is that in all the elements of virtue the female character is far superior to the male; and that whatever there is of evil common to all human nature, is best combatted, not by the vain obstacles of bolts and bars, but by laying the foundation of a virtuous life in the early inculcation of sound morality, and by teaching women to respect themselves by showing that by us also they are held in honour. Were it only for selfish considerations, you ought to educate your women. Now mark me! I do not rely on these. For her own sake, and in her own right, I claim for woman her proper place in the scale of created beings. God has given her an intellect, a heart and feelings like your own, and these were not given in vain. You think your neighbours the Chinese a barbarous people, because they cripple the feet of their women. How is it that you dare to cripple their minds? But also, for your own sakes you should do it, and for the sake of your children. I am not yet so old as to have forgotten the time when I sat on the school benches. I too can recollect some youthful triumphs, and the remembrance is still strong within me how incomplete they seemed until I had her sympathy and approval, to please whom was the strongest inducement I then knew for exertion.

"Human nature is the same throughout the world, and we may confidently rely on what it teaches us. The history of every time shows the important influence that the female sex is capable of exercising, for good or for evil, on the destinies of a nation; and those stand highest in the annals of civilization in which they have been held in the highest honour, and the greatest pains taken to secure that the weight of their power should be found exerting itself on the right side. And of this you cannot be sure if you will not train them to wisdom and virtue, as you would train those who are to be influenced by them.

"The work is now begun, it will not stop; it is like a rock which may have rested long time motionless on the summit of a mountain: but, if once set in motion, though casual obstacles may obstruct its path, may determine its course in this direction or in that, it yet gathers increased force with each succeeding interval of time, and hastens irresistibly onward to its final destination. I may not live to see this desirable goal attained: but, judging from all I have witnessed of the deep feeling which is beginning to prevail on this matter, it is my firm belief that

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another generation will not pass away before it will be universally conceded, that whoever neglects the education of his daughter disgraces himself, and is guilty of a gross offence against her, against his own happiness, and the happiness of society."

Speech at Dacca.

"My Young Friends,—If you have derived any satisfaction from meeting me here again on this occasion, I must tell you frankly that it is a pleasure which you have fairly and honorably earned for yourselves: for there were so many obstacles in the way of my leaving Calcutta this year, that I had nearly abandoned the intention I had at first entertained of revisiting Dacca. It was, however, strongly represented to me that you had derived great encouragement from the visit of the deputation last year; and it was feared that you might be equally disheartened if it were not repeated.

"Being sensible that I had all but promised that I would return, and feeling that you had done all in your power to deserve whatever mark of my approbation it was in my power to give you, I determined to disregard all considerations of personal inconvenience; and, even at this late season of the year, to come and tell you with my own lips how well pleased I have been with your exertions during the past session. I congratulate you heartily on the result of the examination, and I assure you that what I predicted two years ago is already fully come to pass, and that the students of the Hindu College now keep an anxious eye on your progress, and are conscious that they must exert themselves, if they wish to keep their place in front of you.

"At the same time you must not be too much elated by the appearance which the printed list shows. Owing to a combination of circumstances, an unusual number of the best students quitted the Hindu College this year before the examination, leaving only two in the first class. Of these, as you are aware, Sreenath Doss heads the comparative list, and has gained for his College and for himself the honour of giving his name to the year 1850, Sreenath Doss' year: and it is due to the other, Kally Prosunno Dutt, that it should be known here, as I explained lately in the Town Hall of Calcutta, that he was for a long time absent through illness from the classes. Feeling that he was not able to do himself justice, he came privately to me shortly before the examination, and begged to know if he might be allowed to absent himself altogether from it.

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"He was well aware that this would necessarily entail the forfeiture of his scholarship; but, so keen is the spirit of emulation which has been now excited, that he professed himself ready to do this, and to continue another year as a pay student of the College, rather than in his person compromise the honour of his College, and appear in what would have seemed to him a derogatory position. I could not but admire the high-minded feeling which dictated his resolution: but I encouraged him to go into the examination, and do his best: and it gave me sincere pleasure to find that he lost only one place, having given way, I think, only to Ram Sunker Sen, the first student of this College. Nevertheless you have very good reason to be satisfied with the position your College occupies; the more so, that you were under some disadvantage from the sudden removal of your late zealous professor Mr. Cargill, by his appointment to be Principal of the College at Delhi. No change of masters can take place in the middle of a course of lectures, without some detriment to the students, however great the talent of the new Professor: I regret also to hear of the state of Mr. Foggo's health, which indeed prevents his being present on this occasion.

"Two years ago your first man occupied the 20th place in the general list: last year you held the 11th, 14th and 15th places: this year you have gained the 3d, 5th, 6th, 8th and 19th: so that your fifth man this year stands one step higher than your first did two years ago. I recognise again the old names that I had to notice with honour last year. Ram Sunker Sen, Bhugwan Chunder Bhose, Gournarain Roy, and Oma Churn Bannerjea all distinguished themselves by gaining medals and prizes last year. Koylas Chunder Ghose, a young scholar, who distinguished himself so remarkably in history last year, is this year at the head of the third class in all the Colleges. These comparisons are useful and satisfactory, because they prove that our examinations really do bring out the best men: since the trials of successive years, by different examiners and on different subjects, show corresponding results. You float to the top, because you are the lightest and fittest to ascend.

"You may remember that I exhorted you last year not to neglect the study of your native language, while gaining a knowledge of English literature. To some persons such advice seems superfluous and unnecessary, who probably are not aware that it is not at all difficult to find young men in our Colleges, who are able to speak and write with fluency and correctness, and even elegance, in the English language, who yet cannot write three pages of Bengali without committing gross

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faults of both grammar and orthography. As I am not of the number of those who entertain the idea that it is possible, even if it were desirable, that English should at any time supersede Bengali as the general language of the country, and looking to our educated students as the channels through whom mainly European ideas and opinions are to be communicated to the mass of their countrymen, I must consider it a thing deeply to be regretted, that they are not as highly distinguished by the elegance with which they speak and write their own language, as by the command which they have gained over our's. But, while I repeat and enforce the advice which I gave you last year on this topic, I desire not to be confounded with those who seem to think that the study of the vernacular languages of India cannot be promoted, without lowering at the same time the high standard of proficiency at which we have hitherto aimed for our English scholars.

"I have been led to revert to this subject by the report of a speech which I have read only since I came into this city, made by Sir Erskine Perry, the President of the Board of Education at Bombay, when lately distributing prizes to the students of the Elphinstone Institution, the principal place of education on that side of India. Not only from that speech, but from the last printed report of the proceedings of the Bombay Board of Education, I perceive that questions are yet, or have been very lately agitated there, which were formerly fiercely debated in Bengal; but which, until I thus found them re-opened, I believe to have been definitively settled. From the correspondence and minutes published on this subject under the sanction of the Government of Bombay, I learned with equal surprise and alarm that an opinion, I trust not a deliberate one, had been promulgated by a leading member of the Government, a man of great ability, high station, and much influence in the Councils of that Presidency, that the great use of our educational establishments is to improve the subordinate classes of officers in the public service; and that all systems are erroneous which do not keep steadily in view this their main purpose. I found, with more alarm than surprise, that the enunciation of this opinion had nearly led Sir Erskine Perry to resign his office of President of the Board. The immediate danger seems to have passed over: nevertheless I also take this opportunity of publicly and solemnly protesting against this declaration and doctrine. That is not the work I have been commissioned to undertake: that is not the work I would have consented to superintend. The scope of my views and that of the Government by whose authority

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I stand here, is far less bounded. The Government of India have in view a purpose more worthy the rulers of a mighty empire: they seek, and it is my joy and pride to be allowed to act under their orders in that good work, to raise the moral and intellectual character of the people of India. From the time when these questions first came to be discussed, they have clearly explained their designs and wishes in a series of consistent enlightened despatches. I have not here the means of referring to all that has been written on this important subject; but I find some extracts, quoted in one of our reports, from which I will read to you a few passages, which will clearly show that my view of the matter is in strict conformity with theirs, in all that I have said to you to-day. In a despatch sent to the Government of Madras so far back as the year 1830, I find these words:

"'By the measures originally contemplated by your Government no provision was made for the instruction of any portion of the natives in the higher branches of knowledge. A further extension of the elementary education which already existed, and an improvement of its quality by the multiplication and diffusion of useful books in the native languages, was all that was then aimed at. It was indeed proposed to establish at the Presidency a central school for the education of teachers; but the teachers were to be instructed only in those elementary acquirments which they were afterwards to teach in the Tuhsildaree and Collectorate schools. The improvements in education, however, which most effectually contribute to elevate the moral and intellectual condition of a people, are those which concern the education of the higher classes of the persons possessing leisure and natural influence over the minds of their countrymen. By raising the standard of instruction among these classes, you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community, than you can hope to produce by acting directly on the more numerous class. You are, moreover, acquainted with our anxious desire to have at our disposal a body of natives, qualified by their habits and acquirements to take a larger share, and occupy higher situations in the civil administration of their country, than has hitherto been the practice under our Indian Governments. The measures for native education, which have as yet been adopted or planned at your Presidency, have had no tendency to produce such persons. Measures have been adopted by the Supreme Government for placing within the reach of the higher classes of natives under the Presidency of Bengal instruction in the

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English language, and in European literature and science. These measures have been attended with a degree of success which, considering the short time during which they have been in operation, is in the highest degree satisfactory, and justifies the most sanguine hopes with respect to the practicability of spreading useful knowledge among the natives of India, and diffusing among them the ideas and sentiments prevalent in civilized Europe.'

"In a despatch of the same date, addressed to the Government of Bengal, the same view which I have taken of the services to be performed by the English and vernacular languages in the common cause, is thus enforced:

"'While we attach much more importance than is attached by the two Committees (of Calcutta and Delhi) to the amount of useful instruction which can be communicated to the natives through their own languages, we fully concur with them, in thinking it highly advisable to enable and encourage a large number of the natives to acquire a thorough knowledge of English; being convinced that the higher tone and better spirit of European literature can produce their full effect only on those who become familiar with them in the original languages. While we thus approve and sanction the measures which you propose, for diffusing a knowledge of the English language, and the study of European science through its medium, we must at the same time put you on your guard against a disposition, of which we perceive some traces in the General Committee, and still more in the Local Committee, of Delhi, to underrate the importance of what may be done to spread useful knowledge among the natives, through the medium of books and oral instruction in their own languages. That more complete education, which is to commence by a thorough study of the English language, can be placed within the reach of a very small proportion of the natives of India: but intelligent natives who have been thus educated may, as teachers in colleges and schools, or as the writers or translators of useful books, contribute in an eminent degree to the more general extension among their countrymen of a portion of the acquirements which they have themselves gained, and may communicate in some degree to the native literature, and to the minds of the native community, that improved spirit which, it is to be hoped, they will themselves have imbibed, from the influence of European ideas and sentiments. You should cause it to be generally known that every qualified native, who will zealously devote himself to this task, will be held in high honour

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by you: that every assistance and encouragement, pecuniary or otherwise, which the case may require, will be liberally afforded; and that no service, which it is in the power of a native to render to the British Government, will be more highly acceptable.'

"Again, in 1841, in a despatch to the Supreme Government of India.—'We cordially subscribe to one of the principal declarations of the resolution of 7th March 1835, that 'it should be the great object of the British Government to promote European science and literature among the natives of India,' and have no hesitation in sanctioning it, as a general principle for the conduct of our Indian Governments. Lord Auckland's suggestion to connect the provincial schools with a central college, so that the ablest scholars of the former may be transferred to the latter for the purpose of securing superior instructions, seems very judicious. We also entirely concur in His Lordship's proposal to render the highest instruction efficient in a certain number of central colleges, in preference to extending the means of inferior instruction, by adding to the number of ordinary zillah schools.'

"These extracts sufficiently show the enlarged and beneficent spirit in which the designs of the Government of India in this matter have been conceived; and this is a work in which any man may be proud to co-operate. But I at least would not have given a tithe of the time or pains I have bestowed on the subject of native education, since I came into this country, had I conceived that I was merely required to assist in training up a few clerks and writers in Government offices. True it is that, with our numerous students, among whom are seen by the side of the titled and wealthy, many from the middling and poorer classes of native society, such places are to many objects of desire; true it is that notwithstanding such assurances as I have read, notwithstanding the more recent and distinct pledge promulgated by the Government of India that, in the disposal of official patronage, a decided preference shall be shown to those who distinguish themselves in the annual examinations, and by which every officer responsible to that Government ought to feel himself as strongly bound, as if it had issued from his own lips, it is by many slightly regarded. But these are temporary matters of secondary importance. The great work we have in hand is steadily going on. The education imparted in our Colleges is gradually raising up in Bengal a new generation of independent minds and vigorous thinkers, whom the lapse of time is slowly but surely advancing to positions of increased influence and power. They are able to

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understand, they are able to feel the moral and social changes which are needed for the improvement and happiness of their country: and the time cannot be far distant when they will not content themselves, as for the most part they now do, with merely giving outward form and utterance to the expression of their inward thought, but will dare to act undauntedly and consistently, up to the full strength of their secret convictions.

"This is the great moral revolution which is preparing for Bengal, or rather which is already begun: this is the part which the students of our Colleges are destined to play in it, and it is for this reason that I look with so much interest on their progress and prosperity.

"There is one part of Sir Erskine Perry's speech, to which I desire particularly to direct your attention.

"'You are aware that natives educated in this Institution have evinced for years past not only such moral conduct in private life as has excited the admiration of every body, but also as high moral actions, as good citizens, as the youth of any country could display; for we see them, by their own exertions, unaided by the influence of rank or station, or patronage, spend their time in the erection of Institutions for the benefit of their fellow countrymen, their Vernacular Schools, their Literary Society, and their Vernacular publications: and these are owing to that moral training which they have had under the Professors from whom they have derived the varied attainments they possess. If then another argument was wanted in support of the demonstration I alluded to, we have a powerful one in the existence of these Institutions.—Having now discharged myself of the observations which I wished to make on this occasion, I hardly think that anything more need be said, except to encourage the young men before me in the course they are treading with so much distinction to themselves.'

"And again—

"'I need not now address you in terms of praise of the young men whom I see before me. It is not necessary: for you do not require any such stimulus to goad you on to distinction. There are two young men, however, whom it is incumbent on me to hold up to the admiration of the community, and to you as a bright example; that young man whom we have seen this morning distributing the prizes, Dadabhai Nowrozjee and his worthy colleague Mahadeo Shastree. To these two youths, under the good guidance of their instructors, Professors Patton and Reid, is due the merit of the establishment of the Female Schools in connection with the Students' Literary Society.'

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"I would have you all, but especially the more advanced students among you, and those who formerly belonged to this College and to similar Institutions, lay well to your hearts this praise of the learned judge, one of the most zealous friends which the cause of education possesses in India; and study to deserve the like commendation from your President here. Do not be satisfied with merely gaining knowledge for yourselves. Be teachers as well as learners: do not think your task ended when you leave the walls of your College, when in fact it is then only rightly beginning. You should consider that, when you were privileged to enter this Institution, you, as it were, enrolled yourselves the soldiers of enlightenment and civilization, and became bound to war against ignorance and prejudice to the death. Be ever ready and bold in the cause you have embraced. I consider the educated young men of this country as placed in a truly enviable position. There is not one among them, who may not hope to win for himself a great name in the future history of India, if he will aim a powerful and successful blow at any of the social evils by which his country is now enslaved. These young men at Bombay, as you see, have set themselves earnestly and zealously to work in elevating the character of the females of their native land. I have seen the recent report of their schools, which is full of hope and good promise. I think there are three instituted for Parsee girls, and one for Hindus. Probably, they could not have selected any work more directly conducive to the happiness and improvement of their countrymen.

"For, you may be assured of this, that you will never fully understand what is meant by domestic happiness, until you have in your families virtuous, intelligent, well-educated women: your children will never be thoroughly well taught, until they have been accustomed to lisp out their first lessons of virtue and wisdom at their mother's knee; to find in her encouraging advice their strongest inducement to early industry and exertion, in her intelligent and approving smile their best and sweetest reward. Further, you must be prepared to find that, until you consent to give woman her proper place in society, that which her Creator intended for her, when He endowed her with the same reason, the same power of apprehension and intellect, which He has bestowed on yourselves, you will be considered by the whole civilized world as little better than a nation of barbarians.

"I know that a great number of you are deeply penetrated with the truth of what I say: nevertheless, I practically know the difficulties in

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the way of successfully prosecuting this great and good work, and the time for commencing it here may not be yet fully come: there may be local obstructions and impediments, of which you can take better account than I can. But there is no want of work to be done in the good cause, if you have the heart to will it, the courage to undertake it, and the perseverance to perfect it. Fight error and ignorance, wherever you meet them: look on every day as lost, in which not only you have not gained additional knowledge for yourselves, but in which you have not scotched some mischievous prejudice, overthrown, or at least sapped the foundation of some pernicious error, in the mind of some one at least of your countrymen: opportunities enough will present themselves, if you will be ready to use them. But beware also, lest you give unnecessary offence, to those whom you would instruct, by any insolent affectation of superior wisdom. Truth can afford to be mild and patient, having on her side the irresistible force of reason and argument: it is only ignorance and error that are, in a certain sense, excusable, if they are rash and passionate: for, if these weapons fail them, to what can they betake themselves? It will be useful also to remember, whenever you are tempted to plume yourselves unduly on your undoubted superiority to your less instructed fellow countrymen, that it is for the most part to your better fortune rather than your greater merit that you owe your advantage. Lastly, above all things, note well the special praise given to these young men at Bombay for their irreproachable moral behaviour. Go ye all, and do likewise. Recommend the acquisition of knowledge, not merely by your precepts, but by your life and practice. Show that you become not only wiser, but also better, by what you are taught within these walls.

"The triumphs of literature and science can belong only to a gifted few, but the praise of virtue, that is to say, of temperance, of modesty, of truth and honour, of filial obedience, of friendly kindness, of forgiveness and forgetfulness of wrong, or still better of returning good for evil, of patience and forbearance, of charity and beneficence, of gratitude and piety, may be gained by every one who will sincerely resolve to earn it, and strenuously persevere in that behaviour, in those good deeds, words, and thoughts, by which it is best deserved."

Scheme of Study.

There has been no variation in the scheme of study. The result of the introduction of the standard contained in Mr. Bethune's minute has been somewhat unfavorable in regard to the number of

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scholarships gained and retained, but a careful scrutiny of those results has convinced the Council that there has been no falling off in the progress and attainments of the scholars.

The standard fixed was higher than in former years, and the progress of the students has been tested with reference to the exact time of their standing in their several classes.

The object which the minute was intended to attain is good, and the principle pervading it such as will, in a few years, produce a very beneficial effect on the character of the Government Colleges and Schools, but it has been found somewhat difficult in some of its minor details, to carry into full effect. The defects ascertained in its practical working, are under the consideration of the Council, and it is their intention to modify or alter them to such extent as may be found necessary, without departing from the original spirit of the minute.

Scholarship Examinations of 1851. The following scheme of the public examinations of 1851, was published for general information:

1. The examination of the pupils of the Hindu College for senior English scholarships, and of candidates for insertion in the lists directed to be furnished by the Council of Education, in accordance with the Resolution of October 10th, 1844, will be held in the Town Hall, upon the dates and at the hours specified below:

Dates.			Subjects.	
			Senior Scholarships.	*Junior Scholarships.*
Wednesday, Sept.	17th,	.	Literature Proper, ...	Grammar.
Thursday,	„ 18th,	.	Mental and Moral Philosophy, ...	History.
Friday,	„ 19th,	.	History, ...	Mathematics.
Saturday,	„ 20th,	.	Pure Mathematics, ..	Geography.
Monday,	„ 22nd,	.	Mixed Mathematics, ...	Translations.
Tuesday,	„ 23rd,	.	English Essay, ...	Literature.
Wednesday,	„ 24th,	.	Vern. or Latin Essay.	

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The examination will be held daily from 10 A. M. to 1½ P. M., and from 2 to 5½ P. M. precisely, at which hours all answers to the morning and afternoon papers, respectively, must be given in. Candidates are recommended to be in attendance a quarter of an hour earlier than the beginning of each examination, in order that no time may be lost in taking their places.

2. The subjects for the essays will be set, and the papers of questions will be prepared, in strict accordance with the scholarship rules, by the gentlemen whose names are appended to each:

English Scholarships.

Senior.

English Essay, ...	J. Kerr, Esq., M. A.
Rhetoric, ...	R. Jones, Esq.
Literature Proper, ...	J. Kerr, Esq., M. A.
History, ...	H. Woodrow, Esq., M. A.
Pure Mathematics, ... }	R. Thwaytes, Esq., B. A.
Mixed Mathematics, ... }	
Vernacular Essay, ...	The Revd. K. M. Banerjea.
Latin Essay,..	H. Woodrow, Esq., M. A.

Junior.

English Grammar, ...	A. S. Harrison, Esq., B. A.
History,..	G. Lewis, Esq.
Geography, ...	W. Brennand, Esq.
Mathematics, ...	V. L. Rees, Esq.
Translation, ...	Babu Ram Chunder Mitter.

Arabic Scholarships.

Calcutta Mudrissa, ... { Senior and Junior, .. }	Dr. A. Sprenger.
Hooghly Mudrissa, ... { Senior and Junior, .. }	

Sanscrit Scholarships.

Senior and Junior,..	Major G. T Marshall.

3. The following subjects were selected in 1850 as the standard in Literature, History, Pure and Mixed Mathematics, from which the examination papers of the present year will be prepared.

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Senior Scholarships.

FIRST CLASS.

Literature.

Prose.—Bacon's Novum Organum, 1st Part.

Poetry.—Shakspeare's Hamlet.

History.—Arnold's Lectures on Modern History, except the 2nd and the Appendix to the Inaugural Lecture.

Mental Philosophy.—Stewart's Philosophy of the Human Mind. Introduction and first five Chapters of Part II.

Mathematics.

Differential and Integral Calculus.
Optics, (as in Potter.)
Astronomy, (as in Brinkley.)

SECOND CLASS.

Literature.

(Same as First Class.)

Mathematics.

Newton's Principia, (as in Goodwyn or Evans.)
Doctrine of Limits and Elements of Differential and Integral Calculus.
Analytical Geometry and Spherical Trigonometry.
Hydrostatics, (as in Webster.)

THIRD CLASS.

Literature.

(Same as First Class.)

Mathematics.

Conic Sections, (as in Goodwyn.)
Theory of Algebraical Equations.
Mechanics, (as in Potter and Snowball.)

FOURTH CLASS.

Literature.

Prose.—Johnson's Rasselas.

Poetry.—Richardson's Selections from Gray and Collins.

History.—Elphinstone's India, Vol. I., except Chapter IV., Book I. and Chapters IV., V., Book II.

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Mental Philosophy.—Abercombie's Intellectual Powers, as far as the end of the first Division of the fourth Section of Part III.; "Of the use of Reason in the investigation of Truth." (Calcutta Edition, page 161.)

MATHEMATICS.

Euclid. Algebra. Plane Trigonometry.

Junior Scholarships.

LITERATURE.

Prose.—Watts on the Improvement of the Mind, (Encyclopædia Bengalensis.)

Poetry.—Goldsmith's Traveller and Deserted Village.

Grammar.—Crombie's Etymology and Syntax, Part II.

History.—Stewart's History of Bengal.

Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.

Algebra, to the end of Simple Equations.

Arithmetic, and Elements of the Theory of Numbers.

BENGALI.

Isser Chunder Shurma's Betalpunchabinsatee, 2nd Edition.

Shama Churn Sircar's Grammar, Parts I. and II.

4. The senior and junior scholarship answers will be examined by the gentlemen who set the questions.

The Arabic scholarship answers will be examined by the Principal of the Calcutta Mudrissa.

The Sanscrit scholarship answers will be examined by Major G. T. Marshall.

All reports of the results of the examinations are to be furnished before the end of the long vacation.

The examination in the Town Hall will be superintended by the Council of Education. The Secretary to the Council will daily give out the questions, and collect the answers, assisted by the other member of the Council of Education on duty.

The scholarship and other rules promulgated in 1846 were re-published, as no change had occured either in the scholarship standard, or in the mode of conducting the examination.

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Subjoined are extracts from the reports of the various examiners, detailed tabular statements of the results of the senior and junior scholarship examinations being appended to this volume at p. p. clxii to clxxxv.

Mr. Thwaytes stated that—

"Calliprosonno Chatterjee, of the Hooghly College, had obtained a sufficient number of marks in Mixed Mathematics, to entitle him to the medal presented to the College by Sir Herbert Maddock."

The medal was accordingly awarded to him.

The following is the Reverend K. M. Banerjea's report on the Vernacular Essays:

"My opinion of the Essays will appear from the numbers attached to them. I will only add that I have in some cases given lower numbers than would be otherwise obtained, because of the essayists needlessly making use of grossly indelicate phrases in Sanscrit by way of rhetorical ornament, such as they would never dare to translate in plain Bengali in any decent society. I think such vicious taste should be discouraged."

Mr. Kerr reported that—

"The answers of the Hindu College in Literature appear to be superior this year to those of the other Colleges. The answers of Rajinder Nauth Mitter are remarkably good, and not less so those of Omesh Chunder Dutt, both of the Hindu College.

"It may be remarked generally that the students of the Hindu College write more correctly and with more fluency and freedom than the students of any of the other Colleges, arising, it may be, from local circumstances in their favor, such as the large English population of Calcutta, which makes English almost the Vernacular language of the place.

"The best Essays are those written by Mohendro Laul Shome of the Hindu College, and Isser Chunder Dass of the Hooghly College. As the subject of the Essays possesses local interest, and as it may be not uninteresting to some, both in this country and in England, to know the opinions of intelligent young natives of India on such a question, I beg to recommend that both of their Essays, which are nearly of equal merit, should be printed in the annual report. The papers of Rajinder Nauth Mitter in Literature, and the forenoon paper in Literature of Omes Chunder Dutt, and the afternoon paper of Mooraly Dhur Sen may also be printed, if the Council deem them worthy of it.

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"The replies of the Hooghly College in Literature, are not sufficiently full and complete. A fuller development is, in most instances, required.

"The lines

"But look, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hill,"

are by some of the best pupils rendered into 'Look now it is morning,' which though in a manner correct, is evidently too concise and naked. The passage is stript of all its beauty and turned literally into 'plain prose.'

"Another remark which may be made, with reference to the Hooghly College, is, that there is no evidence of that decided advance in the senior scholars Cally Prossonno Chatterjee and Isser Chunder Dass, which might be expected from another year's devotion to study. The examiner is strongly inclined to think that six years is too long a period to retain a senior scholarship, and that four years, which he believes is the usual period at home, is long enough. If held for a longer period, the student is apt to relax in his diligence.

"Omes Chunder Dass, of the Dacca College, appears to have fallen off much in Literature since last year. His proficiency was then represented by the number 40, now by 27. The chief fault I found with his paper is its diffuseness. The writer wanders from the point, and says much that shows talent and is instructive, but which has no clear connection with the question. Thus in reply to the first question in Literature, simply requiring an explanation of the words 'and our vain blows malicious mockery,' he goes out of his way to take notice of the popular belief, that only 'a scholar' who knew Latin could speak to a ghost with any hope of receiving a reply. He expatiates upon this for two pages, and at the third page, comes back to the question.

"An error more or less observable in all the Colleges is, that of extracting paragraphs from books, quoted from memory, with more or less exactness, and dove-tailed into the answer without acknowledgment. An example or two may be given. Callychurn Chatterjee, in replying to the third question of the afternoon paper in Literature, says, 'here we have to carry on, along with the logical process expressed in words, another process of a far more difficult nature, that of fixing the attention upon the objects which the words we employ signify.' This is taken verbatim from Dugald Stewart. Another example may be given of a vice so common, and which perhaps is natural to young men composing in a foreign language. One of the candidates commences his

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Essay thus, 'Man, considered in himself, is a very miserable being. When we consider him only in regard to his physical constitution, he seems to be in all respects inferior to all other denizens. He is beset with dangers of all kinds and casualties which he cannot foresee and cannot prevent even if he had foreseen them. When we take into consideration the absolute helplessness of his childhood, and the imbecility of his old age, we pronounce him to be the most miserable creature in existence, &c.' This is copied almost verbatim from Herschel's beautiful discourse on the study of Natural Philosophy."

Mr. Jones, the examiner in Mental Philosophy, reported as follows:

"The answers of Mohendro Laul Shome, of the Hindu College, appear to me to be the best, both as respects style and matter, and I beg to recommend their being published.

"Many of the answers to the questions in Abercrombie's Mental Philosophy are likewise very good. The answers of the following students are among the best.

Mooraly Dhur Sen,...	Hindu College.
Warris Alli, ...	Hooghly College.
Mohiny Mohun Roy, ...	Kishnaghur College.
Thos. Kallonas, ...	Dacca College.

"I must remark, however, that several of the papers from Dacca are disfigured by bad handwriting and bad spelling."

Scholarships Gained and Retained.

The following is a list of the scholarships gained and retained in the different Institutions, placed in the order of seniority of the Colleges:

Hindu College.

SENIOR.

First Class.

Sreenath Das, (2nd year,)	377·6	Retain their senior scholarships of 40 Rs.
Mohendro Laul Shome, (1st year,) ...	365·7	
Mudhusudan Chatterjee, (1st year,) ...	290·8	
Jadub Chunder Ghose, (1st year,) ...	258	Promoted to 40 Rs.

Third Class.

Radha Gobind Dass, (1st year,) ...	364	Retains his senior scholarship of 30 Rs.

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Rajendernath Mitter, (1st year,) ...	362·5	Promoted to 30 Rs.
Nobokisto Mookerjee, (1st year,) ...	354·5	
Bromomohun Mullick, (1st year,) ...	326·9	Gains Rajah of Burdwan's scholarship of 28 Rs.
Protab Narayen Singh, (1st year,) ...	320·2	Retains Tagore family scholarship of 22 Rs.
Tarracknath Mullick, (1st year,) ...	311·1	Promoted to Bird scholarship of 20 Rs.
Tacoorchurn Sen, (1st year,)	290·8	Gains Goopee Mohun Deb's scholarship of 18 Rs.
Joykisto Chunder, (1st year,)	274·4	Gains Ryan scholarship of 16 Rs.
Bolli Chand Gupta, (1st year,) ...	264	Gains Gunganarain's scholarship of 12 Rs.
Omesh Chunder Ghose, (1st year,) ...	241·6	Gain free tickets.
Judunath Mitter, (1st year,)	221	

Fourth Class.

Mohenderlall Sirkar, (1st year,) ...	280·9	Retains his junior scholarship.
Taracnath Sen, (1st year,)	278	Gain senior scholarships.
Dinnobundhoo Mitter, (1st year,) ...	276·6	
Dinnonath Mitter, (1st year,)	273·4	
Sreenauth Acharjea, (1st year,) ...	273	
Hurrokisto Dutt, (1st year,)	270·4	Retain their junior scholarships.
Doorga Churn Sen,...	264·7	
Ashootoss Dhur,...	264·4	
Kedarnath Bose, ...	257	Gain junior scholarships.
Gopal Chunder Mitter, ...	251·2	
Gopal Lal Bysack, ...	250·2	
Benack Chunder Chatterjee, ...	235·2	Gain free cards.
Nobo Gopal Ghose, ...	232·5	
Mooraly Dhur Sen, ...	232	
Sama Churn Chowdhry,...	224·3	

JUNIOR.

Beer Chunder Mitter, ...	240·50	Gain junior scholarships.
Bholanath Paul, ...	195·75	
Nobin Chunder Sen, ...	194·70	Gain free cards.
Herambo Chunder Chowdry, ...	224·75	
Toolseedas Dutt,...	184·75	
Omesh Chunder Banerjee, ...	165	
Romanath Bose, ...	187·25	

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Obhoy Churn Mookerjee, ...	188·50	Gain free cards.
Raj Coomar Chowdhry, ...	178	
Soorjee Comar Sen, ...	174·25	
Dwarkanath Ghose, ...	167·50	
Joykisto Bose, ...	157·25	
Cassiprosno Mitter, ...	156	

Branch School.

Toolsee Doss Seal, ...	205·25	Gains a free ticket.
Suddanund Banerjee, ...	182·25	Gain junior scholarships.
Chunder Kant Sen, ...	176·75	
Rambromo Chuckerbutty, ...	176·50	
Tincowry Ghose, ...	174·75	
Debendrodeb Doss, ...	169·75	Gains a free card.

Howrah School.

Dwarkanauth Chuckerbutty, ...	190	Retains his junior scholarship.

Hooghly College.

Senior.

First Class.

Callyprosunno Chatterjee, ...	352·6	Resigned his senior scholarship.
Isser Chunder Doss, ...	349·4	Retains 40 Rs.
Prankisto Ghose, ...	320·8	Resigned his senior scholarship.
Womesh Chunder Banerjee, ...	262·1	Promoted to a senior schp. of 40 Rs.

Second Class.

Dwarkanath Mitter, ...	367	Promoted from 30 to 40 Rs.
Poorno Chunder Shome, ...	353	
Kedarnath Dutt, ...	314·2	

Third Class.

Prosunno Coomar Mozumdar, ...	287·2	Gain senior scholarships of 30 Rs.
Nobin Chunder Ghose, ...	283·9	
Nobin Chunder Ghose, ...	283·9	Gains Rani Katiani's scholarship.

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Takoordas Rukhit,	... ...	257·7	Gains a free ticket.
Shib Chunder Shome,	... ...	232·7	Retains his free ticket.
Omertololl Ghose,	... ...	231·6	Gains a free ticket.
Gopal Chunder Goopto,	... ...	228·9	Retains his free ticket.
Anund Chunder Mullick,	... ...	227·3	Gains a free ticket.

Fourth Class.

Wooma Churn Holdar,	... ...	295·1	Promoted to senior schp. 30 Rs.
Neel Chunder Banerjee,	... ...	281	
Waris Ali, ...	... ...	277·9	Gain junior scholarships.
Shama Churn Ghose, ...	... ...	276·5	
Khetter Mohun Mookerjee,	... ...	256·6	
Pitamber Mookerjee, ...	... ...	250	

JUNIOR.

Banee Madub Barral, (Branch School,)		211·25	Retains Branch School scholarship of 8 Rs.
Kally Doss Mookerjee,	... ...	203·75	Gain junior scholarships of 8 Rs. each.
Mohendro Nath Bose,	... ...	203·50	
Judoo Nauth Ghose, (junior,)	... ...	196	
Kethernath Bose,	... ...	194	
Bhuggoban Chunder Dutt,	... ...	190·25	
Chundy Churn Banerjee,	... ...	182·75	
Mudun Gopal Dutt,	... ...	177·75	
Sib Chunder Roy,	... ...	176·25	
Bepinbehary Bose,	... ...	175·50	
Womesh Chunder Ghose,	... ...	175·50	
Lukhun Chunder Paul, (Baraset School,)		171·50	To be considered as free scholars.
Mooktaram Ghose, (Baraset School,)	...	170·75	

Hooghly Branch School.

Rajendro Mullick,	... ...	182·25	Gains Branch School scholarship 8 Rs.

Barrackpore School.

Kosai Nath Ghose,	... ...	152	Gains a free ticket.

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Midnapore School.

Shama Churn Doss,	...	154·25	Gain free tickets.
Judu Nath Misree,	...	152	

Patna School.

F. C. Manual,	...	175·25	Gains a scholarship.

Baraset School.

Hurry Nath Bhattacharjee,	...	189·75	Gain free tickets.
Bashdeb Bhattacharjee,	...	185·25	
Tarini Churn Dutt,	...	170·25	Gains a junior scholarship.
Roy Churn Ghosal,	...	166·75	Gain free tickets.
Gopal Chunder Sircar,	...	155·20	

Dacca College.

Senior.

First Class.

Bhugwan Chunder Bose,	...	326·3	Gains a free ticket.

Second Class.

Koilas Chunder Ghose,	...	279·7	Retains his senior scholarship. Promoted to 40 Rs.
Ramkomul Saha,	...	246·8	Gain free tickets.
Ram Chunder Ghose,	...	218	
Oma Churn Dass,	...	215·4	

Third Class.

Sreenath Banerjee,	...	288·7	Gain senior schps. of 30 Rs. each.
Unnoda Churn Kistagree,	...	261·7	
Nilcomul Roy,	...	247·4	Gain free tickets.
Carrapiet Stephen,	...	214·4	

Fourth Class.

Thomas Kallonas,	...	296·3	Retains his junior scholarship.
Omakant Ghose,	...	241·8	Gain free tickets.
Nundololl Sein,	...	228·6	
Radha Churn Dey, (1st year's,)	...	218·5	Gains a free ticket.

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JUNIOR.

Rammohun Dutt, ...	196·7	Gain junior scholarships.
Ishan Chunder Surma, ...	188·25	
Dinnobundu Mullick, ...	187·75	
Bhugwan Chunder Chuckerbutty, ...	186	
Kallykant Nundee, ...	180	
Kisto Kissore Roy, ...	172·75	Gain free tickets.
Annund Mohun Doss, ...	172·25	
Bhoobun Mohun Raha, ...	169·7	
Kassee Chunder Mookerjee, ...	163·25	
Chunder Kant Seal, ...	161	

Chittagong School.

Surruth Chunder Kistagree, ...	166·50	Gain free tickets.
Shoshi Coomar Paul, ...	154·75	
Abdool Luteef, ...	154·50	

Commillah School.

Anund Chunder Sen, ...	188·75	Gains a free ticket.
Surrut Chunder Doss, ...	178·5	Gain junior scholarships.
Sree Nath Roy, ...	160·95	
Treepoorah Churn Doss,.	159·75	Gain free tickets.
Tarinipersaud Roy, ...	159·75	
Obhoy Churn Doss, ...	159	
Bharut Chunder Doss, ...	155·70	
Nicholas Joachim, ...	155	Gain junior scholarships.
Nilcomul Surma, ...	151·50	

Sylhet School.

Cally Coomar Gooho, ...	164·45	Gain junior scholarships.
Gobindpersaud Chuckerbutty, ...	150·50	

Bauleah School.

Hurryhur Mookerjee, ...	186	Gain free tickets.
Gour Soondur Sing, ...	165·45	

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Kishnaghur College.

Senior.

First Class.

Nilmoney Gangooly,	...	...	297·2	Retains his senior scholarship.
Sreenath Sen,	...	...	229·4	Gains a schp. of 8 Rs.

Third Class.

Soshibhoosun Bhadoory,	...	...	331	Retains a senior schp. of 30 Rs.
Brojonath Mookerjee,	...	...	315·4	Gains a scholarship of 8 Rs.

Fourth Class.

Mohiny Mohun Roy,	...	...	344·1	Retain their junior scholarships.
Cally Churn Ghose,	...	...	260·6	
Haran Chunder Moity, ...	...	...	193·7	Gains a scholarship of 8 Rs.

Junior.

Hurry Mohun Chatterjee,	...	...	198·25	Gains a free ticket.
Juggobundo Mookerjee,	...	...	185	Gains a junior scholarship.
Manick Chunder Roy,	...	...	184·75	Gain free tickets.
Bhoobun Mohun Dutt,	...	...	182·25	
Brojololl Mitter,	...	...	176	
Burrodakant Moozoondar,	...	...	174·25	

Bancoorah School.

Hurri Churn Doss,	...	...	176·75	Gain junior scholarships.
Jadu Nath Roy,	...	...	170	
Romes Chunder Chatterjee,	...	...	168·25	
Poornanund Mookerjee,	...	...	163·70	

Burdwan School.

Gurudyal Sing,	...	...	208·75	Gain junior scholarships.
Madub Chunder Chatterjee,	...	...	196·30	
Motiloll Chowdhry,	...	...	158	

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Standard for 1852.

The undermentioned subjects have been selected for the senior and junior English scholarship Standard of examination for 1852:

Senior Scholarships.

FIRST CLASS.

Literature.

Prose.—Johnson's Rambler.

Poetry.—Shakspeare's Macbeth.

History.—Guizot's History of the English Revolution, (European Library Edition.)

Hallam's Constitutional History of England, from the Accession of Charles I. to the Restoration of Charles II.

Mental Philosophy.—Stewart's Elements of the Philosophy of the Human Mind, Part 1st.

Political Economy.—Jones on Rent.

Mathematics.

Differential and Integral Calculus.

Optics, (as in Potter.)

Astronomy, (as in Brinkley.)

SECOND CLASS.

Literature.

Same as 1st Class, with the exception of Hallam and Jones.

Mathematics.

Newton's Principia, (as in Goodwyn or Evans.)

Doctrine of Limits and Elements of Differential and Integral Calculus.

Analytical Geometry and Spherical Trigonometry.

Hydrostatics, (as in Webster.)

THIRD CLASS.

Literature.

Prose.—Johnson's Rambler.

Poetry.—Richardson's Selections from Thomson.

History.—Elphinstone's History of India, Vol. II. to the end of Book IX.

Mental Philosophy.—Abercrombie's Moral Feelings.

———— Intellectual Powers, Part V.

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MATHEMATICS.

Conic Sections, (as in Goodwyn.)
Theory of Algebraical Equations.
Mechanics, (as in Potter and Snowball.)

FOURTH CLASS.

LITERATURE.

Prose.—Selections from Goldsmith's Essays, (Calcutta Edition.)
Poetry.—Richardson's Selections from Thomson.
History.—Elphinstone's History of India, Vol. II. to the end of Book IX.
Mental Philosophy.—Abercrombie's Moral Feelings.
———— Intellectual Powers, Part V.

MATHEMATICS.

Euclid, Algebra, Plane Trigonometry.

Junior Scholarships.

LITERATURE.

Prose.—Moral Tales, (Encyclopædia Bengalensis, No. X.
Poetry.—Selections from Pope, Prior and Akenside, Poetical Reader, No. III., Part II., (last edition.)
History.—Keightley's History of England.
Grammar.—Crombie's Etymology and Syntax, Part III.
Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.
Algebra, to the end of Simple Equations.
Arithmetic and Elements of the Theory of Numbers.

BENGALI.

Isser Chunder Surma's Betal Punchabinsatee, (2nd Edition.)
Bengali Grammar.

Committee of Examination of Candidates for employment in the Education Department.

The Examining Committee met four times during the past year. Thirteen candidates presented themselves for examination before the Committee, of whom only two obtained the 4th class certificates: the rest failing to pass creditably in the Bengali examination, were not deemed entitled to any certificates.

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Appointment of a Principal to the Sanscrit College.

There has been no change in the organization, system of instruction, or establishments of the institutions under the control of the Council, with the exception of the Sanscrit College. It was found necessary to place this in the same position as all other Colleges, by the appointment of a Principal, able to devote the whole of his time to its superintendence, and himself capable of taking part in the professorial duties of the advanced classes. This caused the resignation of the late Secretary, Babu Russomoy Dutt, whose judicial functions rendered it impossible for him to occupy the newly-created office.

The best thanks of the Council were deemed due to Babu Russomoy Dutt for the zealous and efficient manner in which he had for many years discharged the duty of Secretary.

Pundit Eshwar Chunder Bidyasagur, late Assistant Secretary to the College, and Sheristadar of the College of Fort William, was placed at the head of the Institution, in which he has introduced several important and valuable changes, such as cannot fail to raise this seat of Hindu learning in public estimation, and to place it on the efficient footing required by the general advance of education in the Bengal Presidency.

His able and detailed view of the subject is contained in the special report of the Sanscrit College.

Donations.

The Council have again been largely indebted to the residents and officers at Dacca for very liberal contributions to the prize allowance of the College. The particulars of the donations with their amounts are mentioned in the report of the Dacca College.

Sir Herbert Maddock's gold medal for proficiency in mixed mathematics was awarded to Callyprosunno Chatterjee of the Hooghly College, and Mr. David Money's medal for the best English essay to Issurchunder Doss of the same Institution. The best thanks of the Council were tendered to

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the gentlemen above-named, for the encouragement afforded by their prizes to the Institutions mentioned.

State of the Education Funds.

At page 35 of our last annual report, it was intimated that reductions had been made in the expenditure of the education department, with a view to bring its disbursements within its income. Certain steps had then been taken to effect that object, which has since been accomplished.

Conduct of Masters.

The conduct of the officers of the education department generally has been satisfactory during the past session. The discipline of the various Institutions has been maintained upon an efficient footing, except in the case of the Calcutta Mudrissa, into which a system of laxity of very old standing had crept, until it became detrimental to its efficiency as a school of learning. An attempt made to remove some of the objectionable features of the old system, and to change a part of the plan of instruction, was resisted by the students. The circumstances connected with the breach of discipline were carefully investigated, and the ringleaders punished. The Principal has been requested to report upon the remodelling of the College, and the means of placing it in the position demanded by the present state of education in Calcutta. The measures that may require to be adopted will be contained in our future reports.

Council's List.

Three candidates presented themselves for examination, in accordance with the provisions required by the General Order of the 10th October 1844. They were all placed in the first class of the Council's list, in the following order of merit, viz.:

Sree Nath Das, ...	*Hindu College.*
Kally Prosunno Chatterjee, ...	*Hooghly College.*
Madusudun Chatterjee, ...	*Hindu College.*

A general review of the proceedings of the past session shows that, irrespective of the Vernacular Schools, there were

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in the government institutions of Bengal nearly 10,000 pupils, of whom 102 were Christians, 1,314 Moohummudans, 7,403 Hindus, and 565 of other persuasions, chiefly Bhuddhists, Coles, Hill boys, and two Jews. The languages studied were English, Bengali, Urdu, Hindui, Oorya, Sanscrit, Arabic, Persian, and Burmese.

The amount of schooling fees realized was Co.'s Rs. 72,916, against 69,665 of the preceding year. The number of pupils receiving a gratuitous education was 3,172, in addition to 188 scholarship-holders and twenty-four free scholars, who are exempted from schooling charges.

Special Reports and Appendix.

Appended to this brief general statement are the special reports of the various institutions in Bengal connected with education. The appendix contains the usual detailed statistical and other information necessary to the complete understanding of the exact state and working of the department.

We trust that our labours during the period under review will meet with your Lordship's approval.

We have the honor to be,
My Lord,
Your Lordship's most obedt. and humble Servants,

J. W. COLVILE, *President.*
FRED. J. HALLIDAY,
C. BEADON,
J. GRANT,
J. FORSYTH,
RUSSOMOY DUTT,
RAMGOPAUL GHOSE,
AUSHOTOSH DEB, } *Members.*
FRED. J. MOUAT, M. D., *Secretary.*

COUNCIL OF EDUCATION,
March 31, 1852.

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SPECIAL REPORTS

OF

COLLEGES AND SCHOOLS.

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Calcutta Mudrissa.

SEVENTIETH YEAR.

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Dr. A. Sprenger, ...	*Principal*,....	300	7th Nov. 1850.
Moulavee Sudeedood-Deen Khan,	*Ameen*, ...	225	25th March 1851.
,, Moohummud Wujeeh,	*Head Moulavee*, ...	300	8th April 1824.
,, Moohummud Bushee-rood-Deen, ...	*Second Professor*, ...	125	23rd April 1825.
,, Noorool Huq, ...	*Third Professor*, ...	100	1st March 1827.
,, Moohummud Illahadad,	*Officiating Fourth Professor*,..	90	1st June 1851.
,, Khadim Hossain, ...	*First Assistant Professor*, ...	60	5th Feb. 1838.
,, Ujeeb Uhmud, ...	*Second Assistant Professor*, ..	50	19th Oct. 1844.
,, Basheedoon Nubee, ..	*Third Assistant Professor*,....	40	1st Jan. 1845.
,, Jowud Ulee, ...	*Fourth Assistant Professor*, ..	35	11th June 1845.
Mr. J. Jones, ...	*Head Writer*, ...	40	13th Jan. 1847.
Meer Ujeeb Uhmud,....	*Librarian*, ...	35	5th Sept. 1831.
Gholam Nubee, ...	*Nazir*, ...	16	1st April 1851.
Anglo-Arabic Department.			
Mr. W. Lawler, ...	*Master*, ...	100	27th March 1849.
English Department.			
Mr. J. E. Clinger, ...	*Head Master*, ...	150	20th Dec. 1846.
Babu Chooneelal Goopto, ...	*Second Master*, ...	50	18th Oct. 1849.
Deen Moohummud, ...	*Third Master*, ...	30	10th Nov. 1847.
Mooktaram Pundit, ...	*Bengali Master*, ...	40	29th June 1843.
Mr. J. Jones, ...	*Librarian*,....	20	8th Dec. 1846.
Babu Coonjebeharee Chatterjee,..	*Sub-Assistant Surgeon*, ...	25	1st Jan. 1848.
Servants, ...	....	18	

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Local Receipts and Disbursements of the Mudrissa College

Resources of Annual Income.											
Separate Fund.			Assignment from Parliamentary Grant.			Schooling fees English Department.			Total.		
32000	0	0	0	0	0	519	8	0	32519	8	0
						Total, Co.'s Rs.,			32519	8	0

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from the 1st October 1850 to the 30th September 1851.

Nature of Charges.	Actual Charges for 1850-51.					
	Items.			Total.		
Arabic Department.						
Principal, ...	300	0	0	3600	0	0
Officiating Ameen and Ameen,...	0	0	0	1978	3	6
Head Mouluvee, ...	300	0	0	3600	0	0
3 Professors and 4 Assistant Professors, ...	0	0	0	5601	10	0
1 Professor of Govt. Regulations,	125	0	0	1187	8	0
1 Librarian, ...	35	0	0	420	0	0
1 Writer, ...	40	0	0	480	0	0
1 Officiating Khuteeb, ...	12	8	0	72	2	10
1 Officiating Nazir and Nazir, ...	0	0	0	144	0	0
17 Servants, ...	83	0	0	996	0	0
28 Scholarshipholders, ...	0	0	0	3,654	9	7
Contingent charges, ...	0	0	0	294	13	0
4 Glass windows and one door for Principal's Room,...	0	0	0	110	7	10
Prizes,...	12	8	0	150	0	0
Anglo-Arabic Department.						
1 Master, ...	100	0	0	1200	0	0
Contingent charges, ...	0	0	0	69	14	0
English Department.						
Head Master, ...	150	0	0	1800	0	0
Second Master, ...	50	0	0	600	0	0
Third Master, ...	30	0	0	360	0	0
Bengali Master, ...	40	0	0	480	0	0
Librarian, ...	20	0	0	240	0	0
Sub-Assistant Surgeon, ...	25	0	0	300	0	0
Servants, ...	18	0	0	216	0	0
Contingent, ...	0	0	0	389	1	6
Prizes, ...	12	8	0	150	0	0
1 Mat for the Third Master's room,	0	0	0	30	0	0
Balance in favor of the Mudrissa College, ...	0	0	0	4395	1	9
Total, Co.'s Rs., ...	.....	...	...	32519	8	0

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Changes. Among the changes which have taken place in staff of the Calcutta Mudrissa, is the assumption of his office of Principal by Dr. A. Sprenger, on the 7th November 1850.

The office of Ameen, which had been vacant ever since the death of Hafiz Ahmud Kubeer, who died at Rampore on the 3rd September 1849, was first offered to Mouluvee Mamlook-ul Alee, first Professor of Arabic in the Delhie College, but owing to his age and infirmity he declined it. Upon this the Professors of the Calcutta Mudrissa renewed their claims to the vacant post, on the ground that in other branches of the service officers were promoted by seniority, and they intimated that they should consider it a supersession of their rights if a stranger were raised to the office of Ameen. The Council of Education decided that the candidates should be examined, and that he who had passed the best examination, should be appointed. The best answers in the examination were those of Mouluvee Alee Akbur, who had assisted Dr. A. Sprenger in making a catalogue of the Lucknow library, but owing to his youth, and want of experience, he was not selected for the post, and he has since been appointed head Mouluvee of the Agra College. The Ameenship of the Calcutta Mudrissa was conferred on Mouluvee Sudeedooddeen Khan, who was second in success in the examination, and has spent his life in teaching, and had earned the approbation of his superiors whilst head Mouluvee at Agra.

Death has deprived the Mudrissa of the services of Mouluvee Abdoor Ruheem, who had of late years filled the chair of teacher of Government Regulations. He died at an advanced age on the 30th July 1851, after long and faithful service.

Mouluvee Rusheedoon Nubee, third assistant Professor, was compelled by ill-health to visit his home, and he was eight months absent on that account. His duties were performed during his absence by the fourth assistant Professor, who was re-placed by Mouluvee Abdool Ghunee, one of the most distinguished pupils of this Institution.

During the past session certain irregularities occurred in the Mudrissa, which for a short time interfered with the duties of the Institution. It is not deemed necessary to detail the occurrences referred to; the differences have been adjusted, and the College is now in a more healthy and efficient state than it has been for some years past.

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General Examination.

The general examination, which is usually held before Ramazan, was this year dispensed with in the Oriental department, because the pupils had been admitted only a short time previously, but it was held in the English and Anglo-Arabic departments by Mr. Woodrow, M. A. The report of the examiner is not very favorable, and there is no prospect of improvement with the present staff of teachers, which is quite insufficient.

In April last, the pupils of the English department applied to be permitted to study Persian and Arabic along with English. This application, and the plan of study in future to be followed in the Mudrissa, is still under the consideration of the Council of Education.

Mr. R. C. Raikes, magistrate of Mymensing, had the kindness to point out to the Principal the necessity of the pupils who wish to find employment knowing how to read and write Bengali, and he promised that if the Principal would send a pupil who was well versed in Bengali he would give him employment on trial. He further had the kindness to send to the Principal, on his application, copies of cases and other Bengali papers in use in public offices to enable the pupils to practise deciphering such documents. The Principal has also to thank for similar papers the magistrate of Hooghly; seeing the importance of the study of the Bengali language, the pupils showed much anxiety to acquire it, and in a short time the number rose from 22 to 49.

A great stimulus to the study of the Moohummudan Law has been given by the Sudder Dewani, Mr. B. J. Colvin, the register of that court, having applied to the Principal for a well-qualified Mouluvee for the office of Law Officer at Sarun. The person recommended for the office was Azharool Hak, a pupil of the Hooghly College, and it is gratifying to hear that he is giving satisfaction to his superiors, particularly as the Judge of Sarun is himself well-versed in Moohummudan Law, and therefore fully capable of judging of his merit.

State of the Libraries.

The books of both the English and Oriental libraries are in good condition, but the English library is infested with white ants, and it is very likely that, some time or other, notwithstanding the vigilance of the librarian, the books will suffer from these insects, unless suitable means are sanctioned for their better preservation.

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State of the College Buildings.

The two wings of the building are in a very bad state; though the roof of the examination hall was repaired only eighteen months ago, it is likely that it will soon come down again, the beams being infested with white ants. The roof of the eastern wing is leaky. The central building is in tolerably good repair.

Report of the Examination of the English and Anglo-Arabic Departments.

The following is Principal Woodrow's report on the English and Anglo-Arabic departments:

"At the request of the Secretary of the Council of Education, I examined the first three classes of the English and Anglo-Arabic departments of the Mudrissa in English literature and mathematics. The report of the examination in 1849-50 prevented me from holding any high expectations of the proficiency of the scholars; while the fact, which was repeatedly represented to me by the masters, that the prescribed course of study had been pursued for only three months, necessarily limited the amount prepared for examination. Being thus carefully forewarned of the state of the studies, both in quantity and quality, I was on the whole gratified with the result.

"The examination was held from half-past six to half-past ten o'clock daily on the Tuesday, Wednesday, Thursday and Saturday preceding the Ramazan.

English Department.

"This department consists of forty-five students and is instructed by Mr. Clinger, assisted by Babu Chooneelal Goopto and Moonshee Deen Moohummud.

First Class.—"This class consisting of four students was not examined, as they were preparing for the scholarship examination in September.

Second Class.—"This class contains three students and is instructed by Mr. Clinger.

"The course of study comprehends:—One book of Pope's Homer, Pinnock's Catechism of the History of Greece as far as Alexander the Great,—English Grammar,—Geography, general questions of the four quarters and the rudiments of the use of the Globes—Euclid Book I.—Arithmetic as far as fractions. They read fairly, but with the usual native pronunciation; were faulty in explaining words and phrases, *e. g.*, they did not know the meaning of 'ambush,' 'courser,' 'tumultuous throng,' &c.; were accurate in *vivâ voce* spelling, but I forgot to try writing at dictation, which in other classes was found a much better test of orthography. In Grammar they acquitted themselves well. In Geography badly—in History they were ignorant of the dates, imperfect in the events, but knew the positions of the most important places. In Euclid Book I. all failed in the 7th and 24th Propositions; but did the 16th and 47th tolerably. In Arithmetic all were ignorant of fractions and did not work the other questions in a good style. In a question in reduction, I was amused by two of them using the Mahometan divisions of a year; but gave them full marks.

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"The three students were so very nearly equal, that I am unable to select any one as the best, and suggest that the decision be left to Mr. Clinger, the master of the class.

Third Class.—"This class, consisting of 11 students, of whom three were absent, is under Babu Chooneelal Goopto, and was examined in the Azimghur Reader pages 1 to 34; Lennie's Grammar pages 1 to 17; Clift's Geography, the chapter on Asia; and the first four rules of Arithmetic.

"The boys could not read well, but were singularly good in *vivâ voce* spelling and the meaning of words—they did not answer well in Grammar nor in Geography. In the latter I was surprised to find that they knew the position of places on a large map which they used in the class, but were unable to point them out on a small but good map in Arrowsmith's atlas. In arithmetic two did nearly all the questions correctly and three failed completely.

"I consider Bugloor Ruhman, Abdoor Ruhman and Abdoollah the three best.

"The remaining classes in the department were examined by Dr. Sprenger, as Urdu was the principal means of communication. I believe that the third class would have done better had I been able to put the questions in that language.

Anglo-Arabic Department.

"This department contains ninety students, and is entirely under the instruction of Mr. Lawler. The course of study ranges from the alphabet to such subjects as Goldsmith, Watts, Euclid, &c. It is physically impossible that one teacher can do justice to ninety boys differing so widely in their attainments. The Principal, Dr. Sprenger, is fully aware of the fact, and regrets its necessity, but the means of remedy are not in his own hands. In spite of these serious disadvantages, the classes passed a fair examination, which is due, as I am requested to state, to the extra instruction given by Mr. Lawler at his own house and to the gratuitous assistance of Gholam Surwur, the senior scholar in this as well as in the Arabic department.

First Class.—"This class consists of three students, of whom two were absent on leave. The third, Gholam Surwur, labours under many disadvantages. His attention has been devoted to other studies: to Arabic, in which he is the senior scholar in the College; to the subjects for the junior scholarship examination for which he is a candidate; and to the instruction of the junior classes, in which he kindly assists Mr. Lawler. The subjects of the examination were Watts' Improvement of the Mind, vol. I.; Goldsmith's Deserted Village and Traveller; the History of Rome to the defeat of Brennus; Geography; Euclid, 1st four books; Arithmetic as far as decimal fractions and the extraction of the square root.

"Gholam Surwur had used Watts simply as a reading-book, and could answer no questions on the subject; understood Goldsmith tolerably, though puzzled by such expressions as 'shouldered his crutch'; read with a strong native accent; could spell correctly; in Roman history answered questions on the reigns of the kings well, but beyond that æra imperfectly; in Geography answered tolerably; in Euclid wrote out correctly five from a paper of seven questions, the mistakes being in Euclid II. 13, and in finding the angle of a hexagon by the corollary of Euclid I. 32. His style of writing was bad. In Arithmetic he answered correctly eight questions out of nine.

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Second Class.—" This class contains eleven boys, five of whom had been admitted only six weeks before the examination, and were consequently inferior in some of the subjects, especially Arithmetic.

" The work prepared was:

" The No. 4 Prose Reader, chapters 2nd and 3rd; Gay, the Introduction and six fables; Lennie's Grammar to the end of syntax; Geography, the situation of places in Europe and Asia; Arithmetic as far as division of decimals and the extraction of square roots.

" The majority read with a native pronunciation, but otherwise well; explained fairly various passages; could spell correctly every word in the chapters prepared for examination, but failed, with three exceptions, in writing at dictation a piece taken from another part of the book. The Arithmetic of the older division was good, more than three quarters of the marks in a paper of sixteen questions being obtained by every one; the other division could do hardly anything; the style of writing out was bad. The Geography was done better than Grammar, but neither very well except by Munzoor Ahmed. I select as the three best students

" Munzoor Ahmed, Kasim Ali, and Abdoor Ruhman.

Third Class.—" This class consists of ten students, who had been admitted only six weeks before the examination, and consequently had prepared but little. The subjects were: Prose Reader No. 3. Twenty-five of Æsop's Fables; Lennie's Grammar to the end of adjective pronouns; Arithmetic to compound addition; writing at dictation.

" The principal defect in reading was the pronunciation; they understood and explained their respective pieces, fairly—and could spell quite correctly all the words in the appointed portion, but utterly failed, with three exceptions, in dictation. Indeed the difference between the spelling *vivâ voce* and in writing was most remarkable, and shows the necessity of greater practice in the latter, which is undoubtedly the most efficacious manner of teaching the subject. In Arithmetic two did all the questions correctly and four nothing, four did the Grammar well, and the rest did badly. The three best are Abdool Hye, Ahmed and Moula Buksh. The other three divisions were examined by Dr. Sprenger."

English Department. The following is Dr. Sprenger's report on a portion of the English department:

" The examination of those English classes in which the pupils do not know sufficiently English to express themselves in that language was held by me, and I have now the honor to report to you the result.

" The second division of Chooneelal's class contains seven pupils, who, on an average, may be 15 years old; they were prepared to be examined in Reader No. II., Lennie's Grammar, Clift's Geography, and the Elements of Arithmetic, but in each of these books they only knew a few pages. The Council are no doubt acquainted with the trick which is practised in every bad school: for the examination the pupils are drilled in the first pages of the two or three books which are far above their capacity. To counteract it I laid down at Delhie, in the beginning of the year, how much is to be studied during the term, and what the pupils will be examined in. This plan was adopted by the Government and introduced in all the Colleges of the N. W. Provinces. I beg leave to recommend that a similar course be introduced in the Mudrissa.

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"As far as the boys had read they gave a good examination, but none of them knew to write Urdu or Persian and only one or two could write Bengali. No Musalman can aspire to be an educated man who does not know Persian. As to the necessity of learning Bengali, I take the liberty to copy the remarks of Mr. Raikes, magistrate of Mymensing, with which he favored me in a letter dated 28th June 1851.

"'I take this opportunity of bringing to your notice the very little attention apparently paid by the students of the Mudrissa to Bengali, now all important as the language of the Courts. When Moohummud Hossein called on me, I had just received two roobacarries by dâk, which I put into his hands and asked him to read. The first, written in an indistinct running hand, he could not read at all, and the second, written as plainly as print, he could only spell through one word at a time. Were he appointed darogah to-morrow, he would not be able to read one half of the numerous perwannahs he would receive daily from the magistrate, many of them containing orders of the greatest importance. I have told Moohummud Hossein that he must study Bengali for some months before he will be qualified for Government employ.

"'You will excuse my troubling you with these remarks, when I mention that I take a great interest in educated natives, and am anxious to have them as my subordinates. There are now three darogahs in this district ex-students of the Dacca College, well educated and very superior men, but they are all Hindus, and I shall be glad to give the next vacancy to an equally well-qualified Moohummudan.

"'Perhaps, therefore, you will kindly recommend me some young man educated at the Mudrissa, who has no *relations* or *estates* in *this district*, and who can read and write Bengali with facility, and if he behaves well, when in acting appointments, I will promise to provide for him when a vacancy occurs.

"'In conclusion, I would beg you to remind the young men at your College, that if they wish to obtain Government employ they must practise reading and writing Bengali, the language of our Courts.'

3. "Master Deen Moohummud's class contains 24 pupils, average age about 11 years, most of them intelligent and willing to learn. Many of them know the elements of Persian, and all of them are anxious to learn it along with English. Six of these boys had began Reader No. I, the others were still engaged with the Spelling book; their pronunciation is good. I take this opportunity to recommend that instead of the Spelling book which is now in use the one compiled by Dr. Ballantyne be substituted. The Spelling book in use contains a number of words which the pupil is not likely to hear again. I beg leave to enclose Dr. Ballantyne's Primer for your inspection.

"The Anglo-Arabic Department contains in all 90 pupils, most of them young and intelligent. The most advanced pupils were examined by Mr. Woodrow. The others are all newly-admitted boys. This class is therefore still in a state of chaos, and waiting for the orders of the Council to be organized."

The following students are recommended by Dr. Sprenger for prizes:

In Chooneelal's class: Ameeroollah.

In Deen Moohummud's class: Ataoor Ruhman, Moohummud Ali, and Golam Moohummud.

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In the Anglo-Arabic Department.

4th Division: Imdad Ali.
5th Division: Abdool Moogeed.
Good conduct prize to Bahahoodeen.

Bengali Department.

Pundit Dwarkanath Sarma, of the Sanscrit College, examined the Bengali department. The following is his report on the occasion:

"The Bengali department consists of four classes. There are 8 students in the first class, 7 in the second, 4 in the third, and 8 in the last.

"The pupils of the first class study Betal Punchabinshati; those of the second Bengali Ithihash, those of the third Monorunjun Ithihash, and those of the fourth, Shishooshikha, part 2nd.

"The undermentioned are the names of the students I recommend for prizes:

First Class.

1. Abdool Gunnee. | 2. Abdoor Ruheem.
3. Gholam Surver.

Second Class.

1. Noor Zumma. | 2. Ruheem Buksh,

Third Class.

1. Abdool Kurreem. | 2. Attasumar Raza.

Fourth Class.

1. Moohummud Ally. | 2. Moohummud Khan.
3. Abdhool Soohan.

"In conclusion, I beg leave to observe that the result is, upon the whole, satisfactory."

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Hindu College.

SESSION 1850-51.

THIRTY-SIXTH YEAR.

Managing Committee as on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
Maha Raja Mahtab Chand Bahadoor,....	*Member and Hereditary Governor.*
Babu Prosunnocoomar Tagore, ...	*Member and Hereditary Governor.*
C. Beadon, Esq.,...	*Member.*
F. J. Mouat, Esq., ...	*Member and Secy. to the Council of Education.*
Babu Radhamadub Banerjee, ...	*Member.*
„ Russomoy Dutt, ...	*Member and Secretary.*
„ Srikissen Sing, ...	*Member.*
„ Debendranath Tagore, ...	*Member.*
„ Ashootoss Dey, ...	*Member.*

Establishment of the Hindu College as on the 30th Sept. 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
E. Lodge, Esq., ...	*Principal,*	600 0 0	20th Oct. 1849.
V. L. Rees, Esq., ...	*Professor of Mathematics,*	300 0 0	6th Nov. 1835.
J. Rowe, Esq., ...	*Professor of Surveying,*	106 10 6	27th Sept. 1833.
J. Sutcliffe, Esq., ...	*Professor of Natural Philosophy,*	500 0 0	5th June 1847.
	Total, Co.'s Rs.,....	1506 10 6	
Senior Department.			
R. Jones, Esq., ...	*Head Master,*	500 0 0	13th May 1846.
Mr. C. T. Vaughan,..	*Second Master,*..	200 0 0	21st July 1848.
Mr. W. Vining, ...	*Teacher of English Literature,*..	200 0 0	21st July 1848.
Babu Ramchunder Mitter,	*Teacher of Vernacular Literature,*	200 0 0	21st July 1848.
Pitumber Surmono, ...	*First Pundit,*..	35 0 0	9th March 1827.
Gouri Churn Surmono, ...	*Second Pundit,*..	20 0 0	8th Nov. 1844.
	Total, Co.'s Rs.,....	1155 0 0	
Junior Department.			
Mr. T. H. Sturgeon,..	*Second Master,*	175 0 0	22nd March 1844.
Babu Isherchunder Saha, ..	*Third Master,*..	125 0 0	22nd March 1844.
„ Banymadhub Banerjee,	*Fourth Master,*	95 0 0	6th April 1846.
„ Hurrochunder Dutt,..	*Fifth Master,*	95 0 0	22nd March 1844.
„ Gopeekissen Mitter,..	*Sixth Master,*	80 0 0	22nd March 1844.
„ Joygopal Sett, ...	*Seventh Master,*	70 0 0	1st Dec. 1847.
„ Sreenath Bose, ...	*Eighth Master,*	70 0 0	1st Dec. 1847.
„ Bonomally Mitter, ..	*Ninth Master,*	60 0 0	1st Dec. 1847.
„ Gopal Chunder Dutt,	*Tenth Master,*	60 0 0	26th Jan. 1847.
„ Gopalchunder Banerjee, ...	*Eleventh Master,*	50 0 0	9th Jan. 1847.
„ Sama Churn Dutt, ..	*Twelfth Master,*	50 0 0	20th Nov. 1848.
Collydoss Surmono, ...	*First Pundit,*	20 0 0	9th Sept. 1844.
Prosunno Chunder Gupta,...	*Second Pundit,*	20 0 0	26th April 1851.
Luckhinarain Surmono, ...	*Third Pundit,*	20 0 0	1st Aug. 1842.
Bacharam Gupta,...	*Fourth Pundit,*	20 0 0	1st Aug. 1842.
	Total, Co.'s Rs.,....	1010 0 0	

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Office Establishment.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Huromohun Chatterjee,	*Assistant Secy. and Cashier*, ..	125 0 0	24th Oct. 1834.
,, Coonjbehary Chatterjee,	*Sub-Assistant Surgeon*, ...	50 0 0	12th Sept. 1846.
Collydoss Mozumdar, ...	*Librarian*, ...	25 0 0	July 1850.
Three Writers, ...	....	46 0 0	
Two Sircars, ...	....	24 0 0	
Three Peons, ...	....	17 0 0	
Twenty-five Servants, ...	....	145 0 0	
Principal's House Rent, ...	....	140 0 0	
	Total, Co.'s Rs., ...	572 0 0	
	Grand Total, Co.'s Rs.,..	4243 10 6	

Establishment of the Hindu College Pautshala, as on the 30th September 1851.

Khettermohun Dutt, ...	*Superintendent*, ...	40 0 0	1st July 1840.
Huro Chunder Surmono, ..	*First Teacher*, ...	20 0 0	8th Nov. 1844.
Nemy Churn Dey, ...	*Second Teacher*, ...	16 0 0	8th Nov. 1844.
Bissonath Gupta, ...	*Third Teacher*, ...	15 0 0	8th Nov. 1844.
Treepoorary Gupta, ...	*Fourth Teacher*, ...	10 0 0	23rd Dec. 1849.
Huronath Surmono, ...	*Fifth Teacher*, ...	10 0 0	14th Nov. 1848.
Radhanath Surmono, ...	*Sixth Teacher*, ...	8 0 0	14th Nov. 1848.
Dinnonath Surmono, ...	*Seventh Teacher*, ...	8 0 0	14th Nov. 1848.
Eight Servants, ...	....	35 0 0	
	Total, Co.'s Rs.,....	162 0 0	

Establishment of the Hindu College Branch School as on the 30th September 1851.

Mr. W. J. Twentyman, ...	*Head Master*, ...	150 0 0	1st Jan. 1848.
Babu Greesh Chunder Dey, ..	*Second Master*, ...	60 0 0	1st Jan. 1848.
,, Nilmony Chuckerbutty,	*Third Master*, ...	60 0 0	30th Aug. 1851.
,, Chundermohun Tagore,	*Fourth Master*, ...	45 0 0	30th Aug. 1851.
,, Nund Lal Dutt, ...	*Fifth Master*, ...	45 0 0	3rd Jan. 1848.
,, Brojo Lal Mitter, ...	*Sixth Master*, ...	35 0 0	14th Nov. 1848.
,, Radhikapersad Goopto,	*Seventh Master*, ...	35 0 0	14th Nov. 1848.
,, Judoonath Saha, ...	*Eighth Master*, ...	20 0 0	14th Nov. 1848.
,, Chundy Churn Dey, ...	*Ninth Master*, ...	20 0 0	30th Aug. 1851.
,, Mohes Chunder Chatterjee, ...	*Tenth Master*, ...	20 0 0	3rd Nov. 1848.
,, Chundermohun Banerjee, ...	*Eleventh Master*, ...	20 0 0	30th Aug. 1851.
,, Sreenath Ghose, ...	*Twelfth Master*, ...	20 0 0	30th Aug. 1851.
,, Gopalchunder Ghose, ..	*Thirteenth Master*, ...	20 0 0	30th Aug. 1851.
,, Ram Chunder Paulit, ..	*Fourteenth Master*, ...	20 0 0	30th Aug. 1851.
,, Hurynoth Mookerjee, ..	*Fifteenth Master*, ...	20 0 0	30th Aug. 1851.
Nobokanth Surmono, ...	*First Pundit*, ...	15 0 0	1st Jan. 1848.
Radhanath Surmono, ...	*Second Pundit*, ...	15 0 0	May 1848.
Rajbullob Banerjee, ...	*Third Pundit*, ...	15 0 0	31st May 1851.
Allowance to the Assistant Secretary Hindu College,	....	25 0 0	1st Jan. 1848.
Seven Servants, ...	....	36 3 0	
Education of 5 Pupils at the Hindu College, ...	....	26 10 8	
	Total, Co.'s Rs., ..	722 13 8	

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HINDU COLLEGE AND PAUTSHALA.

Actual Disbursements from 1st October 1850 to 30th September 1851.

Nature of Charges.	Items.	Total.
Hindu College.	Rs. As. P.	
Principal, ...	7,200 0 0	
House Rent for ditto, ...	1,680 0 0	
Teachers and Professors, ...	34,170 3 3	
Vernacular Pundits, ...	1,607 5 4	
Office Establishment,...	3,444 0 0	
Servants ditto, ...	1,740 0 0	
Scholarships, ...	5,929 13 5	
Prizes, ...	230 0 0	
Contingent Charges, ...	2,260 2 7	
Books supplied by the Book Agent, ...	135 11 7	58,397 4 2
Pautshala.		
Superintendent and Teachers, ...	1,523 10 8	
Servants,...	420 0 0	
Contingent Charges, ...	113 15 3	
Prizes, ...	20 0 0	2,077 9 11
Total, Co.'s Rs., ...	.....	60,474 14 1
Total of Schooling fees collected— Hindu College, ...	27,316 4 4	
Pautshala, ...	1,304 1 0	28,620 5 4

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HINDU COLLEGE BRANCH SCHOOL.

Actual Disbursements from 1st October 1850 to 30th September 1851.

Nature of Charges.	Items.	Total.
	Rs. As. P.	
Instructive Establishment, ...	7,506 8 0	
Allowance to the Assistant Secretary Hindu College, ...	300 0 0	
Servants, ...	434 4 0	
Education of 13 Pupils at the Hindu College,...	1,013 5 4	
Scholarships, ...	278 15 2	
Prizes, ...	60 0 0	
Books supplied by the Government Book Agent, ...	1,064 4 0	
Contingent Charges, ...	351 8 6	
Punkha Pullers, ...	51 13 10	
		11,060 10 10
Total, Co.'s Rs., ...	.....	11,060 10 10
Total of Schooling fees collected, ...	.....	10,143 13 9

Statement of Schooling fees realized in the Hindu College, from 1st October 1850 to 30th September 1851.

Months.	Amount Realized.
	Rs. As. P.
September 1850, ...	2,291 14 1
October „	2,087 2 7
November „	2,524 9 7
December „	2,350 2 2
January 1851, ...	2,429 12 11
February „	2,138 1 11
March „	2,401 10 5
April „	2,085 2 11
May „	2,245 1 0
June „	2,226 2 3
July „	2,279 4 6
August „	2,257 4 0
Total, Co.'s Rs., ...	27,316 4 4

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Statement of Schooling fees realized in the Hindu College Pautshala, from 1st October 1850 to 30th September 1851.

Months.	Amount Realized.		
	Rs.	As.	P.
September 1850, ...	78	8	0
October „	104	8	0
November „	148	0	0
December „	153	0	6
January 1851, ...	90	12	0
February „	73	0	0
March „	108	0	0
April „	97	6	6
May „	92	0	0
June „	122	4	0
July „	128	0	0
August „	108	10	0
Total, Co.'s Rs., ...	1,304	1	0

Statement of Schooling fees realized in the Hindu College Branch School, from 1st October 1850 to 30th September 1851.

Months.	Amount Realized.		
	Rs.	As.	P.
September 1850, ...	727	12	9
October „	629	6	9
November „	878	1	9
December „	1,047	8	0
January 1851, ...	819	11	0
February „	759	7	3
March „	906	6	3
April „	900	2	3
May „	910	1	9
June „	854	5	6
July „	876	15	3
August „	833	15	3
Total, Co.'s Rs., ...	10,143	13	9

Statement exhibiting the number of Scholarshipholders and Pay and Free Pupils of the Hindu College.

Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
33	5	410	23	471	

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Changes.

1. During the past session the Committee have had to lament the severe loss which they have sustained by the sudden and unexpected death of their President, the Hon'ble John Elliot Drinkwater Bethune. The Council of Education recorded a resolution on the 15th August 1851 on this melancholy event, to which the Committee of Management most warmly and cordially responded. It will be found in the general report of the Council.

2. Two members of the Committee of Management, viz. Babus Russomoy Dutt and Ashootoss Dey, have been elected members of the Council of Education for three years, to vote on all matters connected with the Hindu College, in the terms of Mr. Secretary Bushby's letter No. 832, dated 20th October 1841.

3. In the instructive department there has been no change, except that Collycomar Surma, a pundit of the junior school department, died, and his place was supplied by the promotion of Prosunno Chunder Gupta, second pundit of the Branch School.

4. On the 30th September 1851 there were 471 pupils on the rolls: viz.

In the College Department, ...	38
Senior School ditto, ...	89
Junior ditto ditto, ...	344
Total, ...	471

and they are classified below:

Scholarshipholders, ...	26
Branch School Junior Scholars,...	3
Howrah ditto ditto, ...	2
Otterparah ditto ditto, ...	2
Free Scholars Hindu College, ...	5
Free Pupils, ...	23
Pupils promoted from the Branch School whose Schooling fees are paid out of the separate fund of the School, ...	5
Donation Pupils (Schooling fees paid by Government,)	20
Pay Pupils, ...	385
Total, ...	471

5. The College continues to maintain its reputation, and to be resorted to by the children of the higher and richer portion of the inhabitants of this city and its vicinity.

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6. The annual general examination of the junior school department was conducted by Professor J. Sutcliffe and Mr. R. Jones, the head master, and tabular statements of the result of the examination were forwarded, of which the following is a brief analysis:

"The first class consists of 34 pupils. Their attendance during the past session has, on the whole, been fair, although there have been nine instances of absence extending from 40 to 75 days. The return by the master of the class of their progress speaks favorably, that of 16 being pronounced 'good' and 10 'very good,' generally very high marks have been obtained by them at the examination. Taking 60 as the standard of complete proficiency in all the subjects of study, the examiners have awarded from 40 to 52 marks to 19 pupils: only one of them receiving less than half.

"The second class section A, under the charge of Babu Isser Chunder Saha, consists of 34 pupils. Their attendance comparatively speaking, has been good: their progress generally fair. They have passed a highly creditable examination: 11 students obtain from 50 to 57 marks out of 60: 18 from 40 to 49, and only two get 28.

"Section B, of the second class, contains 31 boys. One of them has been absent 100 days; another 95; another 78 days; the rest from 5 to 57 days. Their progress has been generally 'fair.' They have passed a good examination.

"Section C, of this class, consisting of 37 pupils, exhibits a fair attendance. Two pupils who had been absent 123 and 188 days respectively, did not make their appearance at the examinations—which the rest passed creditably. The highest number attained is 57, the average is 45.

"Of sections A and B, of the third class, consisting of 35 and 38 pupils respectively, the first has been more regular in attendance than the second. The results of their examinations are satisfactory.

"The same remarks, with respect to progress, apply to the third section, which contains 34 boys. There is nothing remarkable regarding their attendance during the past year.

"The fourth class is divided into four sections, which contain 31, 26, 22 and 24 pupils respectively. The first two sections have obtained fair numbers at the examination; the last two fall considerably below the standard assumed for complete proficiency. The absenteeism is general and very considerable.

"The examiners recommended that prizes be awarded to the following pupils whose names are mentioned along with the classes to which they are attached:

Class.	Names.	Subjects.
1st Class,...	Gopal Chunder Chowdry, ...	Arithmetic.
	Kisto Dhone Dutt, ...	Literature.
	Womakant Opadheâ, ...	Vernacular.
2nd Class, Section A.,	Jadub Kissen Ghose, ...	Arithmetic.
	Kally Prosono Ghose,... ...	Literature.
	Chunder Sekar Koonder, ...	Vernacular.

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Class.	Names.	Subjects.
2nd Class, Section B.,	Jogesh Chunder Mitter, ...	Arithmetic.
	Jogesh Chunder Mookerjee,.	Literature.
	Suttorunjun Ghosal, ...	Vernacular.
2nd Class, Section C.,	Hur Chunder Bonerjee, ...	Arithmetic.
	Juddonath Sen, ...	Literature.
	Protab Chunder Chatterjee,..	Vernacular.
3rd Class, Section A.,	Prosono Comar Dutt, ...	Arithmetic.
	Cally Prosono Sen, ...	Literature.
	Gyanendra Mohun Tagore, ..	Vernacular.
3rd Class, Section B.,	Soorjee Narain Singh,... ...	Arithmetic.
	Tara Chand Sircar, ...	Literature.
	Radhica Prosono Singh, ...	Vernacular.
3rd Class, Section C.,	Bycant Nath Pal, ...	Arithmetic.
	Taruck Nath Paulit, ...	Literature.
	Protab Chunder Sen, ...	Vernacular.
4th Class, Section A.,	Mohindro Nath Mitter, ...	Arithmetic.
	Beresher Bose, ...	Literature.
	Bejoy Kisto Deb,...	Vernacular.
4th Class, Section B.,	Kally Nath Mitter, ...	Arithmetic.
	Ghoneshun Bose, ...	Literature.
	Bydenath Chunder, ...	Vernacular.
4th Class, Section C.,	Gopal Chunder Doss, ...	Arithmetic.
	Woodoy Chunder Neoghee,	Literature.
	Preonath Bose, ...	Vernacular.
4th Class, Section D.,	Jadub Gopal Bose, ...	Arithmetic.
	Dwarkynath Dutt, ...	Literature.
	Gobind Chunder Seal, ...	Vernacular.

7. The Vernacular examination of the junior school was conducted by Pundits Petumber Surma and Gourichurn Surma, and the result of the examination is embodied in the tabular statements referred to in the preceding paragraph.

8. There was no separate examination held this year for the purpose of ascertaining the qualifications of the candidates for junior scholarships previous to their being selected for that ordeal, but the whole of the first class of the senior school department were allowed to compete for junior scholarships, and the remaining two classes of that department were subjected to a general examination by Messrs. Lodge, Jones, Sutcliffe and Babu Ramchunder Mitter in written questions previously prepared.

The tabular statements submitted by them contain the following particulars deserving of notice:

"The second class, consisting of 30 pupils, 7 of whom are marked 'very good,' 11 'good,' have been pretty regular in attendance. Out

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of 70 marks, 22 pupils obtain one-half and upwards, the highest being 52. By far the highest numbers have been gained in Translation.

"The third class contains 33 pupils, among whom absenteeism has been rather extensive during the past year. Only 13 pupils obtain one-half marks and upwards, the highest being no more than 47."

The examiners consider the following entitled to prizes:

SECOND CLASS.

1. Jadunath Ghose, ... Mathematics.
2. Dwarkanath Sen, ... Literature.

THIRD CLASS.

1. Chundermadhub Ghose, ... Mathematics.
2. Radhicanath Ghose,... ... ... Literature.

9. The Council of Education resolved to grant certificates of proficiency to those pupils who are next below those who compete for scholarships, and who, under the former system, would have been entitled to prizes in books. The pupils noted below have, in accordance with the result of the examination, become entitled to certificates:

1. Jadunath Ghose.
2. Dwarkanath Sen.
3. Shamlall Paul.
4. Radikanarain Ghose.
5. Chundermadhub Ghose.
6. Gopal Chunder Dutt.

10. Both the senior and junior scholarship competitors as well as candidates for insertion in the list directed to be forwarded in the resolution of Government, dated 10th October 1844, were this year examined simultaneously at the Town Hall. The number of scholars that presented themselves for competition for scholarships were 66, of which 38 students were for senior and 28 for junior scholarships.

The reports of the examiners, and results are contained in the general report of the Council of Education.

11. The undermentioned two students presented themselves this year as candidates for insertion of their names in the lists directed to be furnished by the Council of Education, in accordance with the resolution of Government, dated 10th October 1844, and obtained the number and class marked opposite their respective names:

1. Sreenath Doss, ... 377·6 } First Class
2. Mudhusudan Chatterjee,.. ..... 290·8 }

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12. The undermentioned senior and junior scholars have withdrawn from the College during the past session, and usual certificates were granted to them in conformity to rules:

SENIOR SCHOLARS.

1. Sumbhoonoth Ghose.
2. Harendra Krishna Deb, ... *Deputy Magistrate.*
3. Bejoychunder Bose, ... *Assistant Banian.*
4. Gopalchunder Gupta, ... *Computor, Surveyor General's Office.*
5. Sreenath Sett,... ... . *Unknown.*
6. Rajkissen Mitter, ... *Unknown.*
7. Khettermohun Ghose, ... *Unknown.*
8. Sarodapersad Banerjee, ... *Writer, Accountant General's Office.*

JUNIOR SCHOLAR.

1. Kaleekisto Bose, ... *Unknown.*

13. The junior scholar, Moheschunder Ghose, continues to prosecute his studies in the Medical College with his scholarship made tenable in that Institution.

14. The Council of Education having resolved that the subject for the examination of the candidates for the library medal should this year be fixed at the College, and promulgated at once to the students; the following course was selected by the Principal for the purpose:

"The state of English Literature during the reigns of Charles II. and James II."

No report of the result of the examination has been received.

15. The library is in good condition, and the books well circulated among the students. Several valuable additions have been made from the book allowance granted to this Institution. During the past session, Rajah Radhakanth Bahadoor has presented the 7th or concluding volume of his Sanscrit Cyclopædia.

16. The philosophical instruments are also in good condition. A sum of 1,000 rupees has been advanced to Professor Sutcliffe, with the concurrence of the donor, from the munificent donation of 1,200 rupees of the late Hon'ble Mr. Bethune referred to in the 23rd paragraph of the last Annual Report, for the purpose of purchasing some more instruments, which it is thought will be a valuable addition to the present

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stock of instruments now in the College; and the microscope which was out of order has been completely repaired by Mr. Ross of London, the expense of which has also been paid from the amount placed in Professor Sutcliffe's hand.

17. The building has received a thorough repair during the past session, and is in good condition.

18. The finance of the Institution continues in a flourishing condition; an abstract statement of receipts and disbursements is noted in the margin, which shews that though there has been a diminution in the aggregate amount of collection of schooling fees, owing chiefly to the reduction in the number of students paid for by the Branch School from the separate funds of that school, and consequent falling off in the amount usually realized, still the Committee have been enabled to meet all disbursements without drawing the whole amount of assignment allotted by Government from the Parliamentary Grant.

Receipts.					
Schooling fees, ...		27,316	4	4	
Scholarships.					
Rajah of Burdwan's, ...	576 0 0				
The Ryan ditto, ..	192 0 0				
The Bird ditto, ..	240 0 0				
		1,008	0	0	
Interest of Funds, ...		1,098	10	8	
					29,422 15 0
Drawn from Education Fund, ...					28,974 5 2
Total, Co.'s Rs., ..					58,397 4 2
Disbursements.					
Establishment, ...		49,841	8	7	
Scholarships, ...		5,929	13	5	
Prizes, ...		230	0	0	
Contingent charges, ..		2,260	2	7	
Books, ...		135	11	7	
					58,397 4 2

To the funded property of the College there has been an addition during the past session. A second dividend of Co.'s Rs. 12 per 100 Sa. Rs., has been received from the estate of Messrs. Joseph Barretto and Sons on the claims of the College for Sa. Rs. 65,368-10-3, amounting to Co.'s Rs. 7,844-3-9, and has been invested in Government 5 per cent. loan of 1829-30 for Sa. Rs. 7,000; and the Committee have resolved, in terms of the arrangements referred to in Mr. Secretary Bushby's letter No. 832, dated 20th October 1841, to apply the interest thereof to establish a senior scholarship of 30 Rs. per mensem to be called the "Vidyalya Scholarship," the Government note for Sa. Rs. 7,000 and surplus cash, Co.'s Rs. 293-9-7, have been handed over to the Council of Education, for the purpose of being deposited with the other securities belonging to the College, in the hands of the Government Agent.

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19. There has been no change this year, either in the system of instruction or in the rules of the College, but the Council of Education have ruled that all holders of free scholarship tickets shall be allowed to compete on the same terms as stipendiary scholars, and this rule has been followed in the distribution of scholarships.

20. The conduct of the masters and students has been satisfactory.

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Drawn from Education Fund, ...		28,974 5 2	
Total, Co.'s Rs., ..		58,397 4 2	
Disbursements.			
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Prizes, ...	230 0 0		
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20. The conduct of the masters and students has been satisfactory.

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Pautshala.

21. On the 30th September last the Pautshala contained 216 pupils against 208 of last year. They are all pay scholars and classified as under:

First Class, ...	42
Second ditto, ...	36
Third ditto, ...	35
Fourth ditto, ...	34
Fifth ditto, ...	31
Sixth ditto, ...	27
Seventh ditto, ...	11
Total, ...	216

22. There has been no change this year in the instructive establishment, or in the course of studies pursued.

23. An abstract statement of receipts and disbursements noted in the margin shews the actual cost to Government for this school during the past session.

Receipts.					
Schooling fees, &c., ..	1,304	1	0		
Drawn from Education Fund,..	773	8	11		
				2,077	9 11
Disbursements.					
Establishment, ...	1,943	10	8		
Contingent Charges, ..	113	15	3		
Prizes, ...	20	0	0		
				2,077	9 11

24. The general annual examination of this school was held in September last, and conducted by Babu Isserchunder Saha, a teacher of the junior school department of the Hindu College, assisted by Pundit Luckhinarain Surma of the same school, and he reports as follows:

"The result of the examination is on the whole very fair, except that the progress of the boys in Arithmetic is not so good as might be expected. The boys of the highest class here have not advanced so far as those of the same age in the last class of the junior department of the Hindu College.

"The first class consists of 25 boys, 5 absent. These boys read and explained very creditably a passage from the Hitopodesh. Many however failed in Spelling: but they did better in Arithmetic and Geography.

"The second class contains 27 boys, 5 absent. In Reading these boys passed creditably: but many failed in Arithmetic and Geography.

"The third class, number of boys 30, absent 2. This class passed a tolerably good examination in Reading, Spelling, and Geography, but they failed in Arithmetic. I am sorry to say that 5 boys of this class did nothing.

"The fourth class, present 31 out of 35. This class on the whole acquitted themselves creditably.

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"The last three classes consist of very young boys, from whom much cannot be expected, but I was much pleased with the manner in which they performed their syllable exercises on slates.

"The annexed is a list of the boys who are entitled to receive prizes:

"*List of the Prize Boys.*

First Class.

1. Omertalal Sen. | 2. Taraprosunno Sen.

Second Class.

1. Kedarnath Roy, | 2. Debnath Banerjea.

Third Class.

1. Nacoor Chunder Bose. | 2. Pooleabehary Dey.

Fourth Class.

1. Upoorvakisto Bose. | 2. Womanaran Gupta.

Fifth Class.

1. Sarodaprosunno Chuttupadhya. | 2. Sooruthnath Dutt.

Sixth Class.

1. Bycuntnath Doss. | 2. Poomu Chunder Soor.

Seventh Class.

1. Chunder Bhoosun Mookerjea. | 2. Greesh Chunder Sen.
3. Preonath Dey."

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Branch School.

25. The number of students on the roll on the 30th September last amounted to 455 against 440 of the previous year, and they are classified as follows:

Free Pupils (old), ...	12
Pay Pupils at 3, ...	37
Pay Pupils at 2, ...	333
Pay Pupils at 1, ...	73
Total, ...	455

26. In numerical strength this school is as large as the Hindu College, and is in a very flourishing condition. It is held in great esteem among the middle classes of the Hindu community, whose children are principally educated in the Institution. The pay system has worked admirably during the past session, and the school is now quite independent of pecuniary aid from the Government. Its expenses are met by the collection of schooling fees realized from the students.

27. There were a few changes in the instructive department during the preceding session. Babu Saroda Persad Biswas having been appointed a moonsiff, resigned his place, which was filled up by promotion among the under masters, and Hurrynath Mookerjea, an ex-student of the Hooghly College, and the holder of a third grade certificate was appointed the last master. An exchange of appointments was effected between Bunkobehary Neoghee of this institution and Chundermohun Banerjea of the Hooghly Branch School. Prosunno Chunder Gupta, second pundit, was promoted to a punditship in the Hindu College, he was succeeded by the third pundit, and to the last place Rajbullob Surma, an ex-student of the Sanscrit College, was appointed.

28. The system of instruction and course of study were the same as in the last year. The committee have considered it expedient to abolish the free admission of 30 pupils into the Hindu College at the expense of the school. The 4 junior scholars, and those qualified to hold scholarships, are

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permitted to prosecute their studies in the Hindu College free of any charge.

29. The annual examinations were held in September last. The whole of the first class of the senior school department competed for junior scholarships at the Town Hall along with the Hindu College students, and the two remaining classes of that department were simultaneously examined in the same questions with the two senior classes of that Institution,—a competition attempted for the first time by the students of the Branch School. According to the result of the examination of the junior scholarship competitors, scholarships have been awarded to the pupils mentioned in the tabular statement contained in the appendix. Of the examination of the two remaining classes of the senior department, the examiners report as follows:

"The second class of the senior department of the Branch School contains 13 pupils, the progress of only one of whom is said to be 'good,' two 'bad,' and the remainder 'fair.' Considering the smallness of the class the number of those who have been absent to a considerable extent during the past year is great. At the examination only five pupils obtained half the number of marks out of 70 as total: the highest being 38.

"The third class contains 22 pupils. The same remarks as above with respect to attendance and proficiency at the examination apply to this class. Three pupils obtain half marks."

30. With reference to the result of this examination, the undermentioned students are entitled to the certificates of proficiency proposed to be given by the Council of Education:

1. Juddo Gopaul Bose.
2. Woodhub Chunder Mittre.
3. Choonee Lal Mittre.
4. Prosno Coomar Ghose.
5. Jadunath Bose.
6. Munnylall Dutt.

31. The examination of the junior department was conducted by Messrs. Rees, Vaughan, Vining and Babu Isser Chunder Saha of the Hindu College, and their remarks are appended.

The following is Professor Rees's report on the examination in Arithmetic of the first three classes of the junior department:

"At your request, I examined the three classes of the Hindu College Branch School, junior department, sub-divided into Sections A. and B., each section having about 25 pupils.

"I examined both sections of one class on the same day, being nearly of the same ability. To each class I proposed five Arithmetical questions, their solutions being of about the same difficulty, I considered them as equinumerant. Reporting generally, they acquitted themselves very well, certainly above my expectation, the questions given being rather beyond

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their studies. I should recommend for promotion the boys enumerated in the inclosed list examined and signed by me. Any thing I could say about the conduct and the behaviour of the students would be superfluous, Mr. Twentyman, the head master, being an excellent disciplinarian. By the bye, having had occasion to request Mr. Twentyman to make a complete change in the arrangements of the places the boys occupied on my entrance into the College Hall, they on his word of command, wheeled about like drilled soldiers to their newly assigned places.

FIRST CLASS SECTION A.—23 STUDENTS.

1. Nobin Chunder Paulit.
2. Jadub Lal Dutt.
3. Romanath Bose.
4. Dhurmo Doss Bose.
5. Callee Kissen Bose.
6. Nobin Madhub Mitter.
7. Greesh Chunder Banerjee.
8. Poorno Chunder Mookerjee.
9. Gobind Chunder Dey.

FIRST CLASS SECTION B.—24 STUDENTS.

1. Prankisto Saha.
2. Nundo Lal Dutt.
3. Roy Churn Bose.
4. Denonath Mullick.
5. Chundee Churn Mitter.
6. Koylas Chunder Chatterjee.
7. Gunga Churn Banerjee.

SECOND CLASS SECTION A.—24 STUDENTS.

1. Tara Persad Dutt.
2. Sosee Bhoosun Dey.
3. Dwarky Nath Bose.
4. Juddoo Nath Ghose.
5. Greesh Chunder Coondo.
6. Nobo Gopal Mitter.
7. Khetter Mohun Chatterjee.
8. Callee Churn Dutt.
9. Kader Nath Mullick.
10. Janokey Nath Sen.
11. Kannoy Lal Dey.
12. Sham Lal Chatterjee.
13. Nobin Gopal Bysack.
14. Khetter Mohun Pyne.

SECOND CLASS SECTION B.—16 STUDENTS.

1. Sree Nath Mullick.
2. Preo Nath Ghose.
3. Sree Nath Mozoomder.
4. Bhoobone Mohun Dey.
5. Radhakisto Dutt.
6. Doorga Doss Ghose.
7. Toolsey Doss Dutt.
8. Doorga Doss Bose.
9. Khirod Nauth Roy.

THIRD CLASS SECTION A.—32 STUDENTS.

1. Bhoobun Chunder Banerjee.
2. Nundo Lal Pal.
3. Obhoy Churn Ghose.
4. Radha Nath Doss.
5. Buroda Persaud Chatterjee.
6. Gopal Chunder Mullick.
7. Tacoor Doss Dey.
8. Gobind Chunder Dutt.
9. Sama Churn Mitter.
10. Nobin Chunder Roy.
11. Gopal Lal Roy.
12. Koylas Chunder Auddy.
13. Prossono Coomar Pal.
14. Opender Loll Dutt.
15. Saroda Persaud Chatterjee.
16. Buddinath Dey.
17. Gopaul Chunder Dutt.
18. Bonomally Chunder.
19. Bhuggobutty Chunder Mitter.
20. Pitamber Paulit.
21. Khetter Mohun Mitter.
22. Sat Couree Mullick.

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THIRD CLASS SECTION B.—29 STUDENTS.

1. Rackhal Kissen Ghose.
2. Gopaul Chunder Banerjee.
3. Gopal Chunder Mookerje .
4. Sreenath Nundee.
5. Rackhal Kissen Bose."

Mr. Vaughan reports on Literature as follows:

"The first class, subdivided into sections 'A' and 'B,' read and explained correctly passages from the Poetical Reader No. 2. They parsed with great facility and showed very intimate acquaintance with Lennie's Grammar. On the whole, I am happy to report that they fully maintained the credit to which I bore testimony last year.

"Both sections of the second class failed completely in their attempts to read and explain the 'Azimghur Reader.' The book is far too difficult for them at present, and I have called the attention of Mr. Twentyman to the necessity of selecting another work, better suited to their capacities. In Grammar too the result of their examination was very unsatisfactory.

"The boys of the second class read pretty well passages from the Prose Reader No. 2, but wholly failed in parsing, although the questions were exceedingly simple."

Babu Isser Chunder Saha examined the same classes in History and Geography and his report is subjoined:

First Class, Section A.—"This class passed a good examination in History and a fair one in their text book of Geography; but they do not seem to have studied their Atlas with sufficient attention.

First Class, Section B.—"This class passed a good examination in History and an indifferent one in Geography.

Second Class, Section A. Third Class, Sections A and B.—"These classes passed on the whole a fair examination in Geography, but I am sorry to say, that the second class section B. have generally failed."

Babu Banimadhub Banerjee examined the fourth class and his report is subjoined:

"This class has six sections, consisting of from 40 to 46 boys each. All the sections are in a very good condition as to order and age of boys and have passed a pretty fair and satisfactory examination both in Literature and Arithmetic. The highest number of marks obtainable in each of the branches examined and the numerical result of the examination will be observed in the accompanying returns. In sections B. and D. are a few boys whose pronunciation is very defective and particular care ought to be taken in the reading. The Bengali explanations given by boys although generally very correct were not idiomatic. I beg therefore to remark, that the masters be requested to explain to the boys, first the Bengali meaning of each word in a sentence verbatim and then require them to repeat the meaning of a whole sentence idiomatically. The following is the list of boys entitled to prizes:

Section A.,	Ramlaul Bose, ...	Arithmetic.
	Rajender Chunder Sen, ...	Literature.
Section B.,	Ramaprosaud Ghose, ...	Arithmetic.
	Rajkisto Mookerjee,..	Literature.

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Section C.,	Herumbo Chunder Chatterjee, ...	Arithmetic.
	Kedarnath Dutt, ...	Literature.
Section D.,	Prossono Coomar Dutt, ...	Arithmetic.
	Preonath Ghose, ...	Literature.
Section E.,	Moodhoosudun Sen, ...	Arithmetic.
	Beraj Chunder Roy,..	Literature.
Section F.	Sat Cowry Dutt, ...	Arithmetic.
	Lukhenarain Gupta,..	Literature."

32. Pundit Petamber Surma, of the Hindu College, made the following report on the Vernacular examination of the junior and senior departments:

"In the senior department the pundit found nothing deserving of remark. He expressed his regret, however, that no prizes were allowed for Bengali, and recommended that at least one should be awarded to encourage both pupils as well as pundits.

"In the junior department the boys seemed to have made considerable progress since last year; it was evident also that the pundits had paid greater attention to their duties than had appeared to him on the occasion of his report of last session. The following is a list of prize boys:

First Class,.....		Woma Cant Woopadhyah.
		Rakhal Doss Sein.
Second Class, Section	A.,	Chunder Sekur Koondo.
		Hurry Churn Gangooly.
	B.,	Suttya Runjun Ghosal.
	C.,	Protap Chunder Chatterjee.
Third Class, Section	A.,	Gyanendromohun Tagore.
	B.,	Radhica Prosno Sing.
	C.,	Protab Chunder Sen.
Fourth Class, Section	A.,	Bejoy Kissen Deb.
	B.,	Baidnath Chunder.
	C.,	Preonath Bose.
	D.,	Gobind Chunder Seal."

33. In conformity with the recommendation of the examiners, prizes in books have been awarded to the meritorious students of the junior school department.

Receipts.

Schooling fees, &c., ..	10,143	13	9	
Drawn from Education Fund,.. ..	916	13	1	
				11,060 10 10

Disbursements.

Establishment, ...	8,240	12	0	
Education of 13 Pupils,	1,013	5	4	
Scholarships, ...	278	15	2	
Prizes, ...	60	0	0	
Books, ...	1,064	4	0	
Contingent Charges, ..	403	6	4	
				11,060 10 10

34. The finances of the institution continue in a very satisfactory condition. An abstract statement of receipts and disbursements is given in the margin.

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35. The crowded state of the school makes it absolutely necessary for extensive additions to the building, and the Committee is in communication with the Council of Education to effect the same.

36. The conduct of the instructive establishment has been highly satisfactory. Mr. Twentyman, the head master, is a zealous and indefatigable officer.

37. The following is a general list of prize boys of the junior department:

First Class, Section A.,	Poorno Chunder Mookerjee.
B.,	Rhidoy Chand Dutt.
Second Class, Section A.,	Jadoonath Ghose.
	Dwarkeenauth Bhose.
	Calee Churn Dutt.
Third Class, Section A.,	Bhobun Chunder Banerjee.
	Obhoy Churn Ghose.
	Wooma Churn Audy.
	Kisto Mohun Mookerjee.
Fourth Class, Section A.,	Hurree Chunder Banerjee.
	Juddoonath Sing.
	Obhoy Churn Ghose.
	Kadernath Sing.
Fourth Class, Section C.,	Radhicapersad Banerjee.
	Herumbo Chunder Chatterjee.
	Hurry Mohun Chatterjee.
	Kadernath Dutt.
Fourth Class, Section E.,	Modhusudan Sen.
	Khetter Mohon Chowdry.
	Bissorunjun Chatterjee.
	Greesh Chunder Pal.

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Sanscrit College.

TWENTY-EIGHTH YEAR.

Establishment as on the 30th of September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Eshwarchandra Vidyasagor, ...	*Principal*, ...	150	22nd Jan. 1851.
Sanscrit Department.			
Bharatchandra Seromoni, ...	*Professor of Law*, ...	90	1st Dec. 1840.
Joynarayan Tarkapanchanan, ..	*Professor of Logic*, ...	90	11th Aug. 1840.
Priyanath Siddhantapanchanan,	*Professor of Mathematics*, ...	90	22nd Nov. 1849.
Premchandra Tarkabagish, ...	*Professor of Rhetoric*,..	90	1st Dec. 1832.
Shreeshchandra Vidyaratna, ...	*Professor of Literature*, ...	90	22nd Jan. 1851.
Taranath Tarkabachespate, ...	*Professor First of Grammar*,....	90	23rd Jan. 1845.
Dwarakanath Vidyabhusen, ...	*Professor Second of Grammar*,..	50	14th Jan. 1845.
Ramgovind Tarkaratna, ...	*Professor Third of Grammar*, ..	45	1st Dec. 1840.
Prankristna Vidyasagor, ...	*Professor Fourth of Grammar*,..	40	20th May 1846.
Grishchandra Vidyaratna, ...	*Professor Fifth of Grammar*, ..	30	1st June 1851.
	Total, Co.'s Rs.,.....	705	
English Department.			
Rasicklall Sen, ...	*Head Master*, ...	90	1st Oct. 1842.
Biswanath Singh, ...	*Second Master*, ...	70	9th April 1851.
	Total, Co.'s Rs.,.....	160	
Office Establishment.			
Ramdhan Gangooly, ...	*English Writer*, ...	40	15th April 1833.
Kasinath Tarkapanchanan, ...	*Librarian*, ...	40	1st June 1851.
Koonjabahary Chatterjea, ...	*Sub-Assistant Surgeon*, ...	25	1st Jan. 1848.
Two Writers,..	....	32	
Eleven Servants, ...	....	59	
	Total, Co.'s Rs., ...	194	
	Grand Total, Co.'s Rs., ...	1209	

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Local Receipts and Disbursements from 1st October 1850 to 30th September 1851.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated 16th December 1840 and 5th Oct. 1842.		Items.	Total.
24669 13 0	0	24669 13 0	16th December 1840, ... 17694 0 0 5th October 1842, ... 1500 0 0 Total, Co.'s Rs., ... 19194 0 0	Secretary, 2 months, ...	200 0 0	
				Assistant Secretary, 3 months and 21 days, ...	183 13 10	
				Principal, 8 months and 10 days, ...	1248 6 3	
				Professors, ...	8483 6 3	
				English Teachers,...	1810 13 4	
				Establishment, ...	2243 0 0	
				Oriental Scholarship, ...	3748 15 9	
				Contingencies, ...	534 10 9	
				Extra Contingencies for Mats, ...	56 0 0	
				House Rent, ...	140 0 0	
				Sanscrit Books, ...	255 0 0	
				Books, Prize, ...	70 8 0	
				Books for English Class,...	630 7 0	
		Curtailed in December 1840 to Co.'s Rs., 24,000.				19605 1 2
Allowed per Annum Co.'s Rs., ...		24669 13 0		Expended per Annum Co.'s Rs., ...	... ...	19605 1 2

The total number of students on the 30th September 1850 amounted to 299, being all Hindus, viz. 271 Brahmins and 28 Vaidyas. Of this number 28 were Sanscrit scholarship holders, 5 holders of free scholarship tickets, and the rest free pupils; 51 study English in addition to Sanscrit, and 89 attend the Jyotish class. They are classified as follows:

First Grammar Class, ...	26
Second Grammar Class, ...	37
Third Grammar Class, ...	39
Fourth Grammar Class, ...	39
Fifth Grammar Class, ...	34
Sixth Grammar Class, ...	35
Sahitya Class,...	45
Alankar Class, ...	21
Smriti Class, ...	14
Nyaya Class, ...	9
	— 299

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Changes in the Establishment.

In November 1850 Pundit Madanmohan Tarkalankar, having been appointed provincial pundit of the Moorshedabad circle, resigned the office of professor of Sahitya, and Pundit Eshwarchandra Vidyasagor was appointed in his stead.

Babu Russomoy Dutt, having resigned the post of Secretary in December 1850, the Council of Education resolved to reorganize the institution. Accordingly, with the sanction of Government, the offices of Secretary and assistant Secretary were abolished, and that of principal created in their stead. Pundit Eshwarchandra Vidyasagor was appointed principal, on a salary of rupees 150 per mensem, out of the savings effected by the abolition of the offices above-mentioned; and Pundit Sreeschandra Vidyaratna, assistant Secretary, was nominated professor of Sahitya in his stead.

Babu Rajnarain Bose, second master of the English department, having been appointed head master of the Midnapore school, resigned, and was succeeded by Babu Biswanath Singh, master of the second class, section B., junior division, school department, of the Hooghly College.

The professor of the fifth grammar class, Pundit Kasinath Tarkapanchanan, being unequal, from old age, to the task of managing a large class of young pupils, an exchange of duties was effected between him and the librarian pundit, Grishchandra Vidyaratna, each retaining his original salary of rupees 40 and 30 respectively.

Owing to the over-crowded state of the grammar classes, in May last, a temporary arrangement was made to continue till the end of the session in September, by which a sixth grammar class was formed and placed under the charge of Tarasankar Sharma, the head student of the institution, and a holder of a first class senior scholarship, he receiving, in addition to his stipend, a monthly allowance of 10 rupees, saved from the contingent charges. An order was issued that no fresh admission be made until the number of pupils decreases to 300. Accordingly all applications for admission have been refused, the number of pupils on the roll, before September, being above 300.

The privilege of studying in the institution, which had hitherto been limited to the Brahmin and Vaidya castes, was, in July 1851, extended to Kayasthas, but this extension of the privilege has not, in consequence of the over-crowded state of the grammar classes, yet been practically carried into effect.

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According to the rules of the institution, the College used to be closed for a whole holiday twice every fortnight on the lunar days, styled Astomi and Pretepud, and not on Sundays, as in other Government institutions. As the attendance on Sundays entailed many inconveniences on a great number of students residing at a considerable distance from the College, the former practice was abolished, and Sunday fixed as the day for closing the College once a week.

Pundit Eshwarchandra Vidyasagor, on his appointment to the chair of Sahitya, was directed by the Council to draw up a report on the existing state of the College, and to specify any improvements by which, in his opinion, the institution might be made more efficient and useful. A report was accordingly submitted and is subjoined. The suggestions therein contained were approved by the Council, and ordered to be adopted in the next session of 1851-52:

"Under the present system this department consists of five classes.*

Grammar Department.

"The works studied are Mugdhabodha, Dhátupátha, Amarakosha and Bhatti Kávya; the fifth class studying 17 pages of Mugdhabodha; the fourth class, 42 pages of the same work; the third class 100 pages; the second class the remaining 90 pages of the same book, together with Dhátupátha; and the first class a few books of Bhatti Kávya and a certain portion of Amarakosha.† Four years‡ is the prescribed period for continuing in this department; but five years are necessary to enable a student to pass through the five grades. For want of a better system the advantage gained is very little compared with the length of time spent by students in this department.

"Mugdhabodha is a very short compendium of grammar. The author Vopadeva seems to have had brevity simply in view. Having had this for his object, he has, consequently, made his work extremely difficult. The Sanscrit is in itself a very difficult language, and to begin its study with a difficult grammar seems, in my opinion, not to be a well chosen plan. Experience shews what difficulties one has to surmount when studying his grammar in this style. Young lads who begin to study Sanscrit, on account of the extreme difficulty of the Grammar Mugdhabodha, only learn by rote what their instructors say, without being able of themselves to understand the contents of the work they read. Thus 5

* After the foundation of the College in 1824, there were only two Grammar classes, one of the Mugdhabodha and another of Pánini. The second Mugdhabodha Grammar class was established in January 1825; the third in November 1825; the fourth in May 1846; and the fifth in January 1847. The Pánini class was dropped in January 1828.

† At first the Mugdhabodha Grammar and a few books of the Bhatti Kávya, were read from the beginning to the end in all these classes. Though called first, second, third and fourth, the promotions from each of these classes, were to the Sahitya or Literature class. The present division of study of different parts in different classes, and the study of the Amarakosha and Dhátupátha were introduced by orders of the Council of Education dated the 31st October 1846.

‡ The original period for study was 3 years—extended to 4 years in 1840.

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years pass in the study of grammar alone, without getting any essential introduction to the language itself. It seems to be an astounding fact that one should be studying a language for 5 years and scarcely understand a bit of it. Moreover the Mugdhabodha, with all its voluminous commentaries, which last, however, are not read in the College, is an imperfect grammar. So, under the present system, the first 5 years of a student of the Sanscrit College, is almost lost to useless purposes. After all his toil and trouble, his acquirements in grammar are very imperfect, Again, Dhátupátha, another of the works studied in this department, is a collection of Sanscrit roots in verse. Amarakosha, the third work of study. is a dictionary also in verse. These two works when mastered, I admit, are of some assistance to the study of literary works. But the advantage gained is not at all commensurate to the time and labour required to get them by heart. Besides, almost all the standard Sanscrit poetical works, which is the main part of Sanscrit literature, being accompanied by excellent commentaries by Mallinátha, supersede altogether the use of the study of the above named two works, Dhátupátha and Amarakosha. I beg leave to say that this commentator is not like his brethren who 'blanch the obscure places and discourse upon the plain.' Under the above considerations, I do not think it a good plan to spend the first 5 years of study in the Sanscrit College in reading Mugdhabodha, Dhátupátha and Amarakosha. Bhatti Kávya, the fourth and last work of study in this department, is a poem, the theme of which is Rama and his adventures. This work was purposely written to exemplify the rules of grammar. It is not altogether ill-adapted for the grammar department.

"After all these considerations, I beg leave to propose the following remodelled system of study for the grammar department. Should the Council be pleased to adopt the suggestion, I do think, in my humble opinion, that in 4 years, the time prescribed now for grammar study, the students shall have a thorough knowledge of grammar, and tolerable proficiency in literature besides, and they will not experience that difficulty in the Sahitya class which they do now, being made all at once, just after finishing an imperfect grammar, to begin with the standard works, without having had an insight into the language.

"The system I would propose is this: The boys instead of beginning the grammar at once in the Sanscrit language, should learn some of the most fundamental rules dressed in the easiest Bengali; then they should go on with two or three Sanscrit 'Readers'—to be compiled. These 'Readers' should consist of easy selections from the Hitapœdesha, Panchatantra, Ramayana, Mohabharata and from other works suited for the purpose. This will take the students some two years. After this they should begin with Siddhanta Kaumudi, Bhattoji Dikhshita, the study of which they should continue to the highest class of the grammar department. Of all the Sanscrit grammars this is decidedly the best and the highest authority on the subject. It is at once complete and simple. Along with Siddhanta Kaumudi the students should also study Raghu Vansha and selections from Bhattj Kávya, Dasakumara Charita, &c., &c.* I beg leave also to propose that instead of five classes there should be four, and the

* In a subsequent communication Pundit Eshwar Chundra Surma recommends the introduction into the first grammar class of the "Vrittaratnakara," a highly esteemed work on prosody.

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fifth be considered as a section of the fourth, both studying the same books, and the promotions from both the classes being to the third. By this arrangement a year will be conveniently saved, and the period for the grammar department instead of being five shall be four years.

Sahitya or General Literature.

2. "The students coming from the grammar department have to study in this class for 2 years. Whilst here they read the following works:

1. Raghu Vansha.	7. Shakuntala.
2. Kumar Sambhava.	8. Vikramoriashi.
3. Meghaduta.	9. Ratnavali.
4. Kiratarjuniya.	10. Mudrarakshosa.
5. Shishupalabadha.	11. Uttara Charita.
6. Naisadha Charita.	12. Dasakumara Charita.

13. Kadambari.

they also practice translation from Bengali into Sanscrit and *vice versâ*, and attend the mathematical class.

"The first 6 of the 13 books above mentioned are the standard poetical works; the seventh, eighth, ninth, tenth and eleventh are dramas; the last two are prose compositions. Raghu Vansha is an historical poem in 19 books. Its theme is the adventures of Rama, those of his four immediate ancestors, and the adventures of his descendants down to Agnirarna. Kumar Sambhava, from the name, would appear to be a poem all celebrating the birth of Kartikeya, the Mars of the Hindus. But the 7 books that are extant embrace a certain portion of the intended theme. The poem as it stands describes the birth of Parvati, the mother of Kartikeya, the burning of Kamadeva, the god of love, by Shiva, the Tapasya (austerities) of Parvati and her marriage with Shiva. Meghaduta is a poem in 118 slokas. A yaksha or demigod, having excited the wrath of his master Kavera, the god of wealth, was doomed, by the curse of the master diety, to remain in a state of separation, away from his beloved wife, in a distant land, for the full length of one year. The lover in his distressed condition addresses a cloud, to bear his message to his wife at Alaka, the capital of Kavera. The Shakuntala and Vikramarvashi are dramas; the first has for its subject the story of Shakuntala, the adopted daughter of a sage named Kanwa, and Dushmanta a king; the plot of the second is the story of Púrúráva, a king, and Urvashi, a nymph. All these are very excellent productions. They are by the immortal Kálidása. Every one of them bears the stamp of his great genius. Shishupalabadha, Kiratarjuniya, and Naisadha Charita are epic poems, the first by Magha in 20 books, and the second by Bharavi in 17 books, the third by Shriharsha in 22 books. The death of Shishupala by the hand of Kúshua, his cousin, is the theme of Majha's poem. The Kiratarjuniya contains the Tapasya of Arjuna, his combat with Shiva in the disguise of a kirata or barbarian, and finally his acquisition of certain weapons as rewards from Shiva, who was pleased with his military prowess. The adventures of Nalaraja form the subject matter of Naiadha Charita. The first mentioned two works possess all the attributes of good epics, only now and then there are some very tedious passages. The 7th, 8th, 9th, 10th and 11th books of Shishupalabadha, though the finest specimens of poetry, and the 7th, 8th, 9th and 10th books of Kiratarjuniya have in many places very obscene passages. Naiadha Charita from the beginning to the end is bombastic

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and hyperbolical. Its style is neither elegant nor chaste; there are occasional bursts, however, of fine passages. Uttara Charita, by Bharabhúti, is a drama, embracing the latter part of the career of Rama. Ratnavali is also a drama. Dhavaka is its author. He was paid by Rajah Shriharsha to write this work along with another, and attribute its authorship to him. The story of Rajah Udayana and Ratnavali is the plot of this drama. These two works are excellent in every respect. Mucraràkshasa, by Vishakhadatta, may be called a political drama. In its contents we find that Chávakya, the prime minister of Chandragopta, the Sandracottus of the Greeks, is applying his diplomatic skill to consolidate the newly acquired empire of his master, by baffling all the efforts of Rakshara, the royal prime minister of the subverted Nanda family, to subvert in turn the new dynasty. This also is a good piece of composition. Dasakumara Charita and Kudambari are in prose. In the first a certain number of friends are relating to each other the history of their travels. The style is pure and chaste. There are, however, some objectionable passages. Dandi is its author. Kadambari is a novel, or rather an epic poem in prose. It is in 2 parts. The first part is a masterpiece of Sanscrit composition. The author, Vanabhatta, did not live to complete his admirable work. His son wrote the second part. The production of the son is far inferior to that of the father.

" Having laid all this before the Council, I beg leave to state there is not much alteration required in the purely literary studies of this class. With regard to mathematical studies I will speak hereafter, when I report on the Jyotisha class. The change I would propose is this; Raghuvansha, as I have proposed in my report of the grammar department, should be transferred to the 1st grammar class, and Dashakumara Charita, instead of being read entire here, be studied in selections in one of the grammar classes, and that Shishupolabadha, Kiratarjuniya, and Naishadha Charita, having many objectionable passages, as stated before, instead of being read entire, be studied in selections. The first part only of Kadambari should be read. All the other works should be read entire. In addition to this I beg leave to propose that two other works, Vira Charita and Sántishataka, be studied in this class. The former is the first part of that drama of which Uttara Charita is the second, being in no way inferior to it. The Santishataka is an excellent didactic poem. The students should practice translating as before. They should also write essays in Sanscrit and Bengali.

Alankara, or Rhetoric Class.

3. " After Sahitya the students come to this class and continue in it for two years. * They read in this class the following works on rhetoric:

1. Sahitya Darpana.	3. Kavya Darshan.
2. Kavya Prakasha.	4. Rasagangadhara.

" They also read those poetical works which from want of time they cannot go on with in the Sahitya class. Besides this, they have for their exercise, translations and compositions. They also attend the mathematical class.

" With regard to this class I beg leave to propose the following change. The text books should be Kavya Prakasha and Dasherupaka. Generally Sahitya Darpana is the work read; but I prefer Kavya Prakasha and Da-

* Formerly the period of study in this class was one year, which was extended to two years by order of the Council, dated the 28th November 1846.

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sherupaka on the following grounds. Kavya Prakasha is a much more profound work than Sahitya Darpana, and is acknowledged to be the highest authority on the subject. The best commentators, such as Mallivetha, quote this work for their authority. The Sahitya Darpana only dilates in very diffuse style what the Kavya Prakasha contains in essence. Kavya Prakasha, however, speaks nothing of dramatical compositions. Dasherupaka treats of that portion of rhetoric. Besides this is the highest authority in its own department. Kavya Prakasha and Dasherupaka could be read in less time than Sahitya Darpana. So the former two have every claim to be preferred to the latter, and after reading the two first, to read the last also would be waste of time. The purely literary works, should my suggestions regarding the studies of the grammar and Sahitya departments be adopted, will not require to be studied as class books in this (rhetoric) class. The hours that will thus be saved from the immediate objects of the class should be devoted to the study of mathematics and other works, of which I will make mention afterwards.

Jyotisha or Mathematical Class.

4. "The students of the Sahitya and Alankara classes attend this class and study Lilavati and Vijaganita. Lilavati is a treatise on arithmetic and mensuration by Bhaskaracharya. Vijaganita is a treatise on algebra by the same author. Both of these works are very meagre. They are in a great measure without any method, and do not contain all that is contained in similar English books. From a curious taste they have been rendered needlessly difficult. The rules and questions are all in verse. On account of this the students take so great a length of time as four years to study these two books. The examples are too few. *

"Great changes are required in this branch of study. For the present complete treatises on arithmetic, algebra and geometry should be compiled from the best English works on those subjects. After studying these, the students will be able to read Lilavati and Vijaganita with great facility. The higher branches of mathematics should be attempted to be translated afterwards, and when ready should be adapted as class books. I would now propose that a popular treatise on astronomy, such as Herschel's, be compiled in Bengali, and be read in the mathematical class. These works might have been studied in English; but their appearance in Bengali will be of great use also in the Vernacular schools. Besides the Sahitya and Alankara students, the students of the Smriti and Nyaya classes should attend the lectures of the professor of mathematics.

"Here the junior department of the Sanscrit College is considered to terminate.

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* The chair of mathematics was first created in June 1826, down to 1835, the students of the Sahitya and Alankara classes attended this class as at present. In 1835 it was made a separate class, i. e. instead of the Sahitya and Alankara class students attending this class, the students of Alankara were promoted to this class, and studied here for one year. In 1839 this arrangement was set aside, and the Smriti and Nyaya class students were required to attend certain set hours. This arrangement was again put aside in April 1846, and the students of the Sahitya and Alankara classes were again made to attend this class and that arrangement continues to the present day. From the very establishment of the class Lilavati and Vijaganita were the text books. Kshetrata Hivadipika, a Sanscrit translation of geometry, as contained in Hutton's Mathematics, was read in the class once for all in 1839. This book is not better than Lilavati and Vijaganita.

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"I beg leave to propose that the study of Bengali books, treating on useful and entertaining subjects be introduced in the classes of the junior department. The works should treat of such subjects as the following:

For the Fourth Grammar Class.—" Pretty Stories about Animals.

For the Third Grammar Class.—" Rudiments of Knowledge, as in Chambers's Educational Course.

For the Second Grammar Class.—" Moral Class Book, as in Chambers.

For the First Grammar Class.—" Miscellaneous subjects, such as Art of Printing, Loadstone, Navigation, Earthquake, Pyramids, Chinese Wall, Honey Bee, &c.

For the Sahitya Class.—" Biography, as in Chambers, and miscellaneous reading on useful and entertaining subjects, selected and translated from Telemachus, Rasselas, Mahabharata, &c.

For the Alankara Class.—" Essays on Moral, Political, and Literary Subjects, and a popular treatise on the Elements of Natural Philosophy.

"Should the Council be pleased to introduce these Bengali books, the students of the Sanscrit College will, with little difficulty, acquire great proficiency in Bengali, and, through the medium of that language, derive useful information, and thereby have their views expanded before they commence their English studies.

"Of the above-mentioned Bengali works, the biography is already published; rudiments of knowledge and moral class book are in the press, and almost all the other works are in the course of preparation. The adoption of these books will entail on the Council no expense whatsoever.

"I beg also to state that the preparation and the publication of the rudiments of Sanscrit grammar in Bengali and that of the Sanscrit selections shall need no pecuniary assistance of the Council.

"The preparation of the works for the mathematical class, namely, arithmetic, algebra, geometry and a popular treatise on astronomy, suitable for the use of the Sanscrit College will need the patronage of the Council of Education when the state of the education funds will admit of this being afforded.

Smriti or Law Class.

5. "After the Alankara the students come to this class, and continue in it for three years. The works read are:

1. Manusanhita.	4. Dayabhaga.
2. Mitakshara, 2nd Section.	5. Dattaka Mimansa.
3. Vivada Chintamani.	6. Dattaka Chandrika.

7. Ashtavinshati Tattwas.

"The institutes of Menu is the highest authority on the subject of Hindu law. It treats of social, moral, political, religious and economical laws. It is in a manner an index of Hindu society in ancient times. Mitakshara by Vignaveshwara, is a commentary on Yajnavalkya's Code. The second section treats of civil and criminal laws, the former including the law of inheritance. Mitakshara is acknowledged to be the highest authority in the North-Western Provinces. Vivada Chintamani, by Vachaspati Mishra, is a compilation of civil and criminal laws. This work is the authority in the province of Behar. Dayabhaga, by Jimutavahana, is a treatise on inheritance. This work is the authority in Bengal. Dattaka Mimansa and Dattaka Chandrika are treatises on the adoption of children and their civil rights. The Mimansa is the authority in the North-Western Provinces and the Chandrika in Bengal. The Ashtavinshati

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Tattwas are by Raghunandana. With the exception of the Daya and Vavyachara Tattwas—the former on the law of inheritance, the latter on the court procedure, the other 26 Tattwas are treatises on the forms of religious ceremonies. *

"With regard to this class I beg leave to observe that the study of the 28 Tattwas ought to be discontinued. Though they are of use to the Brahmans as a class of priests, they are not at all fitted for an academical course. The other works should be allowed to keep their place. Their study makes one conversant with the Hindu law of every part of India.

Nyaya Class.

6. "The Nyaya system of philosophy principally treats of logic and metaphysics, and occasionally touches upon subjects relating to chemistry, optics, mechanics, &c. The same description applies more or less to the other systems, excepting Mimansa and Patanjala, which treat of religious ceremonies and abstract contemplation of the deity respectively. The years of study in this class are four, † the works studied are the following:

1. Bhashaparichchheda.
2. Siddhanta Muktavali.
3. Nyayasatras with Vritti or commentary.
4. Kusumanjali.
5. Anumana Chintamani and Didhiti.
6. Shabdashaktiprakashika.
7. Paribhasha.
8. Tattwa Kaumudi.
9. Khandana.
10. Tattwa Vireka. ‡

Bhashaparichchheda, by Vishwanatha Panchanana, is an elementary treatise on all the departments of Nyaya. Siddhanta Muktavali is a commentary on the Bhashaparichchheda by the author himself. Nyaya Sutras are by Goutama the founder of this school of philosophy. Kusumanjali treats of the existence of the deity and that of a future state. The line of argumentation on the whole is similar to what is to be found in modern European works on the same subject. The author is Udayanacharya. Anumana Chintamani is a work of the modern school of Nyaya Philosophy, on deduction, by Gangeshopádhyáya. His reasoning is similar to that of the schoolmen of the middle ages of Europe. This treatise is what Bacon would call a "cobweb of learning." In the study of this work insurmountable difficulties are to be met with. Anumana Didhiti is its commentary, by Raghunath Shiromani. He is the dictator in the modern Nyaya school of philosophy. Shabdashaktiprakashika, by Jagadisha, is a treatise on the import of words. Paribhasha by Dharmaraja, is a short treatise on the Vedantic doctrines. Tattwa Kaumudi, by Vachaspati Mishra, is a short but comprehensive treatise on the Sankhya system of philosophy. Khandana is by Shriharsha. The object of the author in this work is to refute all the then existing systems of philosophy, and to

* The 28 Tattwas were introduced by order of the Council of Education, dated the 10th June 1846.

† From 1824 to 1835, students from the Alankara class were promoted at their option either to the Nyaya or Smriti class. For the remaining 5 or 6 years they studied in either of the classes, or such as liked, studying 1 or 2 years in the Nyaya class, joined that of Smriti. In 1835, it was compulsory on every one to study 2 years in the Nyaya class and the remaining portion in Smriti. This continued up to 1846, when, by order of the Council of Education, dated the 28th November, the period was extended to 4 years.

‡ The books marked 5, 6, 7, 8, 9, 10 were introduced by order of the Council of Education, dated the 17th February 1847.

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establish his favorite, the Vedantic. This work is of high repute. The author has handled the subject in the most abstruse style, and has actually made it what they call "muddy metaphysics." Tattwa Vireka, by Udayanacharya, aims at refuting the Bonddha or atheistical doctrine and proving the necessity of a maker of the universe. The style of this work has the opposite faults of being abstruse and diffuse.

"After the above observations, I beg leave to suggest that this class, instead of being called the Nyaya or logic class, be called the Darshana or philosophy class, and that the study of Anumana Chintamani and Dhidhiti, Khandana and Tattwa Vireka be discontinued, and in their place be studied the following works on the other systems of philosophy, excluding the Mimansa or rule of religious ceremonies :

1. Sánkhyapravachana.
2. Patanjála Sutra.
3. Panchadashi.
4. Sarvadarsana Sangraha.

"The period of study in the Sanscrit College is 15 years. One is expected to have a perfect knowledge of Sanscrit learning in so long a period. But no one may be considered to have such knowledge who is not familiar with all the systems of philosophy prevalent in India. True it is that the most part of the Hindu systems of philosophy do not tally with the advanced ideas of modern times, yet it is undeniable that to a good Sanscrit scholar their knowledge is absolutely required. Should the Council be pleased to adopt the suggestions that I will submit in the succeeding part of my report regarding the English department, by the time that the students come to the Darshana or philosophy class, their acquirements in English will enable them to study the modern philosophy of Europe. Thus they shall have an ample opportunity of comparing the systems of philosophy of their own, with the new philosophy of the western world. Young men thus educated will be better able to expose the errors of ancient Hindu philosophy than if they were to derive their knowledge of philosophy simply from European sources. One of the principal reasons why I have ventured to suggest the study of all the prevalent systems of philosophy in India, is that the student will clearly see that the propounders of different systems have attacked each other, and have pointed out each other's errors and fallacies. Thus he will be able to judge for himself. His knowledge of European philosophy shall be to him an invaluable guide to the understanding of the merits of the different systems.

English Department.*

7. "The present mode in which this very useful department is conducted is very unsatisfactory. There is no rule as to what students are expected to study English, but it is entirely left to their own option. They commence the study when they please, leave it off at their own option, and commence again when it suits their purpose. Many students on being attached to the grammar classes, at their first admission, immediately commence English, but from the difficulty of the first principles of both languages, the greater part being unable to carry on both at once, some after a short time neglect their English and others the Sanscrit. It is the case with many to retire from

* The English department was established in May 1827. It was abolished by the orders of the General Committee of Public Instruction in November 1835. It has been re-established in October 1842 by the orders of the Council of Education.

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the English class just before the examinations. The very same students come again to be admitted at the beginning of the next session. There is another circumstance which causes great confusion, which is that one English class is constituted of students of various Sanscrit classes. Take, for instance, the components of the third and fourth classes. The third class consists of 13 boys, 4 of whom belong to the Smriti class, 1 to the Nyaya, 1 to the Alankara, 3 to the third grammar class, and 4 to the fourth grammar class. The fourth class consists of 33 boys, 2 of whom belong to the Alankara class, 5 to the Sahitya, 2 to the first Grammar class, 6 to the second, 10 to the third, 6 to the fourth, and 2 to the fifth grammar class. From the circumstance of students of various Sanscrit classes coming to attend the English class, it becomes altogether a difficult affair to secure regular attendance in the latter. Again, the study of English being optional, some portion only of each Sanscrit class are students in the English department. Such students, particularly those from the lower classes, cannot go on with their Sanscrit studies with that degree of attention which the non-English reading students can. But the studies of the class being the same with all, the progress in both the languages is greatly impeded.

"The English department, if continued to be conducted in this irregular style, is not expected to be productive of any satisfactory results. After the creation of the English department in this Institution a similar irregular mode of conducting it rendered it useless, which caused its abolition by the late General Committee of Public Instruction. If better arrangements be not made, the present English department will also become useless.

"Under the above considerations, I beg leave to suggest the following arrangement, which, I am persuaded, if steadily pursued, will be productive of beneficial results. The arrangement I would propose is as follows:

"The students should not be allowed to commence English till they have acquired some proficiency in the Sanscrit language: the pupils of the same Sanscrit class shall go on with the same English studies: the study of English instead of being optional be compulsory; should there be any one very unwilling to be taught in English, he be given to understand that he will not be allowed to commence English at any subsequent stage of his Sanscrit study, as to create for him alone a separate class is altogether out of the question.

"Under the proposed system of Sanscrit study, the students of the Sahitya class, it is assumed, will be well acquainted with the Sanscrit language. Therefore I beg leave to propose that the study of English be commenced in the Alankara class. In that case the students will be able to devote to the study of English nearly double the time they do now; and their minds, having received culture, they will not have to begin with such trite subjects as young beginners are obliged to commence with. From the Alankara class to the last year of study in the College is some 7 or 8 years and a diligent student in the course of that period will have ample opportunity of making himself familiar with English language and literature.

8. "Another very important circumstance I beg to bring to the notice of the Council. The fifth grammar professor, pundit Kasinath Tarkapanchanana, is not quite equal to discharge the duties of his class. He is an old pundit and seems to be in his dotage. He is altogether unacquainted with that discipline which is absolutely required for so young a class as his. Being an old man, he will not bear to be directed, as is usual with all pundits of his age.

Fifth Grammar Class.

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"From all these circumstances his class is the most irregular of all. Therefore I beg leave to propose that he be placed in charge of the library with his present salary, rupees 40 a month, and the present librarian, Pundit Grish Chundra Vidyaratna, a very distinguished ex-student of the institution, be appointed to the chair of the fifth grammar professor with his present salary rupees 30 a month, to be raised to rupees 40 when a favorable opportunity offers.

Promotions.

9. "With regard to the promotion of boys from one class to another, the present practice of the College is to keep them in each class for the allotted number of years, and send them at the expiration of the time to the higher class, without any consideration as to the degree of their acquirements.

"Under this arrangement it so happens that a student, notwithstanding he may have finished his course in the class, is not allowed to join the higher one if he has not finished his allotted years, whilst another, let him be how deficient soever in the studies of the class, is promoted to the higher class, simply if he has merely completed the prescribed time. Therefore I beg leave to propose that promotions take place on the principle of merit, not years: only with this limitation, that no one will be allowed to remain in the College beyond the period prescribed by the scholarship rules. I am persuaded that under this arrangement all students above mediocrity will finish their collegiate course of study in less than the time now prescribed.

Discipline.

10. "The laxity of general discipline in the institution at present is notorious. It is highly desirable that strict and steady attention should be paid to ensure regularity of attendance, to put a stop to students constantly leaving their classes on trivial pretences, and to prevent needless noise, talking and general confusion. There is no inherent cause whatever why the discipline in this College should not be equal to that which obtains in any English institution. The same methods require only to be enacted and enforced.

"In conclusion, I beg leave to observe, that the changes now proposed by me in the system of the College are the results of a long and anxious consideration of the subject. They are extensive—but I have endeavoured to select only those which are absolutely necessary for the efficiency of the institution, and which are quite practicable. Should the Council be pleased to adopt these suggestions, I have sanguine hopes that the happy and speedy results, under an efficient and steady supervision, will be, that the College will become a seat of pure and profound Sanscrit learning, and at the same time a nursery of improved Vernacular literature, and of teachers thoroughly qualified to disseminate that literature amongst the masses of their fellow-countrymen."

Examination of Grammar Classes.

Pundit Joynarain Tarkapanchanan, professor of logic, examined the first and second grammar classes. His report is as follows:

"There are 26 boys in the first class. They study Bhatti Kávya; the following is a list of the boys deserving of prizes:

1. Krishnacomul.
2. Beedhoobhoo Shun.
3. Kallidhone.
4. Nobinchandra.
5. Shohayram.
6. Muttyloll.

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"The second class consists of 37 boys, they have finished Moogdhabodha Byakarana. The following is a list of the prize boys:

1. Krishnanath.
2. Gourisunkar.
3. Kedarnath.
4. Dinnobundhu.
5. Banimadhub.
6. Ramraton.

"In conclusion, I beg leave to state that I have been highly pleased with the progress of the boys examined, and with the zeal and ability shown by the pundits in the dischage of their duties."

Pundit Dwarakanath Vidyabhusen, the second professor of grammar, examined the third, fourth, fifth and sixth grammar classes, and reported as follows:

"The third class consists of 39 boys. They read Moogdhabodha Byakarana. The following is a list of the prize boys belonging to this class:

1. Sitanath.
2. Kaliprasanna.
3. Madangopal.
4. Dwarakanath.
5. Shyamacharn.
6. Brajendra.
7. Shamsoondar.

"This class has acquitted itself very creditably; Sitanath, the boy first in the list, seemed to be remarkably clever in his answers.

"The fourth class consists of 39 boys. They study Moogdhabodha Byakarana. The following is a list of the boys deserving of prizes:

1. Ramcoomar.
2. Umbeekacharn.
3. Kalliprasanna.
4. Oopendhernath.
5. Kedarnath.
6. Sreenath.

"The boys of this class have passed a very fair and highly satisfactory examination.

"The fifth class consists of 34 boys. They read Moogdhabodha Byakarana. The following is a list of the prize boys:

1. Banymadhub.
2. Kedarnath.
3. Rajkrishna.
4. Joynarain.
5. Kallichurn.

"This class has rendered every satisfaction to the examiner.

"The sixth or the last class consists of 35 boys. They read Byakarana. These are the boys deserving of prizes:

1. Koylashchandra.
2. Ramkhetra.
3. Dharmadas.

"In conclusion, I beg leave to state that the pundits of the classes examined by me seem to have taken great care in training up their pupils, and have shown great zeal in the discharge of their respective duties. Prankristna Vidyasagor, the pundit of the fourth class, is deserving of special notice for his zeal and ability as a teacher."

According to the recommendation of the examiners, prizes of books have been awarded to the deserving students.

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Scholarship Examinations.

The scholarship examinations were conducted by Major G. T. Marshall, Secretary and Examiner to the College of Fort William, whose report is annexed:

"The examination occupied 11 days, from the 12th to the 25th of September, the two departments, senior and junior, being examined separately. Two tabular statements embracing the results of the examinations, one for each department, are forwarded herewith.

"The general impression from the examination of the exercises is, that all parties have attended with much labour and zeal to their respective duties, and that each subject of study has received due consideration.

"Among the students, special praise is due to Ramkumal Sharma (1st) and Ramgati Sharma of the senior department, and to Jadunath Sharma of the junior department. Ramgati Sharma gave, on this occasion, his first examination in the senior department, and yet he stands second on the list. Jadunath Sharma, who gave this time his first scholarship examination, ranks first on the junior list."

The questions and the tabular statements of the general results of the scholarship examinations are annexed as Appendixes Nos. 1 and 2, and with reference thereto, the following distribution of scholarships have been made for the ensuing session:

Senior Scholarships.		*Number of Marks.*	*Rs.*
Ramkumal Sharma, ...	(Retains,)	312	20
Madhabchandra Sharma, ...	(Retains,)	227	20
Ramgati Sharma, ...	(Junior, promoted,) ...	277	20
Jagamohan Sharma, ...	(Promoted,)	269	20
Grishchandra Sharma, ...	(Retains,)	261	15
Chandrakant Sharma, ...	(Retains,)	260	15
Ramnarayan Sharma, ...	(Retains,)	238	15
Kailaschandra Sharma, ...	(Forfeits,)	230	15
Beereshwar Sharma, ...	(Forfeits,)	214	15
Ramanath Sharma,...	(Retains,)	211	15
Ramakshya Sharma, ...	(Junior, promoted,) ...	253	15
Krishnakishore Sharma, ...	(Junior, promoted,) ...	203	15
Rammoy Sharma, ...	(Junior, promoted,) ...	199	8
Shambhuchandra Sharma, ...	(Junior, promoted,) ...	184	8

Junior Scholarships.		*No. of Marks on Senior Scholarship Papers.*	
Gourhari Sharma, ...	(Retains,)	182	8
Gopalchandra Gupta, ...	(Retains,)	176	8
Ramkamul Sharma, ...	(Retains,)	175	8

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		No. of Marks on Junior Scholarship Papers.	*Rs.*
Shrimant Sharma, ...	(Retains,)	208	8
Grishchandra Gupta, ...	(Retains,)	202	8
Saradaprasad Sharma, ...	(Retains,)	195	8
Somanath Sharma,...	(Retains,)	193	8
Deenanath Sharma, ...	(Retains,)	190	8
Shyamacharn Sharma, ...	(Retains,)	178	8
Neellohita Sharma, ...	(Retains,)	175	8
Jadunath Sharma,...	(Gains,)	227	8
Pitembar Sharma, ...	(Gains,)	191	8
Kantichandra Sharma, ...	(Gains,)	179	8
Shyamacharn Sharma, ...	(Gains,)	169	8
Kedarnath Sharma, ...	(Gains,)	168	0
Trilochan Sharma, ...	(Gains,)	161	0
Ramanath Sharma, ...	(Entitled,)	152	0
Ramsadaya Sharma, ...	(Entitled,)	150	0
Shyamacharn Sharma, ...	(Entitled,)	149	0
Kailasnath Sharma, ...	(Entitled,)	139	0
Chandicharn Sharma,...	(Entitled,)	135	0
Grishchandra Sharma, ...	(Entitled,)	133	0
Chandramohan, ...	(Entitled,)	128	0
Joygopal Sharma, ...	(Entitled,)	126	0
Shyamacharn Gupta,...	(Entitled,)	125	0

Examination of the English Department.

The general examination of the English department was conducted by Mr. R. Jones, head master of the Hindu College, who observes as follows:

"The students possess but a limited knowledge of the subjects in which they were examined. It appears, however, that only one hour a day is given to the study of English, and that some of the students have lately joined the English classes. Taking these circumstances into account, the result of the examination may be considered as on the whole satisfactory."

According to the examiner's recommendation, prizes in books have been awarded to the following meritorious students:

First Class.

1. Ramkumal. | 2. Saradacharn.

Second Class.

1. Dwarkanath Banerjea. | 2. Gourishankar.

Third Class.

1. Ramgati, | 2. Satyanath.

Fourth Class.

1. Grishchandra Gupta. | 2. Ramchandra Moitra.

Fifth Class.

1. Shamacharn. | 2. Harishchandra.

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No student appeared to compete for the English junior scholarship assigned to this institution.

Certificates of proficiency are to be granted to Tarasankar Sharma, Kaliprasanna Sharma, and Brajamohan Sharma, three students who at the close of the session left the College; the two first having completed the fixed period of study, and the third having resigned.

Tarasankar Sharma and Kaliprasanna Sharma were examined on 19th September last, in Hindu law, by Dr. Sprenger, examiner of candidates for the situation of law officer, according to the provisions of Regulation XI. of 1826, and Act V. of 1845; but neither of them obtained a certificate of qualification.

With the sanction of the Council, the Reverend J. Long offered a set of the Mohabharata, to be given as a prize to the best student who will translate the *Shanti Shalaka* and *Ritusanhara*, two Sanscrit poems, into Bengali. Three competitors appeared, Madhabchandra Sharma, Ramnarayan Sharma, and Kaliprasanna Sharma. Major Marshall, of the College of Fort William, examined their performances, and awarded the prize to Madhabchandra. The Reverend gentleman has also shown his earnest solicitude for the growth of the vernacular literature in causing the translations of these two poems to be printed.

The following have been fixed as the standards for senior and junior scholarships for the session of 1851-52:

Senior.

Literature, ...	Shakuntala. Meghaduta.
Rhetoric,...	Shahityadarpona, 8th, 9th and 10th chapters.
Mathematics, ...	Lilavati. Vijaganita.
Law,...	Dayabhaga. Dattaka Mimansa. Dattaka Chandrika.
Philosophy,... First class, ...	Anumanachintamani.
Philosophy,... Second class,..	Mooktavali and Kusumanjali.
Composition, ...	Sanscrit, Prose and Poetical Essays. Bengali Prose Essay.

Junior Alankar Class.

Literature, ...	Shishupalabadha 1, 2, 3, 13, 14, 15 and 16th books. Ratnavali.

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JUNIOR ALANKAR CLASS.—*(Continued.)*

Rhetoric,...	Sahityadarpana, 5th and 6th chapters excepted.
Mathematics, ...	Lilavati. Vijaganita, as far as Ekavarna Samikarana.
Translations, ...	From Sanscrit into Bengali and vice versâ.

SAHITYA CLASS.

Literature, ...	Kiratarjuniya 1, 2, 3, 4, 11, 12, 13 and 14th books. Mudrarakshasha. Utteracharita.
Grammar, ...	Siddhanta Kaumudi Karaka and Samasa.
Mathematics, ...	Lilavati.
Translations, ...	From Sanscrit into Bengali, Panchatantrasara. From Bengali into Sanscrit, Betalpanchabinshati.

Many valuable works have been purchased for the library of the institution during the past session. The Asiatic Society of Bengal has presented to the library several numbers of the Bibliotheca Indica, and Rajah Radhakant Bahadur, the 7th volume of his valuable "Shabda Kalpa-drama."

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Russapuglah School.

Managing Committee as on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
Captain Orfeur Cavenagh, ...	*Superintendent Mysore Princes.*
His Highness Prince Ghoolam Moohummud, ...	*Members of the Mysore Family.*
Sahibzadah Moohummud Bhusheerooddeen,	
Nowab Kheiroollah Khan,...	
Sahibzadah Moohummud Jalalloodeen, ...	

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. W. Scott,...	*Head Master*, ...	150	29th May 1846.
Baba Harrynauth Chatterjee,.....	*Assistant*, ...	50	21st Jan. 1847.
Mouluvee Nassiroodeen, ...	*First Persian Teacher*, ...	60	21st June 1848.
Mouluvee Seeanutoollah,...	*Second Persian Teacher*, ...	50	21st June 1848.
Ram Chunder Biddalunker, ...	*Bengali Pundit*,...	50	28th Oct. 1845.
House Rent, ...	... ...	60	
Three Servants, ...	....	14	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated 1st October 1838.		Items.	Total.
			7200	English Teacher, ...	2348 0 0	
				Vernacular Teacher,...	1920 0 0	
				House Rent, ...	720 0 0	
				Contingencies, ...	149 8 9	
						5137 8 9

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General Annual Examinations.

The examination was conducted by Capt. Orfeur Cavenagh, Superintendent of the Mysore Princes, assisted by Nuwab Khyroollah Khan and Sahibzadahs Moohummud Busheeroodeen and Jalalloodeen, who most kindly volunteered their services, and the reports are as follows:

CAPTAIN ORFEUR CAVENAGH.

"The first English class consists of ten pupils (average age 13 years) of whom one, Moheenee Mohun Bose, was absent, having accompanied his parents on a visit to their home. The examination of these lads was restricted to the studies noted in the margin, in most of which they acquitted themselves very creditably. Their answers to the different questions were correct, and they read several pages both of prose and poetry with ease and accuracy. The result of the test to which they were subjected in arithmetic was not as favorable as might be expected, and in writing from dictation the production even of the senior on the roll exhibited several errors. This may certainly be considered a promising class, and likely hereafter to make rapid progress. The undermentioned members are recommended for prizes, Kallee Prosunnoo Bannerjee, Nobinchunder Bannerjee and Gopal Chunder Chatterjee.

Azimghur Reader, 44 pages.
Poetical Reader, 25 pages.
Lennie's English Grammar, to the end of the chapter, upon Etymology.
History of Greece, First 15 chapters.
Geography, Asia, and Section 7 of Europe.
Arithmetic, Compound Rules and Reduction.

NUWAB KHYROOLLAH KHAN.

"The second class numbers eight students, five of whom are members of the Mysore family, and three Moohummudan out-pupils. The average age is 11 years; attendance pretty uniform. The books of the class are noted in the margin, as also the amount of study accomplished throughout the year. The performances of the lads did not meet with the entire satisfaction of the examiner; their pronunciation was considered very defective, reading laboured, and general manner without any animation whatever. There were however some exceptions; Sahibzadah Homayoon Jah, and Furakh Bukht appeared very active and intelligent, and of a promise to do creditably in future, if nothing occur to prevent the regularity of their attendance at the school; they are therefore recommended each for a reward, as also Sahibzadah Weiheedoodeen, evidently the best boy in the class, but who has not been specially mentioned, as he is comparatively far older than his class fellows, and a considerable while absent on sick leave.

English Reader No. 1, 76 pages.
Elements of Grammar, 10 pages.
Geography (Bhoobun's) 10 pages.
Arithmetic, Simple Addition.

SAHIBZADAH BUSHEEROODEEN.

"The third class consists of 29 children, whose ages vary from 5 to 9 years. There are in it four members of the Mysore family, twenty-two Moohummudan out-pupils, and three Hindus. It is divided into two sections, the study of each being the English Spelling Book No. I. Their reading was fair, spelling correct, and the explanation of small sentences satisfactory.

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"The most deserving youngsters in point of diligence and regular attendance, were Obhoychurn, Sahibzadahs Allah Newaz and Futha Allie Shah, of the 1st section, and Sahibzadahs Allah Enayut and Wallah Gouhur of the second, who were therefore awarded prizes.

"In the 1st Persian class there are 3 lads, whose ages average 15 years, they were examined in several passages from the Anwar-i-Suheli, the result not over satisfactory; as, however, Sahibzadah Wuhudoodeen decidedly displayed more ability than either of the other candidates, he is adjudged worthy of a prize, the receipt of which it is hoped may prove a stimulus to future exertions.

CAPTAIN ORFEUR CAVENAGH.

"The 2nd class is composed of 11 members (average age 11 years) of whom 9 were present. They were called upon to read and translate a portion of the 2nd chapter of the Gulistan, to which work their studies have been confined. The manner in which they acquitted themselves was far from creditable; one lad alone, Abdool Ruhim, deserving the slightest notice; as he, however, certainly manifested tolerable proficiency, he is deemed entitled to a prize.

"The 3rd class consists of 9 lads (average age 10 years); there are several promising pupils in this class, and doubtless they will rapidly improve; at present as they have only read the first 4 fables, 1st chapter of the Gulistan, it is almost impossible to report upon their merits. Three of their number, Gholam Ambah, Abdool Waris and Sahibzadah Allah Newaz are recommended for prizes of trifling value.

"The 4th and 5th classes were examined in the Hooroof-i-Tahujee, or alphabet of the Persian language; little account can at present be given of these boys, but they are in a fair way to improvement, and will, by attention and care, do well in time.

SAHIBZADAH BUSHEEROODEEN.

"The 1st Bengali class consisted of six boys. All excepting one were present. The subject of the examination was Betal Punchabinshati, and they all acquitted themselves satisfactorily, explaining the passages, spelling, and pronouncing the words correctly, particularly Nobinchunder Banerjea, a clever lad, and considered the most deserving of the first prize, inasmuch as he read with more accuracy than his class fellows, two pages that had never before formed part of his lesson.

SAHIBZADAH JULALOODEEN.

"2nd.—The second prize was awarded to Gopal Mokoorjea, who also afforded great satisfaction.

"3rd.—The second class is composed of three lads who are engaged in reading the Hitopodesh. The examiner was not sufficiently pleased with the manner in which they acquitted themselves as to recommend any for a reward."

In forwarding the above report to the Council, Captain Cavenagh remarks:

"Although so great a deterioration has been lately manifested throughout all the classes as to preclude my reporting as favorably as has

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hitherto been the case regarding the conduct of the masters and teachers, to whom some degree of blame must necessarily attach, I deem it but just to mention that during the last six months the progress which has been made by the generality of the pupils is certainly satisfactory, and I trust in the course of the ensuing year to have it in my power to notify their having again reached their former standard."

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Hooghly College.

COLLEGE OF HADJI MOOHUMMUD MOHSIN AND ITS SUBORDINATE INSTITUTIONS,

1850-51.

ESTABLISHED ON THE 1ST AUGUST 1836.

FIFTEENTH YEAR.

Establishment as on the 1st October 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
J. KERR, Esq., M. A., ...	*Principal*, ...	600	29th Octr. 1848.
R. TRWATTES, Esq., B. A., ...	*Professor of Mathematics*, ..	500	3rd Decr. 1846.
English Department.			
J. Graves, Esq., B. A., ...	*Head Master*, ...	400	1st Novr. 1844.
W. Brennand, Esq., ...	*Second Master*, ...	300	22nd Novr. 1845.
Senior Division.			
Babu Eshanchundra Banorjya, ..	*Master, Second Class, Sec. A.*,..	200	1st Augt. 1836.
Mr. T. W. Clermont, ...	*Master, Second Class, Sec. B.*,..	200	1st Jany. 1846.
Babu Moheshchunder Banorjya,..	*Master, Third Class, Sec. A.*,..	130	1st Jany. 1846.
Mr. A. Ure, ...	*Master, Third Class, Sec. B.*,..	130	1st Jany. 1846.
Junior Division.			
Babu Nobinchunder Doss, ...	*Master, First Class, Sec. A.*,..	100	16th April 1846.
„ Bolloram Biswass, ...	*Master, First Class, Sec. B.*,..	90	1st Jany. 1846.
„ Madhubchunder Dutt, ...	*Master, Second Class, Sec. A.*,..	70	1st Jany. 1846.
Mr. M. Gregory, ...	*Master, Second Class, Sec. B.*,..	70	8th April 1851.
Babu Shamachurn Mookerjee,...	*Master, Third Class, Sec. A.*,..	70	1st Jany. 1846.
„ Bhuggobuttychurn Mullik,..	*Master, Third Class, Sec. B.*,..	50	1st Jany. 1846.
„ Bhobanychurn Mullik, ...	*Master, Fourth Class*, ..	40	18th Novr. 1846.
Mr. J. Vogel, ...	*Writing Master*, ...	70	1st March 1841.
Babu Juggessur Ghose, ...	*Librarian*, ...	50	7th June 1850.
Bengali Department.			
Obhoyachurn Turkopunchanun,..	*Superintending Pundit*, ..	60	20th Augt. 1836.
Gobindchunder Seromonee, ...	*Head Pundit*, ...	41	14th Octr. 1836.
Bhuggobanchunder Bisarad, ...	*Second Pundit*, ...	30	14th Octr. 1836.
Kaseenauth Turkobhooshun, ...	*Third Pundit*,..	20	14th Octr. 1836.
Gobindchunder Bisarad, ...	*Fourth Pundit*, ...	20	16th Jany. 1846.
Gopaulchunder Bidyaneedhee, ..	*Fifth Pundit*, ...	20	16th Jany. 1846.

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Arabic Department.

MUDRISSA.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mouluvee Moohmd. Akber Shah,	*Head Mouluvee, (Sunnee,)* ..	300	1st Augt. 1836.
,, Ali Azhur, ...	*Head Mouluvee, (Sheea,)* ..	300	12th Augt. 1848.
,, Ghoolam Mukdhoom,..	*Second Mouluvee, (Sunnee,)* ..	100	14th June 1849
,, Moohmd. Mustaqim,..	*First Mouluvee, Lower School,*.	100	1st Augt. 1836.
,, Ubdoor Rahman, ...	*English Teacher,*	90	13th Decr. 1848.
,, Rumzan Ali, ...	*Second Mouluvee, Sec. A.,* ..	80	1st Augt. 1836.
,, Furraghut Ali, ...	*Second Mouluvee, Sec. B.,* ..	80	1st Augt. 1836.
,, Moohummud Taqi, ...	*Third Mouluvee, Sec. A.,* ..	80	12th June 1837.
,, Toluttuff Hossein, ...	*Third Mouluvee, Sec. B.,* ..	70	12th Murch 1839.
Babu Okhoychunder Bromochary,	*Teacher of Govt. Regulations,*..	60	15th June 1847.
Mouluvee Nusseerooddeen, ...	*Fourth Mouluvee, Sec. A.,* ..	36	12th Septr. 1836.
,, Moohummud Modessur,	*Fourth Mouluvee, Sec. B ,* ..	36	5th Septr. 1845.
,, Tofuzzul Hossein, ...	*Urdu Teacher,*..	36	15th Jany. 1846.
Abdool Ali, ...	*Librarian,*	30	19th April 1842.
Mirza Mobarak Ali, ...	*Writing and Drawing Master,*	40	1st Octr. 1836.

Office Establishment.

Three Writers, a Collecting Sircar and seventeen Servants, ...	....	179	

Hooghly Branch School.

ESTABLISHED ON THE 4TH DECEMBER 1837.

Establishment as on the 1st October 1851.

English Department.

Babu Khettermohun Chatterjee, .	*Head Master,*	200	12th Novr. 1843.
,, Chundernauth Moitry, ...	*Second Master,*	80	6th Jany. 1846.
,, Sreenauth Banorjee, ...	*Third Master,*	50	16th July 1838.
,, Dwarkanauth Chakerbutty,.	*Fourth Master,*.	50	18th May 1848.
,, Neelmoney Doss, ...	*Fifth Master,*	30	31st March 1846.
,, Bunkobeharry Neugee, ...	*Sixth Master,*	25	16th Novr. 1850.

Oriental Department.

Mouluvee Ismutoollah, ...	*Head Mouluvee,*.	40	8th April 1848.
,, Ulee Ushghur, ...	*Second Mouluvee,*	30	8th April 1848.
Sreeram Seromonee, ...	*Head Pundit,*	20	1st Decr. 1837.
Tarucknauth Turkolunkar, ...	*Second Pundit,*	16	29th May 1847.
Koylashchunder Bhuttacharjee,..	*Arithmetical Teacher,* . ..	16	1st Decr. 1846.
Four Servants, ...	....	22	

Hooghly Infant School.*

ESTABLISHED ON THE 1ST FEBRUARY 1839.

Establishment as on the 1st August 1851.

Mr. T. M. Gomess, ...	*English Teacher,*	100	
Nobo Coomar Mozoomdar, ...	*Bengali Teacher,*	20	
One Servant, ...	....	5	

* The Infant School has been abolished.

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Statement exhibiting the number, caste, &c., of the Pupils of the College of Moohummud Mohsin and its Subordinate Institutions, as on the 30th September 1851.

INSTITUTIONS.	Number of Pupils.	Christians.	Moohummudans.	Hindus.	Remarks.
College of Moohummud Mohsin, ...	397	2	6	389	
Hooghly Branch School, ...	164	2	2	160	
Hooghly Infant School, ...	43*	1	2	40	*On 31st Aug. 1851.
Mudrissa of Moohummud Mohsin, ...	163	0	145	18	
Hooghly Muktub, ...	56	0	47	9	
Seetapore Mudrissa, ...	40	0	40	0	
Total,.....	863	5	242	616	

Satement of Students from 1st October 1850, to 30th September 1851.

INSTITUTIONS.	Christians.	Moohummudans.	Hindus.	Total.
ENGLISH DEPARTMENT.				
College.				
Number of Admissions, ...	1	6	98	
Dismissals, ...	0	1	70	
Withdrawals, ...	2	4	34	
Deaths, ...	0	0	6	
on the Rolls ending September 1850,	3	5	401	409
Ditto, September 1851,	2	6	389	397
Daily average attendance, ...	0	0	0	345
Branch School.				
Number of Admissions, ...	0	1	35	
Dismissals, ...	0	0	12	
Withdrawals, ...	0	1	32	
Deaths, ...	0	0	1	
Promotions, ...	0	0	8	
on the Rolls ending September 1850,	2	2	178	182
Ditto September 1851,	2	2	160	164
Daily average attendance, ...	0	0	0	144

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INSTITUTIONS.	Christians.	Moohummudans.	Hindus.	Total.
Infant School.				
From 1st October 1850 to 31st August 1851.				
Number of Admissions,	1	1	17	
Dismissals,	0	2	5	
Withdrawals,	0	1	7	
Deaths,	0	0	1	
Promotions to Branch School,	0	1	7	
on the Rolls ending September 1850,	0	5	43	48
Ditto September 1851,	1	2	40	43
Daily average attendance,	0	0	0	31
Number on the Rolls on 1st October 1850,	5	7	579	591*
Ditto 1st October 1851,	4	8	549	561*
Daily average attendance,	0	0	0	489*
Arabic Department.				
Mudrissa.				
Number of Admissions,	0	24	8	
Dismissals,	0	10	1	
Withdrawals,	1	24	7	
Deaths,	0	5	1	
on the Rolls ending September 1850,	1	160	19	180
Ditto September 1851,	0	145	18	163
Daily average attendance,	0	0	0	122
Hooghly Muktub.				
Number of Admissions,	0	31	7	
Dismissals,	0	17	5	
Withdrawals,	0	8	4	
Deaths,	0	0	0	
on the Rolls ending September 1850,	0	41	11	52
Ditto September 1851,	0	47	9	56
Daily average attendance,	0	0	0	38
Seetapore Mudrissa.				
Number of Admissions,	0	0	0	
Dismissals,	0	0	0	
Withdrawals,	0	0	0	
Deaths,	0	0	0	
on the Rolls ending September 1850,	0	40	40	40
Ditto September 1851,	0	40	40	40
Daily average attendance,	0	0	0	38
Number on the Rolls on 1st October 1850,	1	241	30	272
Ditto 1st October 1851,	0	232	27	259
Daily average attendance,	0	0	0	198

* Exclusive of the Infant School, which was abolished on the 31st August 1851.

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Statement exhibiting the number of Scholarshipholders and Pay and Free Pupils of the College of Moohummud Mohsin and its Subordinate Institutions, on the 30th of September 1851.

INSTITUTIONS.	Scholarship-holders.		Free Scholars.		Pay Pupils.	Free Pupils.	Total.	Remarks.
	Junior.	Senior.	Junior.	Senior.				
College of Moohummud Mohsin, ...	*14	8	0	7	339	29	397	* Including 5 Junior Scholarships tenable at the College as follows— Hooghly Branch School,..... 1 Zemindary, ... 1 Baraset, ... 3 — 5 —
Hooghly Branch School,	0	0	0	0	139	25	164	
Hooghly Infant School,	0	0	0	0	0	†43	43	
Mudrissa of Moohummud Mohsin, ...	15	10	0	0	‡7	131	163	
Hooghly Muktub, ...	0	0	0	0	0	56	56	
Seetapore Mudrissa. ...	0	0	0	0	0	40	40	
Total, ...	29	18	0	7	485	324	863	† On the 31st Aug. 1851, when the School was abolished. ‡ Regulation Class.

Statement exhibiting the number of Students studying different languages in the College of Moohummud Mohsin and its Subordinate Institutions, on the 30th September 1851.

INSTITUTIONS.	Sanscrit.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
College of Moohummud Mohsin, ...	0	0	397	0	397	
Hooghly Branch School,	0	0	164	0	164	
Hooghly Infant School,	0	0	*43	0	43	* On 31st August 1851.
Mudrissa of Moohummud Mohsin, ...	0	128	56	61	4	
Hooghly Muktub, ...	0	56	19	0	0	
Seetapore Mudrissa,.....	0	40	0	0	0	
Total,.....	0	224	679	61	608	

	College.	*Branch School.*
Amount of Schooling fees collected from 1st October 1849 to 30th September 1850, ...	6881 4 0	2401 0 0
Amount of Schooling fees collected from 1st October 1850 to 30th September 1851, ...	6995 8 0	2362 8 0
Schooling fees receivable in September 1850,...	597 8 0	194 0 0
Schooling fees receivable in September 1851, ...	643 8 0	203 0 0

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Local Receipts and Disbursements of the College of *from 1st October* 1850,

RESOURCES OF ANNUAL INCOME.

Separate Fund.				Assignment from Parliamentary Grant.			Total.			Assignment from additional Grant, dated 16th December 1840.			Establishment and expences as fixed by Government, dated 16th December 1840.		
Interest of Fund under orders, dated 16th March 1836,	41316	0	0												
⅛th share of the proceeds of the Syudpore Trust Estate, under orders, dated 30th March, 1836, ...	6000	0	0												
				0	0	0	*47316	0	0	*28902	0	0	*81018	0	0
Schooling, College,	6995	8	0												
Do. Branch School,	2362	8	0												
Fines, College, ...	533	1	8												
Do. Branch School,	29	2	1¾												
Admission Fee, College, ...	79	8	0												
Do. Branch School,	45	8	0												
Surplus refunded, College, ...	151	8	6												
				0	0	0	10196	12	3¾	57512	12	3¾			
Total, Co.'s Rs.....				0	0	0	0	0	0	86414	12	3¾	81018	0	0

* Copied from the General Report on Public Instruction for 1840-41 and 1841-42, page 151.

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Moohummud Mohsin and its Subordinate Institutions to 30th September 1851.

Nature of Charge.	Actual Charges for 1850-51. Items.			Total.		
College of Moohummud Mohsin.						
Principal and Professors, ...	21600	0	0			
English Teachers, ...	16320	0	0			
Vernacular Teachers, ...	18728	0	0			
Medical Attendant, ...	1200	0	0			
English Scholarships, ...	4058	4	7			
Oriental Scholarships, ...	4852	9	2			
Establishment, ...	2148	0	0			
Contingencies, ...	2235	4	3			
Extra Teacher, ...	149	4	10			
Schooling and Fines returned, ...	72	8	0			
				71363	14	10
Hooghly Branch School.						
English Teachers, ...	5220	0	0			
Vernacular Teachers, ...	1464	0	0			
English Scholarship, ...	96	0	0			
Establishment, ...	264	0	0			
Contingencies, ...	250	9	0			
Schooling returned, ...	2	0	0			
				7296	9	0
Hooghly Infant School.						
(From 1st October 1850 to 31st August 1851.)*						
English Teacher, ...	1012	14	5¼			
Vernacular Teacher, ...	220	0	0			
Establishment, ...	55	0	0			
Contingencies, ...	32	15	9			
				1320	14	2¼
Total, Co.'s Rs.	0	0	0	79981	6	0¼

* The Infant School was abolished on the 31st August 1851.

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Changes in the Establishment.

The changes which have taken place in the establishment of teachers during the past year are as follow:

In April last Babu Bissonauth Sing, teacher of the second class, section B, of the junior school, was transferred to the Calcutta Sanscrit College. Mr. M. Gregory, formerly an assistant teacher of the Government School at Jessore, became his successor.

The services of Hurrochunder, pundit of the Mudrissa, were dispensed with from the last day of July, in consequence of the abolition of the Bengali class of that department, which was under his charge.

The Infant School at Hooghly lost its head master, Mr. T. Gomess, who was unfortunately drowned, while bathing in the river, in the month of August. The Council did not deem it advisable to appoint a successor.

None of the professors or teachers of the English department have required to take leave of absence during the past year, except for very short periods. The business of the College has gone on steadily and without interruption.

In the Arabic department the case has been somewhat different. Mouluvee Ghoolam Mukdhoom, the Professor of Mathematics, was absent on account of severe sickness for about six weeks in the months of December and January; and Mouluvee Tofuzzul Hossein, teacher of Urdu, was absent on medical certificate in the same months, and for about the same period. It was not considered necessary to appoint any one to officiate for the former, the students being always for the greater part of the day under the charge of the head Mouluvees. Gholam Mehdi, an ex-student of the Mudrissa, officiated as teacher of the Urdu class during the absence of the Mouluvee.

The abolition of the Bengali class of the Mudrissa and of the Infant School at Hooghly has been alluded to. It will be proper to take more particular notice of these two important events.

In June last, the principal reported to the Council as follows, on the state of the Bengali class of the Mudrissa.

"The Bengali class of the Mudrissa is in a declining state, so much so as to make it questionable whether it ought to be continued. The following statement exhibits the average daily attendance of the class, since the re-opening of the College in November last up to the present time:

Number Present.	Number Absent.
1½	1½

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"The above exhibits the result of thirty visits made to the class at different times of the day, and extending through a period of several months. In one instance there were four pupils present, and in another three; somewhat oftener two, but most generally only one.

"The class was in much the same state last year. It does not appear that there is any real desire in the Mudrissa to learn Bengali, and it may be a question for the consideration of the Council whether the time has not arrived for abolishing it as useless, a sufficient time having been allowed for trying what must have been regarded at first as a very interesting experiment.

"The smallness of the class cannot be attributed to any deficiency in the pundit, but to causes which are not under his controul, the chief being, as already mentioned, the absence of a taste for Bengali amongst the Moohummudans."

On receiving this unfavourable report, the Council determined to abolish the Bengali class.

On the death of Mr. T. Gomess, it became a question whether the Infant School at Hooghly should be continued.

The Council determined to abolish it, "as provision for the education of Infants now exists in the Hooghly district."

Admission of Pupils, Schooling fees, &c.

There has been some falling off during the past year in the number of pupils. In the English department of the College the number was 12 less, and in the Branch School 18 less, in September 1851 than in the same month last year. There has also been some falling off in the schooling fees of the Branch School, which, however, is more than compensated by an increase in the College. On the whole there is a slight increase of about 100 rupees in the amount of schooling fees contributed during the year.

The falling off in the number of pupils is accounted for by the dismissal of about 90 boys, chiefly for arrears of schooling, a few on account of their age, which rendered further continuance at school undesirable, and a few others for misconduct. Among those removed on account of their advanced age must be included Meer Hossein Ali, Raqueebooddeen and Omed Ali, three scholarshipholders of the Mudrissa, who were beyond the age at which it appeared advisable they should attend a place of instruction, it being high time that they should enter upon the active duties of life. The two former were 30 years of age, and the last about 28.

There used, in former years, to be a considerable number of Christian youths in the College; but since the establishment of the Free Church School in the immediate neighbourhood, most of them have migrated to that Institution.

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Several applications have been made during the year for admission to the College, free of charge. These applications were for the most part rejected, and the rule strictly adhered to of making all the pupils pay for their education. The only exception made was in the case of T. Gomess, the son of the late head master of the Infant School, in whose favor the rule was relaxed.

One reason which has weighed with the Council in rejecting, as a general rule, applications which might, in other circumstances, have been favourably considered, is, that there are now at Chinsurah good schools where a gratuitous education is afforded to all who are unable to pay, and who choose to attend.

This is also undoubtedly among the causes of the slight falling off noticed in the numbers attending the College.

Applications have in many cases been made for admission by youths who were considered too old to benefit by instruction. The Council have never of late years relaxed the rule respecting age, except in cases of a very special nature.

Mr. Buckland, the Officiating Collector of Hooghly, writing about the admission of four Government wards, whose education it was desirable to continue, requested particularly to be informed whether any of the Native masters of respectable character and connections would be willing to take charge of the boys as boarders, and to look after their studies after school hours.

It was stated, in reply, that one of the Native masters, well qualified for the duty, would be happy to take charge of the wards. It was considered that 25 rupees a month for each ward would be a fair remuneration for the trouble, and to secure that strict attention to the duties of supervision which the welfare of the wards required. This arrangement has not been carried out. The youths have been admitted, but they still live with their friends, and the College exercises no control over them except during school hours.

The Council having called for a statement of the number of free students in the College and Branch School in the year 1850, with the amount of schooling fees lost to the College by their receiving a free education, the following return was submitted :

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Statement shewing the number of Free Students in the College and its Branch School during the year 1850.

MONTHS.	Free Students in the College.				Hooghly Branch School Free Pupils.
	Number of Scholarshipholders.	Number of Free Scholars.	Number of Free Pupils.		
			Senior Division.	Junior Division.	
January 1850, ...	*31	23	24	25	41
February „	31	23	24	25	41
March „	31	23	23	25	39
April „	30	23	23	24	39
May „	29	23	22	23	39
June „	29	19	20	19	39
July „	29	19	20	18	37
August „	28	19	19	18	36
September „	28	19	19	18	35
October „	28	7	23	11	35
November „	28	7	23	11	31
December „	27	7	23	9	29
Total, ...	349	212	263	226	441

Gross amount of Schooling Fees lost per year.

Scholars, ...	349		
Free Scholars, ...	212		
Students, Senior Division, ...	263	824 @ 3 =	2472
Students, Junior Division, ...	226		
Branch School, ...	441	667 @ 2 =	1334
		Total amount, ...	3806

* 8 From Branch Schools.

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Those designated "scholarshipholders" receive a monthly stipend, and besides are exempted from paying tuition fees. The "free scholars" are those who have proved that they possess the requisite qualifications for holding a scholarship, but for whom there was none vacant, and who have thus made good their claim to a free education. The "free pupils" are those who are receiving a gratuitous education on account of their supposed inability to pay a tuition fee. This last class was for the most part admitted in the early years of the Institution, and the number is diminishing every year.

Several matters of more or less interest were brought to the notice of the Council during the year, the principal of which will now be stated.

Scholarshipholders' Limitation as to age.

When the removal of Meer Hossein Ali, Raqueebooddeen and Omed Ali, scholarshipholders of the Mudrissa, was proposed to the Council, it was pointed out that there was at present no rule in force limiting the age up to which scholarships should be attainable and tenable, and that it would be rendering a very great service to the Oriental department of this College, and probably also to the Calcutta Mudrissa and the Calcutta Sanscrit College, if the Council were to take the matter into consideration. The attention of the Council was drawn to the following rule, which formerly applied both to the Oriental and English departments of this College, but which had been allowed to fall into abeyance:

"These honorary and pecuniary rewards (scholarships, medals, &c.) are only open to the competition of students whose age does not exceed 20 years."

The Council determined that from and after this session, the above rule should be acted upon; and that all students above the age of 28 years, should be removed from the Arabic department, and in future none be permitted to remain longer than the completion of their 26th year.

It is only in the Oriental department that the evil has forced itself into notice, of men advanced in years attending the College, and regarding the scholarships in the light of pensions. In the English department the evil has not at all been felt, the students, with or without scholarships, seldom choosing to remain beyond the age of 23.

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Revision of the Rules.

The want has frequently been felt, of rules for the Oriental department which should define and remove all doubt respecting the duties of the two head Mouluvees and of the assistant Mouluvees. Certain new rules were submitted in July last for the consideration of the Council, which will be considered in connection with a new code of rules for the whole of the education departments now under the consideration of the Council.

Pay System in the Mudrissa.

In March last, Mr. Kerr submitted the following letter on the subject of introducing the paying system into the Mudrissa:

"It has long been my wish to address the Council of Education on the subject of introducing the pay system into the Moohummudun department of this College.

"The two hundred Moohummudun students attending the Mudrissa do not pay a single rupee for their education. Compare this with the English department, which is under the same roof, and where the Hindu students pay seven thousand rupees yearly in schooling fees.

"The introduction of the pay system into the Moohummudun department, would do good in various ways. At present when a boy seeks admission, there is no means of knowing that he is really desirous of improving himself. A considerable number in this Mudrissa, at least one-third of the whole, consists of an idle and apathetic class, who being admitted on easy terms take it easy throughout. This mass can scarcely be acted upon by any motive, either of fear or favour. The discipline of the College does not reach them. As they were admitted without any desire of profiting by the education afforded, so if reprimanded or dismissed, they receive the reprimand or dismissal without any feeling of regret. The simplest and most effectual way of getting rid of all such is to make them pay for their education. The apathetic mass being removed, the institution will acquire an activity and vitality which it never possessed before. The effect will indeed be to diminish for a time the number of students; but the improved character of the Institution will so raise it in public estimation that the number will in a few years rise to what it was, with all the advantages added of improved discipline and a corresponding advance in the acquirements of the students.

"It may be thought that this measure would cause much dissatisfaction to the Moohummuduns at Chinsurah, and it may appear to the Council to be too wide a departure from the will of the founder. To obviate these objections, I would propose that the whole amount raised from schooling fees should, if necessary, return to the Mudrissa in the form of prizes and scholarships to the most deserving. If this were done, there would be little or no dissatisfaction, or at least no substantial ground for it. A tax is levied on idleness for the reward of industry and intelligence.

"The rate of payment, which I would propose for the Mudrissa, is one rupee for the junior and two rupees for the senior department."

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Scholarship Examination, English Scholarships.

The scholarship examination was conducted in the usual way, the only change being that the candidates for insertion in the Council's lists were allowed to pass their examination in the College hall here, instead of going down to Calcutta.

The remarks of the examiners will be found in the Council's general report; and the detailed tabular results in the appendix.

Annual General Examination.

The general examination was held between the 1st and 15th of September. The examination, in reading and grammar, was conducted by Messrs. Kerr and Graves, the former taking the collegiate school, and the latter the branch school. Messrs. Thwaytes and Brennand examined the same classes, the former in mathematics or arithmetic, and the latter in geography.

The examiner of the collegiate school in reading and grammar, reports as follows:

Fourth class, junior division, section A., teacher, Babu Bhobanychurn Mullik—

"The reading and spelling of this section was pretty good. The most common fault observed in those who did not acquit themselves quite so well as the rest, was that they read too fast, and in some cases with indistinctness and in too low a voice."

Fourth class, junior division, section B., teacher, Babu Harranchunder Chatterjee—

"The boys of this section have all been admitted during the year. The average age is 6 years. There was evidence, the examiner thought, that the teacher had been painstaking and attentive."

Third class, junior division, section A., teacher, Babu Shamachurn Mookerjee—

"The boys of this section generally can read well. About one-half of them, the examiner thought, read unusually well, taking time and pronouncing distinctly, so as to leave an impression of habitual attention on the teacher's part. They were also able to parse well, the greater part of them making no mistakes."

Third class, junior division, section B., teacher, Babu Bhuggobuttychurn Mullick—

"There is some room for improvement in the reading of this section. The principal fault observed was reading too rapidly, so as to convey the idea of carelessness in the boys, which the teacher had not been at

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pains to correct. Similar faults were apparent in their spelling, explanation and parsing; and it is to be feared that the teacher has either been unfortunate in his boys, or that he has not taught with much judgment or with care and diligence during the year."

Second class, junior division, section A., teacher, Babu Madhubchunder Dutt—

"Two-thirds of the section were able to read well, the remaining third only indifferently. The only suggestion which the examiner would make is that the teacher should bestow a little more attention on the more backward and less promising boys, who appeared to have been in some degree neglected."

Second class, junior division, section B., teacher, Mr. M. Gregory—

"What struck the examiner most was a certain careless manner of reading, for which, however, the present teacher is scarcely responsible, as he has had charge of the class only for a few months. The examiner desires to recommend much attention to the style of reading of the boys, which should be regarded in all the younger classes as of more importance than any thing else, and in which there is great room for the exercise, not merely of attention, but of taste and skill on the part of the teacher."

First class, junior division, section A., teacher, Babu Nobinchunder Doss—

"This section appears to be taught carefully. The discipline is very good. The boys were all attentive during the examination, and perfectly quiet. They are afraid of their teacher, afraid of losing his good opinion. Some of them exhibited a modesty and shyness which is seldom seen in native boys, and for which the examiner can assign no reason, except that the teacher is unusually careful as regards their behaviour in the class."

First class, junior division, section B., teacher, Babu Bolloram Bisswass—

"This is also a good section. The examiner has no suggestions to make, except that Pinnock's Catechism of the History of England might be dispensed with without serious loss.

"The examiner deems it right to notice that the boys of this section likewise are exceedingly well behaved. He was very much struck with the quiet and orderly behaviour of the boys, both of this section and of section A., in which the discipline appears to be better than that of any of the classes yet examined, by which it is not meant that it is stricter, but that it is maintained with more regularity and consistency."

Third class, senior division, section A, teacher Babu Moheshchunder Banorjea—

"The principal fault observed in the reading of this class was a tendency to rise at the last word of a sentence. For example, if the last

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words of the sentence are 'the Huttonian theory of the earth,' a much stronger emphasis is placed on 'earth' than the sense requires.

"The examiner was of opinion, that the boys of this section explained the meaning of words in a manner superior to their style of reading. It is probable the teacher may pay less attention to the latter, from an idea that a good style of reading has been already acquired in the junior classes. The principal fault observable in their explanations, was a disposition to utter a great many words without much regard to their being precise and to the purpose."

Third class, senior division, section B, teacher Mr. Ure—

"The boys of this section passed a creditable examination, but the number of very good boys is not large. The most deserving boy is Chundercoomar Mookerjee, who may be recommended for a prize."

Second class, senior division, section A, teacher Babu Eshanchundra Banorjea—

"This is a much better section than it was when the examiner last examined it, two years ago. The boys read in a quieter and more natural style. There appears also to be an improvement in their behaviour. It has been a general complaint in past years that the boys of this section on being promoted to the first class of the senior school do not show that docility and submission that is desirable. They are apt to believe that they have reached the summit of human knowledge. Such notions are of course fatal to all improvement, and the examiner hopes they belong to a past period, and are now to be succeeded by a more than ordinary degree of humility, docility and industry."

Second class, senior division, section B, teacher Mr. Clermont—

"A considerable number, the examiner thought, of the boys read well, with intelligence and unaffectedly. This applies to about one-third of the class. The written questions which were given to this section, and to section A were generally answered correctly. At the same time the examiner is of opinion, that more attention should be paid in both the sections to written exercises, so as to accustom the boys to a correct style of composition, and to prepare them for the written scholarship examinations, to which they become eligible on being promoted to the first class.

"On the whole the junior classes passed a good examination, and there is reason to speak favourably of the exertions of the teachers. No one, on examining the junior department of this College, can fail to be struck with admiration at seeing so many boys, for the most part of respectable families, voluntarily learning English, commencing it so early and acquiring the power of reading and speaking it almost as well as their own tongue."

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Tabular Statement of the results of the examination in Reading and Explanation.

College.

Class.			Reading.					Explanation.			
Number.	Sections.	Strength of the Class.	Number Present.	Degrees. Good.	Middling.	Bad.	Number Present.	Degrees. Good.	Middling.	Bad.
Senior Division. 2nd,	A.	26	23	11	12	0	22	8	13	1
	B.	22	19	8	11	0	19	9	10	0
Senior Division. 3rd,	A.	26	22	6	16	0	22	10	12	0
	B.	27	26	6	17	3	26	8	17	1
Junior Division. 1st,	A.	29	29	13	15	1	29	12	16	1
	B.	26	26	10	15	1	26	13	13	0
Junior Division. 2nd,	A.	36	34	20	12	2	34	19	13	2
	B.	29	28	11	16	1	28	9	15	4
Junior Division. 3rd,	A.	28	27	15	12	0	27	12	12	3
	B.	29	29	6	21	2	28	7 spelling.	19	2
Junior Division. 4th,	A.	29	28	10	12	6	28	16	10	2
	B.	18	17	just beginning to read and spell.						
Total, ...	...	325	308	116	159	16	289	123	150	16

The examiner in mathematics observes—

"The result of the examination in mathematics this year is, on the whole, satisfactory, as may be seen by a reference to the tabular statement. The students of each class are arranged in three grades; those in the first, are such as are recommended for promotion, the second grade is composed of students who passed a pretty satisfactory examination, and the third of such as have made little or no progress during the year.

"Judging from the result of the examination, the classes in the junior school are in a better state than those of the senior, and the students last promoted generally passed the best examination. Some students have been making no progress during the last three or four years."

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The examiner in geography makes the following remarks—

Second Class, Senior Division, Sections A and B.—"The examination of this class was, generally, not very satisfactory.

"In map-drawing, about 16 good maps, and 9 of a tolerable description were produced from section A, and 8 others of the latter kind, from section B. The best were those of Modoosooden Dey, and Gridhary Dey.

Third Class, Senior Division, Sections A and B.—"The two sections of the third class passed a fair examination, about three boys only from each section being decidedly bad. Several of those of section B, are familiar with names of rivers, mountains, &c., but are unable to point out their positions on the maps.

First Class, Junior Division.—"Both sections of this class passed a good examination, shewing great proficiency in a general knowledge of the continents of Europe, Asia, Africa and America.

Second Class, Junior Division.—"A great many boys of section A, of this class, are able to repeat whole lists of names by rote, but fail, when required to point out their positions on the maps. Several boys of this section are too old for the class.

"The examination of the boys of section B, with some few exceptions, was satisfactory. Many of them answer with considerable readiness, and they have, generally, great familiarity with the maps.

Third Class, Junior Division.—"Some deficiencies were remarked in the third class. A portion of what the boys had been preparing, consisted in committing to memory the definitions in geography.

"To questions such as, what is an island, a lake, &c., the answers were given correctly, as committed to memory. But if it were asked, is an island water or land, the answer was as often the former as the latter, and similarly for other questions, shewing that the understanding had very little part in the matter.

"Subjoined is a tabular statement of the examination in arithmetic and geography:

Class.			Arithmetic.					Geography.			
Number.		Section.	Strength of the Class.	Number Present.	Degrees.			Number Present.	Degrees.		
					Good.	Middling.	Bad.		Good.	Middling.	Bad.
Senior Division.	2nd.	A.	26	25	7	6	12	24	8	9	7
		B.	22	22	8	6	8	21	5	7	9
	3rd.	A.	26	22	6	9	7	22	9	11	2
		B.	27	26	5	8	13	26	9	13	4
Junior Division.	1st.	A.	29	29	15	9	5	29	9	20	0
		B.	26	26	15	6	5	25	14	9	2
	2nd.	A.	36	34	10	7	17	33	0	21	12
		B.	29	26	14	2	10	28	9	10	9
	3rd.	A.	28	26	12	12	2	24	9	8	7
		B.	29	28	18	9	1	27	9	9	9
Total, ...		...	278	264	110	74	80	259	81	117	61

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"The examiners in Bengali submitted the following tabular statement, without any general remarks:

Class.			Reading and Explanation.				
	Number.	Section.	Strength of the Class.	Number Present.	Degrees. Good.	Middling.	Bad.
Senior Division.	2nd. ...	A.	26	22	7	11	4
		B.	22	19	9	7	3
	3rd. ...	A.	26	21	8	10	3
		B.	27	23	5	14	4
Junior Division.	1st. ...	A.	29	28	16	9	3
		B.	26	24	12	11	1
	2nd. ...	A.	36	31	12	10	9
		B.	29	28	13	12	3
	3rd. ...	A.	28	26	9	7	10
		B.	29	29	6	14	9
	4th. ...	A.	29	26	10	11	5
		B.	18	17	6	5	6
Total,.....		.....	325	294	113	121	60

Annual General Examination, Branch School.

The examiner of the Branch School in reading and grammar submitted the following report:

First Class—"The boys of this class, being desirous to compete for junior scholarships, were examined by written questions in grammar and history—five were sick or absent, and seven were examined *vivâ voce* in Goldsmith's Poems and Indian History. Two of the absentees, Doorgachurn Chuckerbutty and Dwarkanauth Paul, are respectively 20 and 19 years of age, and have been 5 and 4 years in the class.

"Those who were examined *vivâ voce* promise to be well up in the junior scholarship subjects next year.

Second Class.—"I am sorry to be unable to report favourably of the examination of this class—with the exception of four boys counted *good*, none could explain or give the grammatical construction of the passage selected from the poetical reader.

"It is useless for boys to read poetry, unless made to analyze and render into prose every passage. In this the class appeared to have been insufficiently exercised, and the master was requested to direct more attention to it next year. Many of the boys, however, appear, from the time they have been in the class, to be slow and dull, and I fear there will be much difficulty in recruiting the first class from this one, and it will require great exertion to bring up to the junior scholarship standard for next year, those who may be promoted.

Third Class.—"This class passed a fair examination, with the exception of those marked *bad*—of the latter, *three* were considered *bad* by the master; the three others failed principally in writing from dictation.

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Fourth Class.—" The reading, spelling and grammar were generally satisfactory. I was not equally satisfied with the explanation of the poetry; few of the boys could apprehend questions put to them in English, or explain the passages without the medium of Bengali, but I think boys should not commence English poetry, till able to explain it through English. I concur with the master in opinion that the transition from No. 2 Prose Reader to No. 1 Poetry, is too rapid, and that the latter might well be postponed for another year. The 1st No. Poetry is almost if not quite as difficult as No. 2, and one or other might well be omitted from the course, or a new reader compiled from both numbers."

Tabular Statement of the examination in English Reading and Explanation and in Bengali.

Class.		Reading and Explanation.					Bengali.			
				Degrees.				Degrees.		
Number.	Sections.	Strength of the Class.	Number Present.	Good.	Middling.	Bad.	Number Present.	Good.	Middling.	Bad.
1st	0	22	17	8	9	0	16	16	0	0
2nd	0	24	24	4	15	5	21	15	5	1
3rd	0	27	26	9	11	6	25	15	8	2
4th	0	28	28	14	10	4	27	11	15	1
5th	0	32	31	14	11	6	30	13	11	6
6th	A	11	11	5	4	2	30	9	11	10
	B	20	20	13	6	1				
Total,		164	157	67	66	24	149	79	50	20

The examiner in mathematics reports as follows:—

" The first class Hooghly Branch School consists of 22 students. They passed a pretty creditable examination, not so good perhaps as might be expected, from the age of the students and the time they have been studying in the class. Seven students of this class were allowed

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to pass the junior scholarship examination. Rajnarain Chuckerbutty, who has been four years in the class, barely did sufficient to recommend him for promotion. Tripooranauth Mittre, 20 years of age and 4 years in the class, again failed to obtain promotion. Doorgachurn Chuckerbutty, 20 years of age and 5 years in the class; Dwarkanauth Paul, 19 years of age and 4 years in the class; Brojonauth Mittre, Neelmadhub Sircar and Unnodaprosaud Mittre did not attend the day I examined the class, because, as I heard, they were *displeased* with the head master for not recommending them to pass the junior scholarship test examination; the two first students have already allowed chances of promotion to slip, and the three last apparently have such an high opinion of their acquirements that I do not think they will improve much by being allowed to remain in the class; so I would recommend them all to be struck off. Chundercoomar Mookerjee attended the examination, but did not attempt to do any thing. Shurbashook Chatterjee and Goneschunder Mittre were sick. The head master spoke favourably of them.

"The second class consists of 24 students. There is a slight improvement in this class since last year, but I think it is still considerably below the position it ought to occupy, and I am sorry I cannot recommend any of the students for a prize, and only one, Gopaulchunder Mookerjee, for promotion. But in passing this unfavourable opinion of the class, I do not in the least intend it to be inferred that any blame is to be attached to the master; he has had very unfavourable materials to work on; the lads generally are old and unpromising, and have been a long time in the class. I do not think any master will ever be able to bring these lads up to the junior scholarship standard, as most of them have already passed their culminating point, and the result of every annual examination will only be attended with greater disappointment.

"The third class, I am happy to say, passed a very creditable examination this year. There are some very promising lads in this class.

"The fourth class is decidedly the best in the school. Great credit is due to Babu Dwarkanauth Chuckerbutty for the state of his class.

"The fifth class is in a good state, but not quite equal to the fourth."

The examiner in geography forwarded the following remarks:

First Class.—"Only 15, out of 22 boys, were present when I examined this class in geography, of the others, 5 were absent, without assigning any cause, and 2 reported themselves sick.

"The manner in which the majority acquitted themselves, was tolerably well.

Second Class.—"This class did not pass a favourable examination. The pronunciation of names was not generally good. There were also some ludicrous geographical blunders made. Bavaria and Bohemia were described as *cities* of Germany, and Norway and Sweden as the capital of Turkey.

"The examination of the third class, and of the two sections of the fourth, was quite satisfactory."

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Tabular Statement of the examination in Arithmetic and Geography.

Class.	Arithmetic.					Geography.			
	Strength of the Class.	Number Present.	Degrees.			Number Present.	Degrees.		
			Good.	Middling.	Bad.		Good.	Middling.	Bad.
First, ...	22	15	8	4	3	15	4	9	2
Second, ...	24	21	1	6	14	21	5	10	6
Third, ...	27	25	12	10	3	26	9	14	3
Fourth, ...	28	27	21	3	3	27	8	17	2
Fifth, ...	32	32	18	6	8	31	12	10	9
Total, ...	133	120	60	29	31	120	38	60	22

Scholarship Examination of the Mudrissa.

Dr. Sprenger forwarded the following report along with the usual statement of the numerical results of the examination:

"I received several anonymous letters from the pupils of the Hooghly College, complaining that the pupils and Mouluvees spared no pains to deceive the examiner in the written examination. Though these assertions did not appear to me to deserve the least credit, I thought that the suspicions, however founded, would be as injurious, and would contribute as much to render the object of the liberality of the Government in awarding scholarships futile, as if the examination were in reality carried on unfairly; I, therefore, proceeded on Thursday night, the 9th October, to Hooghly, where I arrived on the following evening, with a view of holding *vivâ voce* examination both of the candidates for scholarships and of the other pupils of the Mudrissa.

"On the 11th I examined the candidates for junior scholarships, in the Nafhatool Yaman, a collection of elegant extracts in Arabic, and in the Sharah Vikayah, a work on theology. In the former I was told the pupils had read five chapters, but on examining them it appeared that they were prepared only in the most difficult passages which were likely to form the subject of the written examination, and that they had

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passed over the whole of the prose part. They had calculated quite correctly. I had indeed taken the questions in the written examination from those parts which they had studied. In the part which they did study they were far out of their depth, and they can only have learned them by rote. The system to omit the easier portions of the book, in hopes that they will not be examined in them, is very objectionable, and I found in the *vivâ voce* examination that most of the pupils could not explain the easiest sentences.

"Only about one-half were able to translate the passage of the Sharah Vikayah in which they were examined, and I must therefore report unfavorably on their progress, particularly as the results of the *vivâ voce* examination are confirmed by the answers to the written tests.

"No less than 39 pupils presented themselves for the *vivâ voce* senior scholarship examination on the 13th instant. They were examined in Hareeree, and the result was on the whole the same as of the written examination."

Annual General Examination of the Mudrissa.

The annual general examination of the Mudrissa was held by Dr. Sprenger, on the 14th and 15th October. The examiner's report is as follows:

Second Class, Section A, Junior Department.—"The class of Mouluvee Rumzan Ali, comprises 11 pupils. They are all very nearly of the same age, about 15 years. They look intelligent and are apparently well behaved, and if carefully instructed, they are likely to do credit to the institution. Ten pupils presented themselves for examination. They had read 90 pages of the Sharh Molla or Grammar, one-half of a small treatise on Logic called Myzan, and 94 pages of the Khirad Ufroz, a Persian reader, consisting chiefly of translations from the English. The quantity which they read is no doubt small, and to teach Logic in this class appears to me premature, and in order not to encourage this study in the junior classes, I did not examine them in it. They all understood the Persian reader, which, in fact, is much too easy for them, and most of them had mastered the subtilties of the Sharh Molla, and their examination was very creditable. I beg leave to recommend Shah Bhek, Abdool Kadir and Walyyooddeen for prizes."

Second Class, Section B, Junior Department.—"There are 14 pupils in the class of Mouluvee Furraghut Ali, none of them apparently above 16, and none below 12 years of age. Their principal study is the Anwari Sohayly in Persian, of which they have read 49 pages, but 6 of them studied also 29 pages of the Kafyah or Arabic Grammar, 5 learned 35 pages of the Hidayat oon Noho, which is a paraphrase of the preceding work. If the object of these two books is to learn precepts of Arabic Grammar, one of these two books, I should say the easier, would be sufficient, and there would be no necessity of dividing the class into two sections. Besides these two books they had read some pages of the Khirad Ufroz and of Akbary's aphorisms on Grammar. In the whole I found them well prepared. Abdool Ghunee is by far the best pupil of his class. Besides him I beg leave to recommend Abdoor Razzaq and Ilahee Bukhsh for prizes."

Third Class, Section A, Junior Department.—"In this class of Mouluvee Moohummud Taquee there are 14 pupils, one of whom, Habeeb-

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oollah is since 1845 in the College, and since 1847 in this class, and to judge from his appearance he is not less than 18 years of age. The others are young and have entered the College one, two or three years ago. The students learned to read (but did not learn by heart) the Hindustani translation of the History of India, two elementary treatises on Grammar and the Akhlaqi Mohsinee, of which they have advanced to page 51. This class too appears to me to be broken up into too many subdivisions and occupied with too many subjects. I would recommend that a prize be awarded to Bazlal Hossein."

Third Class, Section B, Junior Department.—"In the class of Mouluvee Toluttuff Hossein there are 13 pupils, whose principal study is the Boostan. They had read the first chapter of it, and understand it very well. Besides they had read some pages of Miss Bird's Geography in Urdu, but none could answer one question. They said to remember the contents of the book was not the object of their reading. They were also examined in Arabic conjugations and irregular verbs, and they acquitted themselves creditably. Hasan Riza and Moohummud Ibrahim appear to me to be deserving of prizes. I put the name of Hasan Riza first, though he is not so far advanced as Ibrahim, because he is younger, and has been only one year in the Mudrissa."

Fourth Class, Section A, Junior Department.—"The 10 pupils of Mouluvee Nusseerooddeen read only the Arabic conjugations, and I cannot compliment them on their proficiency in them, but the pupils are very young. By far the best pupil, who well deserves a prize, is Lokenath Ghose, a Hindu."

Fourth Class, Section B, Junior Department.—"In the class of Mouluvee Moohummud Modessur are 10 pupils. They are instructed in the Persian grammar and in the Gulistan. Every pupil is in a different stage of progress. The credit is due to the pupils who have distinguished themselves in the examination. Their names are Abdool Hye, Nisar Ali, Gholam Yaseen and Mirza Uzohur Ali."

Urdu Class.—"The Urdu class contains 18 pupils, 3 of them are Hindus the other 15 are Mussulmans, most of them are very young. They had been taught 118 pages of the Tales of a Parrot. They read with great fluency and understood what they read. They also had been taught arithmetic as far as multiplication. I should recommend that in future the elements of Geography be also taught, and that no pupil be admitted into any other class of the Mudrissa who cannot give an examination in the subjects taught in this."

Anglo-Persian Class.

Mr. Kerr examined the Anglo-Persian class of the Mudrissa, and submitted the following report:

Fifth Class,—"The pupils of the 5th or youngest class can read easy sentences and explain in Hindustani what they read. The examiner was struck with a certain peculiarity in their mode of reading. A boy after reading well for some time would suddenly stop. After being again set agoing, he would go on, like a watch wound up, most fluently for some time, and then stop again. All this shewed that sentences and fragments of paragraphs had been committed to memory. Where the memory failed there was a dead stop, but so long as it performed its functions the process of reading went on smoothly and fluently. Some-

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times mistakes were made of a kind tending further to illustrate this novel mode of learning to read. The words ' the dog barks' were changed by one of the boys into ' this forenoon.' One or two of the boys could not read the lesson, because they were not present when it was gone over in the class.

" The young boys all read better than the old ones. There are three boys, about 15 years old (Abdoor Ruhman, Mahommed Ali and Abdool Bais) who are the worst readers in the class; and as there is not the slightest chance of their ever improving much, or acquiring any thing more than the barest smattering of English, they may be removed from the class. More care should be taken in future not to admit any old boys into the class who cannot read well."

Fourth Class.—" Only one boy in this class reads at all well. Such mistakes are very common as ' birdes nestes' for ' birds' nests.' They also read with labor and difficulty, forming in this respect a striking contrast to the smoothness and facility with which the boys in the English department read.

" The following two boys may be removed from the class, as they are too old, and give no promise of improvement—Soonaoollah and Khizr Khan."

Third Class.—" The examiner has no remarks to make on this class, except that Moghal Jan should be removed from it. He is 16 years' old, and reads very indifferently."

Second Class.—" Three boys of this class can read moderately well. The examiner was surprized to find the class so backward in spelling and explanation. It is quite right to attend in the first place to their style of reading, but the boys of this class, which is the highest but one of this department, should certainly be able to spell well, and might also be expected to explain in English the meaning of most of the words met with in their lessons.

" It was again remarked in this class that the oldest boys are the most backward as regards proficiency. The examiner desires to impress upon the teacher to admit to the class no boy of an advanced age.

" Tameezooddeen must be removed, as he attends no other class of the Mudrissa. The Anglo-Persian class is designed exclusively for the pupils of the Mudrissa who may wish to learn English, and not for big lads unconnected with the Mudrissa who wish to obtain some knowledge of English, and who are too old to be admitted to the English department of the College."

First Class.—" The pupils of this, the senior, class can read the first part of the English Prose Reader No. 5 pretty well. They can also speak a little English, and they know the meaning of the words in their lessons considerably better than the pupils of the 2nd class do. But still it cannot be said that their style of explanation is perfect or faultless in every respect. The phrase ' manual employment' was with more ingenuity than correctness explained as ' the employment belonging to man.'

" The examiner doubts whether the instruction communicated in the Anglo-Persian class will be of much use to the pupils. They obtain some knowledge of English, which is too slight to have any effect upon the character. Even the mere mechanical knowledge of reading and speaking English imperfectly will soon be lost after leaving school. The

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instruction, to be of any use, must go far deeper. The examiner is not disposed at present to advise the abolition of the class. It has not, it must be admitted, met as yet with much success. But the object is of sufficient importance to justify a further trial."

The names of those who are to receive prizes will be found in the appendix.

Annual General Examination of the Muktub.

The annual general examination of the small Persian School at Hooghly was undertaken, at Dr. Sprenger's request, by Mouluvee Suddudoodeen Khan of the Calcutta Mudrissa. The pupils are reported by the examiner to have passed a good examination:

"The English class was examined by Mr. Graves who had no remarks to offer. The following remarks on the English class were made by the examiner last year, but were not forwarded to the Council in time to be printed in the annual report. 'The examiner did not think that much improvement had taken place since last year. The pupils are still reading the Spelling Book No. I., and the English Reader No. I. They had read during the year only two pages of the English Reader, and had carefully learnt it by rote. They should read more, and it is by no means desirable that it should be committed to memory. In reading the lesson, or rather repeating it, nearly all the boys spoke far too rapidly. The object appeared to be who should get over the ground fastest, instead of who should read best. It will be necessary for the Mouluvee to make great exertions in order to bring the class forward.'"

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Medical College of Bengal.

SESSION 1850-51.

SIXTEENTH YEAR.

UNDER THE IMMEDIATE CONTROL AND SUPERINTENDENCE OF THE COUNCIL OF EDUCATION.

College Council.

D. Stewart, M. D.
H. Walker, Esq.
R. O'Shaughnessy, Esq., F. R. C. S.
H. Falconer, M. D., F. R. S.
Allan Webb, Esq.
E. Goodeve, M. B.,
W. Martin, Esq.
Andrew Robertson, Esq.
C. O. Woodford, Esq.

F. J. Mouat, M. D., F. R. C. S. *Member, Secretary and Treasurer.*

Instructive Establishment.

English Department.

Professor of Anatomy and Physiology and Curator of the Museum, ...	H. Walker, Esq.
Professor of Descriptive and Surgical Anatomy, ...	Allan Webb, Esq.,
Assistant Demonstrator of Anatomy, ...	Dwarkanath Bose, M. R. C. S.
Professor of Chemistry and Practical Pharmacy, ...	A. Robertson, Esq.
Professor of Botany,...	Dr. Falconer.
Professor of Medicine,...	Dr. Mouat.
Officiating Professor of Medicine,...	Dr. E. Goodeve.
Professor of Surgery, ...	R. O'Shaughnessy, Esq.
Professor of Midwifery, ...	Dr. Stewart.
Professor of Materia Medica, ...	Dr. E. Goodeve.
Professor of Medical Jurisprudence, ...	Dr. Woodford.
Professor of Ophthalmic Medicine and Surgery, ...	Dr. Martin.

Military Class.

Superintendent and Lecturer on Anatomy and Surgery, ...	Mudoosooden Gupta.
Teacher of Materia Medica,...	Sib Chundre Kurmokar.
Teacher of Medicine,...	Prosunno Coomar Mitter.

Male Hospital.

Physician,...	Professor F. J. Mouat.
Officiating Physician,...	Dr. E. Goodeve.
Assistant Physician, ...	Dr. S. G. Chuckerbutty.
Surgeon,...	Professor R. O'Shaughnessy.
House Surgeon and Apothecary,...	Mr. G. Daly, G. M. C. B.

Female and Lying-in Hospital.

Officiating Physician,...	Professor D. Stewart.
Resident Surgeon, ...	Prosunno Coomar Mitter.
Goodeve Scholar,...	Deeno Nath Doss.

Out-Door Dispensary.

Superintendent, ... Mr. G. Daly.

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The following is a list of the pupils of the English class at the close of the session:*

Stipendiary Students,	50
Robertson Scholars,	3
Free Students,	58
Subordinate Medical Department,	8
Total,	119

Of the Natives, 9 are Moohummudans, and the remainder Hindus:

Of the latter there are	*Brahmins*,	23
	Boidos,	8
	Coistos,	32
	Weavers,	4
	Barbers,	2
	Bankers,	6
	Koybuttos,	2
	Teelee,	1
	Sutgope,	1
	Moduck,	1
	Total,	80

In the Military class there are 100 pupils upon the full monthly pay of five rupees, 7 pupils from Assam and 8 from Arracan, making in all 115; of these 89 are Moohummudans, 18 are Hindus, and 8 Burmese:

Of the Hindu students there are	*Brahmins*,	4
	Chuttries,	5
	Coistos,	4
	Rowany,	5
	Total,	18

Eighty-nine (89) of the pupils are Natives of the North-Western Provinces and Assam, sixteen of Bengal, and eight of Arracan.

* At the beginning of the session the number was 145: of these 1 died, 9 left the Institution, and 16 were struck off for irregularity of attendance.

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The following tabular statement shows the attendance of the pupils of the Medical College, during the session 1850-51:

Class.	Number of Lectures given.	Number of Students attending.	Total present at all the Lectures during the Session.	Total absent during the Session.	Daily average. Present.	Daily average. Absent.	Remarks.
Anatomy and Physiology, ...	140	40	4,721	879	33·72	6·27	The absence of the pupils is to be accounted for generally, by sickness.
Descriptive and Surgical Anatomy, ...	108	73	6,946	938	64·31	8·68	
Medicine, ...	95	28	2,417	243	25·44	2·55	
Surgery,...	86	28	2,234	174	25·97	2·2	
Midwifery,...	77	22	1,409	285	18·29	3·71	
Chemistry, ...	89	89	6,793	1,128	76·32	12·67	
Botany, ...	60	81	3,620	1,240	60·33	20·66	
Materia Medica, ...	90	51	4,206	384	46·73	4·26	
Medical Jurisprudence, (Toxicology,)	53	22	936	230	17·66	4·33	

The daily average attendance of the Military class, residing in the College, was .... 108·83.

Statement of the number of bodies brought to the College for dissection and operations during the winter session of 1850-51:

Dissections.	In November 1850, - - - - - - - - - -	130
	In December, - - - - - - - - - - - -	219
	In January 1851, - - - - - - - - - - -	171
	In February, - - - - - - - - - - - -	129
	In March, - - - - - - - - - - - -	73
	Total, - -	722
Number of bodies dissected, - - - - - - - - - -		501
Number of bodies used for operations, - - - - - - -		92
Number of bodies used in the examinations, - - - - -		23
Number of bodies of which no use was made, in consequence of rapid putrefaction, - - - - - - - - -		68
Number of bodies for Lectures, - - - - - - - - - -		38
	Total, - -	722

Expenses of the Institution.	The cost of the establishment from January to December 1850, was - - -	56,323	10	5
Stipends to Students, - - - - - - - - -		4,370	6	3
Chemical Department, - - - - - - - - -		35	12	9
Museum and Dissecting Department, - - - -		1,743	4	6
Medical College Department, - - - - - - -		3,358	1	6
Book Allowances, - - - - - - - - - -		840	0	0
	Total, - -	66,671	3	5

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Opening of Session of 1850-51.

The session for 1850-51 commenced on the 15th June. The introductory lecture was delivered by Professor Webb in the presence of the Right Reverend Bishop of Calcutta, the Hon'ble President and Members of the Council of Education, and a numerous assemblage of European and Native gentlemen interested in the diffusion of medical education amongst the Natives of India.

Dr. Webb's lecture was entitled "Historical Relations of Ancient Hindu with Greek Medicine in connection with the study of Modern Medical Science in India." It contained an examination into the state of medicine in India previously to the introduction of European medicine, and a comparison of the Hindu medical knowledge with that of the Greeks. Dr. Webb showed the existence of a close analogy between the two systems, and gave reasons for supposing that India was the source from whence the Greeks derived their systems of medicine. He demonstrated that the Greeks had made advances in medicine much beyond the Hindus, and gave several instances of their shrewdness and comprehensive knowledge. He eulogized Galen, for having introduced right methods of investigation in the cultivation of medical science. While admitting the merit of the ancients, Dr. Webb pointed out the superior knowledge of the moderns in many respects, and dwelt upon the advantages which result to medical science, by the use of the modern instruments, and methods of research. He earnestly exhorted the students to apply themselves zealously to their studies, and above all, not to neglect the opportunities of deriving experience in disease, by diligent observation and study in the wards of the Hospital, and ever to bear in mind the high moral responsibility which their calling entails upon them.

Professor Webb's lecture was published at the request of the Council of Education.

Changes in the Establishments.

Several changes have taken place in the educational establishment since the publication of the last report. Hitherto the chairs of Materia Medica and Medical Jurisprudence had been held by the same officer, and the full course of lectures on Medical Jurisprudence had extended over two sessions, comprising about 35 lectures each. The Government, being desirous of rendering the College as complete as possible, took advantage of the opportunity presented by the

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vacancy of the office of Deputy Apothecary, to order that the two chairs of Materia Medica and Medical Jurisprudence should be separated; and the former was attached permanently to the office of Deputy Apothecary, which it was considered would afford the Professor many facilities for efficiently discharging the duties of his chair. It was determined, at the same time, to institute a course of lectures on the latter science, which should exhibit the whole subject of Legal Medicine in a single session, as is the custom in Europe. In order to render the instruction as complete as possible, and to afford the pupils practical instruction in the method of carrying on Medico-legal investigations, it was resolved to attach the duty to the office of Police Surgeon, which, it was considered, would afford ample opportunities for illustrating the lectures. With this view a room in the College was set apart for the use of the Professor of Medical Jurisprudence, to enable him, whenever practicable, to conduct the post mortem examination, which is required of him as Police Surgeon, in the presence of his class, and to demonstrate practically the methods of carrying on these investigations. In conformity with the above arrangements, Dr. E. Goodeve was appointed Deputy Apothecary to the East India Company, and ex-officio Professor of Materia Medica; and Dr. Woodford, the Police Surgeon, was nominated ex-officio Professor of Medical Jurisprudence.

On the 15th June Dr. F. J. Mouat took charge from Professor Webb of his duties of Professor of Medicine, and the latter officer reverted to his appointment of Professor of Descriptive and Surgical Anatomy, which left Dr. E. Goodeve, who had been officiating for Dr. Webb, free to assume the duties of the chair of Materia Medica.

In order to enable the pupils to receive instruction on the diseases of the eye as a special subject, the Council of Education applied to the Government of Bengal to sanction the building of an Eye Hospital adjoining the College, instead of that which is now rented in Wood Street. The Government refused to sanction the expense of the proposed new Hospital; but, being fully impressed with the importance of a knowledge of this branch of science, determined to add a chair of Ophthalmic Medicine and Surgery to the courses of lectures. In accordance with this determination, Mr. Martin, Superintendent of the Eye Infirmary, was nominated ex-officio Professor of Ophthalmic Medicine and Surgery, with instructions to deliver a course of lectures on diseases of the eye, and in

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conjunction with this, preparations are in progress which may result in obtaining for the students the benefit of Clinical study of the above diseases, on a larger scale than it has hitherto been possible to afford them.

In February Dr. H. Goodeve returned from sick leave, but did not resume charge of his office of Professor of Midwifery. He applied for furlough to Europe shortly after his return, and resigned his appointment in the College, after having been connected with it from its very commencement. The College Council recorded a minute expressive of their regret at losing a colleague who had ever distinguished himself by his efficiency as a teacher, and by his activity in promoting the success of the Institution. This minute was forwarded by order to the Council of Education, who recorded their unanimous concurrence in the sentiments expressed by it.

Dr. Duncan Stewart has been appointed Professor of Midwifery in succession to Dr. Goodeve.

In November last Dr. F. J. Mouat, in consequence of sudden and severe illness, was obliged to obtain sick leave to proceed to sea for six months. He left Calcutta on the 8th of January, and Dr. E. Goodeve was directed to officiate for him in his appointments in the Medical College.

Comparison of Proficiency of Pupils of the Medical Schools of Bengal and Madras.

In the report of last year it was announced that it was probable that a comparison of the proficiency of the pupils of the Medical Schools of Bengal and Madras would be instituted. With reference to this object some correspondence took place between the authorities of the educational establishments of the two Presidencies. The College of Madras has expressed itself ready to engage in the proposed competition; but it was found impossible to complete the necessary preliminary arrangements this year, and the contest has therefore been postponed for the present.

Return of last Pupil from England.

The experiment of educating the natives of India in England, commenced by Dr. H. Goodeve, and conducted by him for some years, terminated in May last by the return to Calcutta of the remaining pupil, Dr. S. G. Chuckerbutty. Dr. Chuckerbutty studied for five years at University College, London, and obtained the degree of Doctor of Medicine in that University. He laboured strenuously and diligently in Europe, and has brought with him testimonials from the Professors

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under whom he studied in England, who all testify to his zeal and honourable acquirements. Since his return Dr. Chuckerbutty has been employed in the Medical College Hospital as Assistant Physician, and has performed his duties in a highly creditable manner.

Medical College Hospital.

The building of the Medical College Hospital has made considerable progress since the last report. The walls have reached their full height, and the roof is now being covered in; so that it is to be hoped that, before long, the inhabitants of Calcutta will derive all the advantages which this magnificent structure is well calculated to afford them.

In connexion with this Hospital, it may be mentioned that the College Council, through the Council of Education, have preferred a claim on its behalf to the consideration of the Advocate General, in settling a scheme for the appropriation of the charitable bequest of Prince Jam Yudeen. Many patients leave the Hospital when, although convalescent, they are too weak to begin work, even if it were immediately offered to them; and it appeared to the Council that this fund might be very properly and usefully employed in relieving this class of distressed persons; and that the benefit so obtained would have a material effect in inducing the natives to resort freely to the Hospital. The Advocate General's report has not yet been communicated to the Council.

Out-Door Dispensary.

Mr. Daly, in charge of the Out-Door Dispensary, reports that the conduct of the Military class employed in this Dispensary during the past year has been highly satisfactory, and, of 29 senior pupils sent up for examination, 26 have been found qualified. It was found necessary to make some alterations in the mode of employment at the Dispensary this year, in consequence of the generally short and often irregular attendance of Out-Door patients, not affording the students the means of completing their records of cases in a satisfactory manner. To remedy this, they were required to attend and act as Clinical Clerks in the Hospital, after having served the usual term of duty at the Dispensary as Compounders and Dressers. By this arrangement their means of Clinical instruction have been considerably extended, and their case-book has been rendered more complete and satisfactory.

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Library. The following is a general return of the Library of the Medical College, during the year 1850:

Number of Volumes in the Library on the 1st Jan. 1850,		5,715
Volumes presented, 604 Volumes purchased, 184	Added during the year, - -	788
		6,503
Destroyed to such extent as to be unfit for the purpose of study or reference, - - - - - - - - - -		28
Number of Volumes in store on the 31st December 1850,		6,475
Number of Works in store on the 31st December 1850,		1,700

SUBJECTS OF THE WORKS.

Anatomy and Physiology, - - - - - - - - - -	1,268
Surgery, - - - - - - - - - - - - - - - - -	500
Medicine, - - - - - - - - - - - - - - - - -	1,802
Chemistry, - - - - - - - - - - - - - - - -	266
Materia Medica, - - - - - - - - - - - - - -	1,733
Medical Jurisprudence, - - - - - - - - - - -	99
Botany, - - - - - - - - - - - - - - - - - -	196
Midwifery, - - - - - - - - - - - - - - - - -	83
Miscellaneous, - - - - - - - - - - - - - - -	556
Total, - -	6,503

Conduct of Students, English Class. The conduct of the English class has generally been good. The opinions of the different Professors on this point are recorded in the reports which they have furnished.

Hindustani Class. The conduct of the Hindustani class was good on the whole up to the end of November, when several of them were engaged in a riot with persons on the outside of the College walls, which led to the interference of the police, by whom ten of the pupils were seized and taken before the Magistrate, who punished all of them by fines. This matter was investigated by the Secretary of the College, and reported to the Council of Education. By the orders of the Council, six stipendiary students and four free students were dismissed from the school. Since this occurrence their behaviour has been good.

The Arracan students have not made satisfactory progress in their studies, owing chiefly to their ignorance of the Hindustani and English languages. Measures are in progress to obtain some preliminary education for such of them as are likely to do well.

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Student Apprentices.

The conduct of the Student Apprentices has been satisfactory and steady in the College. In quarters they have generally been quiet and correct in their behaviour; the College order-book contains but few reprimands directed towards them, and those for faults of a lighter kind than in previous years; being chiefly for a few instances of quarrelling among themselves and impatience towards servants.

The subjoined reports of their classes were submitted by the Professors:

Reports of the Professors.

The Professor of Medicine reported that the portion of the course given by him consisted of seventy-four lectures and ten examinations, and that he was unable to complete the duty assigned to him in the time allowed. In consequence he obtained permission to finish the course during the winter session. This he was unable, from illness, to accomplish, and Dr. Edward Goodeve was appointed to complete the work.

Dr. Mouat stated that he had much reason to be satisfied with the attention and attendance of his class, that the duties of the Medical Wards of the Male Hospital were well performed by the Assistant Physician, Dr. Chuckerbutty, and that the Clinical Clerks generally were regular in their attendance, and zealous in their attention to the important office assigned to them.

In regard to the medical instruction of the Hindustani class, Dr. Mouat begged to be permitted to place on record the very earnest and satisfactory manner in which Sub-Assistant Surgeon Prosunno Coomar Mitter had conducted his duties. Systematic lectures were given by him to the class in Hindustani, upon the plan adopted in the English department. The students kept records of the most important cases under treatment in the Hospital, and their case-books were, during the summer term, regularly examined by the Professor of Medicine, who had thus ample means of judging of the manner in which the medical class of the Military school was taught.

Dr. E. Goodeve states that he delivered twenty-one lectures, without examinations, which, with those previously given by Dr. Mouat, brought up the number of lectures to ninety-four. He was quite satisfied with the attendance of his class.

Hindustani Class.

With regard to the Hindustani class, Dr. E. Goodeve reports that his experience of the manner in which the pupils have been taught is confirmatory of the opinion formed by Professor Mouat. At the final examination of the pupils, he found that many of them were exceedingly well-informed on the subject of Medicine. He feels that Babu Prosunno Coomar Mitter has bestowed much pains in teaching the students, and that they have profited much by his instructions.

Chemistry.

The Professor of Chemistry reports that, during the session, he has delivered eighty-nine lectures, one-half of the number of which, given during the summer half of the course, were of the duration of one hour and a quarter each.

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Taking everything into consideration, he has reason to be satisfied with the conduct and proficiency of the very numerous class attending him, upon the roll of which, during the greater part of the session, stood about one hundred names. Several of these students, however, never attended, though their names were retained on the roll, which, added to the numerous partial absences of students from illness during the last very sickly hot season, gives an unusual amount of absenteeism during the session, as marked in the tables.

Materia Medica, English Class.

The Professor of Materia Medica reports that the attendance of the pupils of his class was regular and their behaviour correct. The course consisted of ninety lectures, including examinations.

He thinks that the additional course of lectures on Materia Medica required by the revised curriculum has produced good results, in the improved knowledge of the subject shown by the pupils at the junior diploma examination.

Hindustani Class.

Dr. E Goodeve was much pleased with the knowledge displayed by the Hindustani class The final students, with few exceptions, manifested considerable quickness in identifying the drugs placed before them at the examination, and were well acquainted with the doses and properties of the different Pharmaceutical preparations. The second year pupils appear to have made good progress; and some of them answered questions in Pharmaceutical Chemistry very correctly. Dr. E. Goodeve considers their knowledge highly creditable to their teacher, Babu Sib Chunder Kurmokar.

Descriptive and Surgical Anatomy.

The Professor of Descriptive and Surgical Anatomy expresses his satisfaction with the conduct and attainments of his class generally throughout the past session.

Anatomy and Physiology.

The Professor of Anatomy and Physiology reports, that the students of his class and those of the Dissecting classes, both English and Hindustani, have pursued their studies in as satisfactory a manner as in former years.

Botany.

The attendance and conduct of the Botanical class during the past course have been satisfactory. The progress made by the pupils, as evinced by the results of the test and honor examinations, has been creditable. Several of the answers were very good, and the generality of them better than on previous occasions.

Medical Jurisprudence.

Professor Woodford reports that, during the summer season of the past session, he delivered twenty lectures upon Forensic Medicine and twenty-nine on Toxicology, and spent some fifty hours in examining bodies and instructing the students upon the morbid appearances of the same. He has much pleasure in stating that he found the students very attentive, and, with but two or three exceptions, industrious and intelligent; and at the examinations they exhibited a very reputable knowledge of Medical Jurisprudence.

Surgery, English Class.

The Professor of Surgery states that he has only to report that he is perfectly satisfied with the attention and progress of his class during the last session.

Hindustani Class.

Professsor O'Shaughnessy was pleased with the acquirements of his class, and he considers that the pupils acquitted themselves very creditably in Surgery at the final examination.

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Dr. Stewart reports as follows: "In respect of attendance on lectures, I have to express my satisfaction with both classes, and the number of certificates of honor, which I found it almost necessary to bestow, attests the creditable proficiency of the fourth-year men, although they have had the benefit of but one year's study of Midwifery.

Midwifery.

"As respects the attendance of the students, I was much pleased with the eagerness evinced by all of them to be present, and to take charge of the cases during *parturition;* but, except to the English youths resident in or near the College, the advantages of actual experience in this department must always, I fear, be limited, while their attention is engrossed, (as it necessarily is during the 5th year), in preparation for their final examinations, and their residences in Town are at some distance from Hospital. Dr. Goodeve has lately suggested a modification in the terms of bestowal of his '*Scholarship,*' which would throw it open to competition among the young men immediately *after* instead of *before* their final examination takes place; and there can be no doubt that one year's residence and experience in a large Hospital would, in such circumstances, do more to make a man wise and practically useful, than many years of previous opportunity, but of crude observation, when his professional education was but incomplete.

"A few such endowments, in the form of fellowships for one year after graduating, would be of immense advantage to the holders of them, and would be noble objects of competition among our passed men, pre-eminently fitting them thereafter for the public service.

"If attached to the Female Hospital, such an officer would be also able to extend to many Out-Door patients the benefits of immediate assistance, in cases of urgency or danger not admitting of removal into the Hospital; and, if accompanied by one, or even two pupils, the greatest advantage would be derivable by them from such experience."

Senior Diploma Examinations.

This examination was conducted this year as usual by Surgeon Forsyth, with the assistance of the undernamed gentlemen as assessors:

Senior Surgeon J. Grant, Apothecary General.
Senior Surgeon W. Montgomerie, M. D., Garrison Surgeon.
Surgeon A. Chalmers, M. D.
Surgeon H. Chapman.
Surgeon, J. Jackson.
Surgeon J. Esdaile.
Assistant Surgeon F. P. Strong, Civil Surg., 24-Pergunnahs.

The following students passed their examinations:

1. Mahomed Jaun.
2. J. Hinder.
3. Deenonath Dass.
4. Omeschunder Mitter.
5. Konoylall Sen.
6. Grischunder Paulit.
7. D. Renton.
8. Bissonath Gupta.

The Gold Medal for general proficiency was awarded to Mahomed Jaun.

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The following is an extract from the report of the Government Examiner:

"In forwarding the table showing the result of the final examination of the first class students of the Medical College of the session 1850-51, for submission to the Council of Education, on the subjects as per margin, I have the honor to acquaint you, that as regards the number generally that came up for examination, it does not appear to the Assessors, or to myself, that any remark is demanded, beyond that of stating our impression, that the students have displayed a knowledge of the several branches of study, scarcely equaling the average of the two or three last years; though, on this, as on other occasions, a few examples have been exhibited of remarkable talent and successful study. We consider the two students, whose written answers have been handed to the Officiating Secretary Medical College, to be printed, as usual, in the Annual Report, as by far the best and most deserving of the season."

Medicine, Surgery, Midwifery, Medical Jurisprudence, Operative Surgery in the Dissecting Room.

Twenty-four natives of Hindustan and two natives of Assam were found qualified for the situation of Native Doctor at the final examination held in March, and have been reported available for the public service. Their names are:

1. Foyzeab Khan.
2. Motee Misser.
3. Kumta Deen.
4. Abdullah Khan, 1st.
5. Abdul Rahman Khan, 1st.
6. Abdul Rahman Khan, 2nd.
7. Ghunsam Patuck.
8. Motee Lal.
9. Mowla Buksh.
10. Tossodokha Hossain.
11. Ameer Khan, 1st.
12. Sheikh Ozeer Buksh.
13. Sheikh Elahi Buksh.
14. Mahomed Zumeer.
15. Sheikh Ruheem Buksh, 1st.
16. Rujub Khan.
17. Brojokhukcar Patuck.
18. Sheikh Abdullah, 1st.
19. Meer Haday Allee.
20. Jussodanund.
21. Siddessur Singh, Assamese.
22. Mahomed Osman, Ditto.
23. Meer Ruhuth Allee.
24. Kallee Churn Panday.
25. Hubbeeb Oollah.
26. Sheikh Afzal Hossain.

Among them Foyzeab Khan obtained the Gold Medal for general proficiency, and Jussodanund the Silver Medal for acquirements in Anatomy.

Junior Diploma Examination.

At the junior diploma examination of this year, the following pupils were found qualified to receive it:

FIFTH YEAR STUDENTS.

1. Omeshchunder Mitter.
2. Ameenoodeen.
3. Bissonath Gupta.
4. Grischunder Palit.
5. Konoylal Sen.
6. D. Renton.

FOURTH YEAR STUDENTS.

1. Abdul Humeed, 1st.
2. Gopal Chunder Patuck.
3. W. E. Hannah.
4. A. J. Meyer.
5. D. O'Brien.

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THIRD YEAR STUDENTS.

1. Behari Lal Ghose.	7. Sreenath Sen.
2. Koylas Chunder Chatterjee.	8. Dhormodoss Mookerjee.
3. Juggernath Sen.	9. C. Foy.
4. Ram Chunder Sen.	10. Radapersaud Sett.
5. Chundernath Bises.	11. Grischunder Dutt.
6. Nilmadhub Sen.	12. Doorgadoss Kar.

13. A. G. Merrett.

The result of the junior diploma examination, conducted in March 1850, proved that this examination had been fixed too early in the course of study. The result was the rejection of a larger number of the candidates than is usual at examinations. The Professors, connected with the junior branches of study, reported to the College Council that they were unanimously of opinion, that it would be better to postpone the examination for the junior diploma from the end of the second to the end of the third session of study, and that the curriculum should be so altered as to require the attendance of the pupils upon additional courses of lectures upon the elementary subjects. At the same time it was recommended that, if the period for the junior studies were prolonged, the attendance of the pupils upon the senior courses should be postponed until the commencement of the fourth session. The College Council coincided in this view, and obtained the sanction of the Council of Education to alter the curriculum as proposed. As far as the results of one examination can be depended upon, the change seems to have been useful.

Buildings.

The repairs of the buildings were finished during the hot season of last year, and the Male Hospital was reopened in the beginning of June. The closing of the Hospital during 6 months, accounts for the smaller number of patients treated in the Medical and Surgical wards during 1850, as shown in the tables in the appendix. The quarters of the Military class have been much improved, by the addition of a closed verandah, which is paved with asphalte in the same manner as the rest of the ward. The new verandah has added considerably to the means of accommodating the pupils, and even provides room for an additional number of students, should there be any necessity for it.

The appendix contains, as usual, the Hospital and Dispensary Returns of the past year, the official report on the students who have left the College, the various examination questions, with the answers of the most proficient students, a prize roll, and tabular statements of the results of all the examinations held. The answers of the students are printed without any correction of errors, either of grammar or of fact, contained in them.

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Dacca College.

NINTH YEAR.

Local Committee on the 30th September 1851.

1. R. H. Mytton, Esq., C. S.,..... *Commissioner of Revenue.*
2. C. T. Davidson, Esq., C. S., ... *Judge.*
3. C. Tottenham, Esq., C. S., ... *Collector.*
4. R. Hampton, Esq., C. S.,..... *Abkarree Commissioner.*
5. R. Abercrombie, Esq., C. S.,..... *Magistrate.*
6. Dr. Green, ... *Civil Surgeon.*
7. Syud Abbas Ali Khan Bahadoor,.... *Principal Sudder Ameen.*
8. Revd. H. R. Shepherd, ... *Chaplain.*
9. J. P. Wise, Esq.
10. J. C. Sarkies, Esq.
11. N. P. Pogose, Esq.
12. Khajeh Alim Oolla, ... *Zemindar.*
13. Babu Raj Mohun Roy, ... *Zemindar.*
14. Mirza Golam Peer,..... *Zemindar.*
15. Babu Mitrajeet Sing, ... *Zemindar.*

* Nos. 1 to 7 inclusive are *ex-officio* Members.

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
G. Lewis, Esq., ...	*Principal and Secretary to the Local Committee,*	600	23rd June 1846.
D. Foggo, Esq., B. A., ...	*Head Master,*	400	19th July 1850.
Senior School Department.			
Mr. F. Tydd, ...	*Second Master,*	300	9th July 1847.
Mr. J. Rees, ...	*Third Master,*	200	2nd April 1846.
Mr. W. J. Gunn, ...	*Fourth Master,*	150	1st May 1846.
Junior School Department.			
Mr. S. Robinson,..	*First Master,*	150	1st Feb. 1850.
Mr. L. F. Lefevre,..	*Second Master,*	100	1st Feb. 1850.
Babu Ram Sunker Sein,..	*Third Master,*	80	11th Dec. 1850.
„ Ramnarrain Seel,..	*Fourth Master,*	65	1st July 1849.
„ Bhugwan Chunder Bose, ..	*Fifth Master,*	50	1st July 1849.
„ Kussublaul Chund,..	*Sixth Master,*	40	1st June 1848.
„ Rammanic Sing,..	*Seventh Master,*	30	1st June 1848.
„ Muddun Mohun Bysak,....	*Eighth Master,*	20	11th Dec. 1850.
„ Bharrut Chunder Mitter, ..	*Supernumerary Stipendiary Master.*		
Vernacular Department.			
Shama Churn Surma, ...	*Senior Pundit,*	40	1st May 1845.
Hurro Chunder Surma, ...	*Junior Pundit,*	30	26th Feb. 1835.
Babu Bonomally Doss, ...	*Librarian,*	20	15th Aug. 1846.
Babu Mony Mohun Chund, ...	*Writer,*	19	15th Aug. 1846.

Eleven Servants.

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Changes in the Establishment.

Babu Prosono Koomar Surbadhicarry having resigned his office of third master of the junior school department at the commencement of the session, Babu Ram Sunkur Sein, the most distinguished student of the Dacca College, and the third on the general list of the best students of all the Colleges of Bengal for last year, was appointed by the Council of Education to succeed him, on the strong recommendation of the Principal. Mr. J. Lefevre, the eighth master of the same department, having also resigned, Babu Muddun Mohun Bysak took his place; and Babu Bharrut Chunder Mitter accepted the office of supernumerary master, vacated by the latter about the middle of the session.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund Fees.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government, dated		Items.	Total.
Rs.	Rs.	Rs.	Rs.			
				Principal, ...	7200 0 0	
4618	23622	28240	23046	English Teachers,	18987 7 9	
				Vernacular Teachers, ...	840 0 0	
				Establishment, ...	1086 0 0	
				Scholarships, English, ...	4549 6 8	
				Contingencies, ...	428 4 9	
				Prizes, ...	150 0 0	
						33241 3 2

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Statement of the number of Students and Average Attendance.	Christians.	Moohummudans.	Hindus.	Total.
Number of Admissions, ...	2	16	85	103
Number of Withdrawals,...	12	3	31	47
Deaths, ...	1	0	0	1
Number on the Rolls, beginning of Session, ...	0	0	0	327
Number on the Rolls, end of Session, September 30th 1851, ...	31	29	323	383
Daily Average Attendance, ...	0	0	0	320
				360

This statement shews an increase, during the session, of fifty-six pupils, several of whom joined the College from private schools at Pubna, Noakollee, Burisaul, Sylhet, Bauleah, Furreedpore, Mymensing, Mr. Pogose's school at Dacca, and from other parts; illustrating the re-action upon the College of its influence on the private schools in its neighbourhood, of which a brief account is given at the end of this report.

Statement, exhibiting the number of Students studying different languages in the Dacca College, on the 30th September 1851.

Sanscrit.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
		383		383	

English and Bengali are the only languages taught in the College. The great existing demand in this district is for English, though schools in which Bengali alone is orally taught, are pretty numerous. Indeed, a knowledge of reading and writing in Bengali, with a little arithmetic, is very general in this direction; but the study of Sanscrit, of Arabic and Persian, and Urdu would seem to be almost discontinued.

Fees. The amount realized during the session, by the collection of fees paid by pupils for instruction, is rupees four thousand, six hundred and eighteen.

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The following is a Statement of the Annual Collections of Fees, and the number of Pupils paying them, since 1846.

	End of 1846.	End of 1847.	End of 1848.	End of 1849.	End of 1850.	End of 1851.
Number of Pay Pupils, ...	224	270	289	325	340	383
Amount of Fees Paid, ...		Rs. 2898	Rs. 3234	Rs. 3809	Rs.* 4409	Rs. 4618

Statement, exhibiting the number of Scholarshipholders and Pay and Free Pupils of the Dacca College, on the 30*th of Sept.* 1851

Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
24	7	352	0	383	

All the scholarships of the College, both senior and junior, are, therefore, taken up, and occupied. Of those holding junior scholarships, four were proved at the last examinations, qualified for senior scholarships, to which they would have been promoted had a sufficient number been available.

Cost of educating each Pupil.

Number of Pupils on the Rolls, 30th September 1851.				Total Expenditure of the College, (less the amount of Fees) for 1851.	Cost of Educating each Pupil for the whole of 1851.
Hindus.	Christians.	Moohummudans.	Total.		
323	31	29	383	Rs. As. P. 28623 3 2	74 11 2 or about 6 rupees, 2½ annas monthly.

* The amount in 1850 was increased by three extraordinary fees, of one hundred rupees each, for the whole session, from wealthy ex-students who attended only particular lectures, which were not realized this session; so that the excess of this year over last year's collections is not two hundred and nine rupees, as would appear from the above, but five hundred and nine rupees, virtually.

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Names of Students who have left the College or obtained employment during the Session.

Number.	Names.	Class from which they left College.	Description of employment obtained.	Monthly Salary. Rupees.	By whom appointed.	Remarks.
1	Ram Sunker Sein, ..	First College Class,	English Master, Dacca College, ..	Eighty,..	The Council of Education, ..	Sr. Scholar 4th year.
2	Oma Churn Banerjea,..	Ditto, ..	Ditto, Mymensing School, ..	Fifty, ..	R. Cairnes Raikes, Esq., C. S., ..	Sr. Scholar 3rd year.
3	Krishna Chunder Dutt,	Ditto, ..	Darogah, Howrah, ..	Fifty, ..	R. Jenkins, Esq. C. S.,	Sr. Scholar 2nd year.
4	Kaly Chunder Bhya, ..	Second College Class,	Offg. Darogah, Nattore,	.....	Babu Kishory Chund Mitter, ..	Sr. Scholar.
5	Soorjee Koomar Surbadhicary, ..	Fourth Ditto, ..	To enter the Medical College, ..	.....	Medical College, Calcutta, ..	Jr. Free Scholar.
6	Juggo Bundoo Bose, ..	Ditto, ..	Ditto Ditto, ..	.....	Ditto, ..	Jr. Scholar 2nd year.
7	J. DeCosta, ..	Ditto, ..	Writer, ..	Unknown,	J. P. Wise, Esq., ..	Ditto Ditto.
8	J. Pereira, ..	Ditto, ..	Teacher, ..	Ditto, ..	Dr. Olliffe, ..	Ditto Ditto.
9	Bharut Chunder Mitter,	Ditto, ..	Ditto, ..	Twenty,.	Dacca College, ..	Ditto
10	Muddun Govind Doss,	First Senior School,	Mohurir, Sylhet, ..	Fifteen, .	W. B. Buckle Esq., C.S.,	Jr. Scholar 1st year.
11	Gooroo Churn Doss, ..	Ditto, ..	Ditto, ..	Ditto, ..	Ditto, ..	Ditto.
12	Moteelaul Kowar, ..	Ditto, ..	To enter Hooghly College.			
13	Kally Koomar Gooho,..	Ditto, ..	To enter Sylhet School.			
14	Grish Chunder Mitter,..	Second Ditto, ..	Writer, ..	Twenty,.	Messrs. Foley & Co.	
15	Koilas Chunder Dustada,	Fourth College Class,	Nazir, Judge's Court Chittagong, ..	Fifteen, .	A. Sconce, Esq. C. S.,	Jr. Scholar.
16 to 21	Six Boys from the Second Senior School Department.					
22 to 25	Four Boys from the First Class Junior School Department.					

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Ex-Students. The Principal has good reason to believe that the ex-students of the College in public employ, and particularly the three appointed to darogahships in the Mymensing district, by Mr. R. Cairnes Raikes, its magistrate, with Krishna Chunder Dutt, the darogah of Howrah, are affording satisfaction, by the efficient discharge of their official duties. The ex-students in charge of the private schools of Dacca, Mymensing, and Furreedpore, are also doing much good in their respective vocations. Those holding masterships in the College in which they were educated, also continue to give complete satisfaction. Babu Kaly Churn Banerjea has been appointed treasurer of the collectorate of Mymensing, on a salary of one hundred rupees a month; and Babu Sonatun Bysak has officiated as treasurer of the Dacca collectorate. The latter is the donor of an annual prize of fifty rupees to the College. Babus Puddolochun Doss and Kisto Soonder Ghose obtained first class moonsiff's diplomas at the late examinations held at Dacca; the junior pundit of the College was also equally successful. Mr. N. P. Pogose, another ex-student, has been appointed a member of the Local Committee of Instruction; and Babu Rae Mohun Rae presents the College in which he was instructed with one hundred rupees, for a gold medal to be awarded as a prize in his name.

Prizes. The annexed statement exhibits the donations of the gentry of Dacca, both European and Native, to its College, for the reward of the most meritorious students of the year. The Council of Education were pleased to pass the following order on the occasion:

"The Council request that their thanks may be communicated to those gentlemen who have again come forward to afford the students of the Dacca College the benefits of their liberal encouragement."

Statement of Extraordinary Prizes, awarded in the Dacca College 1851.

No.	Value of Prizes.	Names of Donors.	Subject for which given.	By whom gained.
1	One hundred Rs.,..	R. H. Mytton, Esq., C.S.,	Best student of the College, ...	Bhugwan Chunder Bose.

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First College Class.

No.	Value of Prizes.	Names of Donors.	Subject for which given.	By whom gained.
2	One hundred Rs.,..	H. Atherton, Esq., C. S.,	Mathematics, (both days,) ...	Bhugwan Chunder Bose.

First, Second and Third College Classes.

3	One hundred Rs.,	Babu Rae Mohun Rae, ex-student, ...	Literature and Essay,	Carrapiet Johannes Stephen.
4	Silver Medal, ...	Donnelly Prize, ...	History, ...	Gour Narrain Roy.
5	Fifty Rs., ...	Dr. Roe, ...	Moral Philosophy, ...	Gour Narrain Roy.
6	Fifty Rs., ...	Khajeh Allim Oollah, ...	Bengali Essay, ...	Divided between Sree Nath Banerjea and Neel Komul Roy—*equal.*

Second College Class.

7	Fifty Rs., ...	Joakim Pogose, Esq., ...	Best in all subjects,	Koilas Chunder Ghose.
8	Fifty Rs., ...	C. T. Davidson, Esq., C.S.	Mathematics, (both days,) ...	Koilas Chunder Ghose.

Third College Class.

9	Fifty Rs., ...	Babu Raj Mohun Roy, ...	Best in all subjects,	Sree Nath Banerjea.
10	Fifty Rs., ...	R. Hampton, Esq., C. S.,	Mathematics, (both days,) ...	Nil Komul Roy.

Fourth College Class.

11	Fifty Rs., ...	J. Stephen, Esq., ...	Best in all subjects,	Thomas Kallonas.
12	Fifty Rs., (Silver Medal,) ...	Babu Rada Mohun Doss,	Literature and Essay,	Thomas Kallonas.
13	Fifty Rs., ...	Babu Sonatun Bysak, ...	Mathematics, (both days,) ...	Thomas Kallonas.
14	Twenty-five Rs., ...	J. P. Wise, Esq., ...	Moral Philosophy, ...	Thomas Kallonas.
15	Twenty-five Rs., ...	J. P. Wise, Esq.. ...	Bengali Essay, ...	Isser Chunder Seel, L.
16	Twenty-five Rs., ...	W. J. Allen, Esq., C. S.,	History, ...	Nund Laul Sein.

First Class, Senior School Department.

17	Forty Rs., ...	Babu Mitrajeet Sing, ...	Best in all subjects,	Ram Mohun Dutt.
18	Twenty-five Rs., (Silver Medal,)...	N. P. Pogose, Esq., ...	Mathematics, ...	Denobundoo Mullick.
19	Twenty-five Rs., (Silver Medal,)...	N. P. Pogose, Esq., ...	Literature, ...	Ishan Chunder Surma.
20	Sixteen Rs., ...	Babu Denonath Ghose,...	Bengali, ...	Bhugwan Chunder Chuckerbutty.
21	Sixteen Rs., ...	Babu Nund Koomar Roy,	Second best in all, ...	Ishan Chunder Surma.

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SECOND CLASS, SENIOR SCHOOL DEPARTMENT.

No.	Value of Prizes.	Names of Donors.	Subject for which given.	By whom gained.
22	Twenty-five Rs., ...	J. C. Sarkies, Esq., ...	Best in all subjects,	Raj Mohun Bose.
23	Twenty-five Rs., (Silver Medal,)...	N. P. Pogose, Esq., ...	Mathematics. ...	Hurry Mohun Doss.
24	Sixteen Rs., ...	Babu Surroop Chand, ...	Bengali, ...	Divided between Raj Mohun Bose and Kisto Koomar Roy —*equal*.

FIRST AND SECOND CLASS, JUNIOR SCHOOL DEPARTMENT.

25	Twenty-five Rs., (Silver Medal,)...	N. P. Pogose, Esq., ...	Best in all subjects, 1st Class, ...	Radagovind Moitry.
26	Ten Rs., ...	Babu Jeebun Sing, ...	Best boy, 2nd Class,	Gopee Mohun Bysak.

"The Donnelly Medal."

In the last annual report of this College it was stated that "the officers employed in the Abkarree department of Dacca, subscribed three hundred rupees, which they hope to increase to five hundred, that the interest may give a perpetual prize of twenty-five rupees, to be entitled 'the Donnelly prize.'" This hope, the Principal is now happy to state, the officers of the Abkarree department of Dacca have been able to realize. A Donnelly prize of fifty rupees having been promised to the College for the last distribution by these officers, the Honorable Mr. Bethune, as soon as he was informed that they were endeavouring to raise a fund for a perpetual prize, presented this fifty rupees from his own purse.

The Ramlochun Ghose Fund.

The five prizes of the value of forty rupees, the interest of one thousand rupees presented to the College by Babu Ramlochun Ghose, and invested in the four per cent. loan, were gained this year by the undermentioned students:

For English.

J. E. Cooke, ... Literature.
Chundre Kant Dass,... ... ... History.

For Bengali.

Raj Mohun Bose. | Kisto Koomar Roy.

For Good Conduct.

Kisto Koomar Bysak.

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All of the second class, senior school department, the pupils of this class being eligible to compete neither for junior scholarships, under the new rules, nor for government prizes under the old; and there having been no third class in the same department this year.

The Mitford Fund.

Being informed that the Government had requested the Commissioner of the Dacca Division to suggest a suitable plan of disposing of the fund bequeathed by the late Mr. Mitford for the good of the people of Dacca, the Principal addressed the following letter to the Commissioner with reference to the subject:

"I have just been informed that the Mitford property is shortly to be consigned to your charge, for application to the improvement of the people of Dacca. Will you permit me now to advance, for your careful consideration, the claim of the College of Dacca to a portion of this fund? This College was established expressly for the good of the people of this city, a purpose which, it is believed, it is now fulfilling, and which it will be capacitated to answer with increased effect, by every addition that is made, either to the accommodation of the College building; to the instructive instruments of the College, whether regarded as Professorships, books, or apparatus; or to the existing motives to study.

"2nd. I would beg leave to suggest that a 'Mitford scholarship' would serve the purpose, not only of stimulating to lengthened study, and of contributing to the production of distinguished attainments, but also that of transmitting, in connexion with learning, the name of Mitford to the posterity of that people whose good it was Mr. Mitford's aim to promote, by means of his bequest."

It is understood that Mr. Mytton has recommended that a senior scholarship of thirty rupees a month, to be entitled "the Mitford scholarship," shall be attached in perpetuity to the Dacca College out of the Mitford fund.

The late the Hon'ble J. E. Drinkwater Bethune.

On being made acquainted with the great loss they had sustained by the death of the Hon'ble John Elliot Drinkwater Bethune, whose benevolence, condescension, and affability, during his visits to the College, had endeared him to the senior students; they submitted the following proposal, signed by every College student, to the Principal for the sanction of the Council of Education:

"To testify our gratitude for the lively interest in our improvement and happiness, so effectually manifested by the much lamented the Hon'ble John Elliot Drinkwater Bethune, the late President of the Council of Education, as well as to commemorate his annual visits to the College of Dacca, of which we are students, we propose that the sum of about one thousand rupees, which has been munificently subscribed by the gentry of Dacca, European and Native, for prizes for

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this year of 1851, to encourage and reward our exertions, be transferred from that object, and appropriated to the formation of a 'Bethune fund;' and that a gold or silver medal, to be called 'the Bethune Vernacular medal,' be purchased with the annual interest of this 'Bethune fund,' for presentation every year to that student of the College department of the Dacca College, who shall distinguish himself most highly, at the senior scholarship examinations, as an essayist in the vernacular language, provided his performance is valued at the prescribed number of marks for medals; and that if on any occasion this Bethune Vernacular medal be not gained, it be awarded twice the first year that two students reach the required standard."

The Council remarked, with reference to this, "that before passing any orders on this proposal, the Council wish to be favoured with the views of *all* the donors regarding the different disposal suggested for their donations."

It having proved impracticable to obtain the sanction of *all* the donors to the proposal of the students, it was resolved that the prizes this year shall be distributed in money, after which the gainers of them may do with them as they may think proper.

The Library Medal.

No subject of library reading having been given out at the commencement of the session by the Council of Education, the Principals of the Colleges, each for his own College, were directed to select a subject in which to examine students who should determine on competing for the library gold medal. In this College, the subject chosen for the purpose, was "The Philosophy of Lord Bacon, in connexion with the first part of the Novum Organum," one of the subjects of the senior scholarship standard for the year. Two candidates presented themselves for examination for this prize, Bhugwan Chunder Bose, the head student of the College, and Carapiet J. Stephen, of the third College class. The following is a list of the books from the library read for the most part nearly equally by both of the candidates, viz.:

Whewell's History of the Inductive Sciences, vol. I., pp. 1 to 85.
Whewell's Philosophy of the Inductive Sciences, vol. II, pp. 226 to 252.
Herschell's Discourse on Natural Philosophy, the second part.
Stewart's Philosophy of the Human Mind, part I., chap. VI.
——————————————— part II. chs. VII. IX and XI.
Stewart's Philosophical Works; the Essay on Bacon.
Macaulay's Essay on Bacon.
Hallam's Literature of Europe, vol. II. pp. 388 to 433.
Playfair's Philosophical Works, vol. II. pp. 68 to 93.
Bacon's Nova Atlantis, and parts of his Advancement of Learning.

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The questions were set by Mr. Lewis for the examination of these candidates, and with the prize answers will be found in the appendix.

The answers by Mr. Stephen were very creditable, but those of Bhugwan Chunder Bose were deemed by the examiners superior to them, and to entitle their writer to the gold medal.

Masters. The conduct of masters, without a single exception, has been entirely satisfactory. Mr. D. Foggo, the head master, having been absent with leave four months, on medical certificate, Mr. Tydd, the second master, acted in his place as head master, Mr. Rees dividing with Mr. Tydd, Mr. Foggo's professional duties, Mr. Rees taking the mathematical part.

The Library. The books are generally in good condition, though many of them want binding. At the beginning of the session the library contained one thousand, four hundred and sixty-five works in two thousand, seven hundred and eighty-two volumes. It now embraces one thousand, five hundred and ninety-six works in three thousand, and twenty-nine volumes. The undermentioned are a few of the principal additions which have been made during the year:

Chalmers' English Poets in 21 vols.
Professor Wilson's Sanscrit Dictionary.
Dryden's Complete Works, by Sir Walter Scott, in 18 vols.

The Library has been freely resorted to during the session by the senior students.

Apparatus. The Apparatus is in good condition, and continues to be regularly used. A good Dollond's Telescope had been added to it during the year.

The Estimation in which the College is held. The facts already adduced, the Local Committee regard as irrefragable evidence that the influence of the College for good is diffusing itself year by year more and more widely over the eastern part of Bengal.

The Building. The Building continues in good repair. In order to afford accommodation for the increasing number of students, the removal of an useless staircase has been sanctioned by the Government, which will supply two additional rooms, one on the ground floor, the other on the upper story over it. But the want of a large Hall, for examinations and public exhibitions, continues to be much felt.

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Visit of the Deputation of the Council.

The late lamented Hon'ble J. E. Drinkwater Bethune, the President of the Council of Education, with the Officiating Secretary, Captain Fletcher Hayes, visited the College in March last, passing in review all its classes, when he distributed the Government scholarships and prizes, and those so liberally presented by the gentry of Dacca, Native and European. An account of the proceedings on the occasion will be found in the appendix. The native community, and the local authorities view the visits of the deputation of the Council of Education with peculiar satisfaction, regarding them as striking proofs of the desire of the Government to disseminate the advantages of a liberal and sound education:

Statement of the Classes Examined.

College Department.		Senior School.		Junior School.		Total.
First Class,* ...	2	First Class, ...	23	First Class, ...	35	
Second Class,...	5	Second Class,..	39	Second A., ...	32	
Third Class, ...	12			„ B., ...	36	
Fourth Class,...	16			Third A., ...	34	
				„ B., ...	32	
				Fourth A., ...	32	
				„ B., ...	32	
				„ C., ...	30	
				„ D., ...	23	
Total,.....	35	Total,.....	62	Total,.....	286	383

The Scholarship Examinations.

The four classes forming the College department were examined by the senior scholarship questions; the first class, senior school department, in the subjects of the junior scholarship standard for the year.

The members of the Local Committee superintended the examinations.

The tabular results of these examinations are contained in the appendix. The general statement regarding them will be found in the report of the Council of Education.

* The small number in the first College class is accounted for by the fact, that last year the second class in the same department was vacant; whilst three out of the five who composed the first class of last year, have this year left the College with honorable and lucrative employment. One of the two students of the first class, Gour Narrain Roy, has this year been absent on medical certificate upwards of three months.

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Non-Scholarship Examinations.

The second class, senior school department, and all the classes of the junior school were examined by the officers of the College, the Local Committee superintending under the orders of the Council. Annexed is a statement of the results of these non-scholarship examinations.

Second Class, Senior School Department.

This class corresponds with the third class in the Hindu and Hooghly Colleges, there having been hitherto but two classes, instead of three, in the senior school department of this College. Next year, however, the advanced state of the College will render it necessary to complete this department, when it will admit of fair comparison with the older Institutions, and not before, the present pupils of the first senior school class, or the junior scholarship candidates, being for the most part only in their second year, whilst the candidates for junior honors of the Hindu and Hooghly Colleges are in their third. According to the provisions of the Honorable Mr. Bethune's minute (now in force with reference to *new candidates only* for scholarships) candidates of Colleges for junior scholarships cannot come up a second time for examination, upon the ground of their belonging to the first of three classes, or, in other words, of their being in their third year. Exception will, therefore, of course, be made in favour of those candidates who do not gain, and who are only in their second year.

This class contains 39 pupils, under Mr. Gunn: one absent, one sick. The reports of the examiners are as follows:

Mr Lewis. "This class passed a very fair examination in poetical reading and explanation (Parnell's Hermit), and acquitted themselves creditably in English grammar. Their oral reading also in general was very good. Their written answers to the historical questions were, in style, in too many instances, slovenly, but the information they conveyed was generally correct."

Mr. Foggo. "Mr. Gunn's class passed a very satisfactory examination in geometry, algebra and arithmetic, the subjects in which I examined it on the 12th and 15th of this month. In geometry, Raj Mohun Bose, and Hurry Mohun Doss are particularly deserving of mention, as having gained full marks. But many of the pupils did very well, and very few indifferently.

Mr. Tydd. "The second class passed a very fair examination in geography; but I think in this class map-drawing should not have been omitted. In their Bengali studies, the pundit as well as myself were highly satisfied with their translations, both from Bengali into English, and *vice versâ*."

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Considering, therefore, the large number of pupils which formed Mr. Gunn's class, it must be admitted that this master has acquitted himself in a manner highly creditable to him this year.

First Class, Junior School Department. Thirty-five pupils, under Mr. Robinson. All present:

Mr. Lewis. "Oral reading;—not particularly good."—"Explanation, and grammar, *in writing*;—excellent—though the hand-writing too frequently careless."

Mr. Foggo. "This class passed a very creditable examination in arithmetic, and geography. Great pains have been taken with the boys by their master."

Mr. Tydd. "In history this class passed a fair examination. But in the Bengali studies the pundit agrees with me in considering that more attention was paid by the boys to their English, than to their Vernacular studies."

Mr. Robinson will be raised from the junior to the senior department at the commencement of the next session, to meet the exigencies of the College, a situation better suited to his acquirements and abilities.

Second Class, Section A. Thirty-two boys under Mr. Lefevre; all present:

Mr. Lewis. "Their oral reading was middling. Explanation and grammar not better; not a particularly promising class on the whole.

Mr. Foggo. "This class is in a condition not altogether satisfactory; they have also been complained of frequently during the year as disorderly, and their conduct during the examination was not good. In geography they did pretty well; in dictation a little better."

Mr. Tydd and the Senior Pundit. "We are happy to state that the boys generally acquitted themselves creditably in their vernacular studies."

Mr. Rees. "This class passed a creditable examination in both arithmetic, and Pinnock's Catechism of the History of Greece."

Second Class, Section B. Thirty-six pupils, under Babu Ram Sunker Sein: one absent, one sick:

Mr. Lewis. "Decidedly a promising class of pupils of the proper age. Oral reading generally very fair. Explanation and grammar fair, though the full quantity had not been read, owing to sickness on the part of the master."

Mr. Foggo. "This class passed a very satisfactory examination, with a few exceptions, in geography and dictation."

Mr. Tydd and the Pundit. "We consider the progress made by the majority of the boys of this section very satisfactory."

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Mr. Rees. "The pupils generally passed a very fair examination in arithmetic; and the high state of discipline in which I found them is very creditable to their tutor, Babu Ram Sunker Sein."

Third Class, Section A. Thirty-four pupils, under Baboo Ram Narrain Seal: one sick:

Mr. Lewis and Mr. Foggo. "During our daily visits to the several classes, we invariably find this section in excellent order."

Mr. Lewis. "Oral reading very good; the pronunciation clear, and distinct. Explanation for the most part quite satisfactory. Grammar equally so, though the standard in the prose reading was not fully reached."

Mr. Foggo. "In arithmetic, compound addition to reduction: a majority of the class work well. In geography, first 19 pages of Clift—a fair examination."

Mr. Tydd. "This section passed a very satisfactory examination, both in their English dictation and in their vernacular; but more attention should be paid to their writing."

Third Class, Section B. Thirty-two pupils, under Babu Bhugwan Chunder Bose: two sick.

Mr. Lewis. "Oral reading not very good: excessive sounding of the final consonant. Nor the explanation of the prose reader. Nor the grammar. I would not give prizes in this section this year.

Mr. Tydd. "In English dictation and in that from Bengali these boys have done remarkably well; but I am sorry to state that they could not correctly explain their English reader in Bengali, in which I was desired by the Principal to examine them, in consequence of his being unable to discover, from their very indifferent examination in English, whether they understood what they had been reading."

Mr. Rees. "This section passed a pretty fair examination in arithmetic, but, I am sorry to say, not a satisfactory one in geography."

Fourth Class, Section A. Thirty-three pupils, under Babu Kassublaul Chund: two sick.

Mr. Lewis. "Reading remarkably good. Spelling not quite so good."

Mr. Tydd. "Explanation from English to Bengali not very satisfactory. Dictation both in English and Bengali very good."

Mr. Rees. "The examination in arithmetic was fair."

Fourth Class, Section B. Thirty-two pupils, under Babu Rammanic Sing: one absent.

Mr. Lewis. "Reading generally good. Spelling not so good."

Mr. Tydd. "On the whole the section passed an examination in English dictation and Bengali very creditable to their teacher."

Fourth Class, Section C. Thirty pupils, under Babu Muddun Mohun Bysak.

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Section D. Twenty pupils, under supernumerary teacher Babu Bharrut Chunder Mitter. Mr. Tydd examined both of these sections of young beginners in their English and Bengali reading, and was well pleased with the progress they had made.

Statement of Government Prizes, Junior Department.

Names of Gainers.	Subjects of Competition.
First Class.	
Rada Govind Moitry, ...	Literature.
Issan Chunder Naugh, ...	Arithmetic.
M. J. Stephen, ...	Geography.
Mudun Mohun Goopto, ...	Bengali.
Nathan, ...	Regular Attendance.
Second Class, Section A.	
Sree Nath Gooho, ...	Literature.
Aratoon Avdall, ...	Geography.
Juggobundoo Soor, ...	Arithmetic.
Goopee Mohun Bysak, ...	Bengali.
John Mylne, ...	Regular Attendance.
Second Class, Section B.	
Kali Koomar Naug, ...	Literature.
Gobind Persaud Doss, ...	Geography.
Dena Nath Ghose, ...	Arithmetic.
Koonj Beharee Dey, ...	Bengali.
John, ...	Regular Attendance.
Third Class, Section A.	
Shamah Sunkur Doss, ...	Literature.
Shama Pursaud Roy, ...	Arithmetic.
Bussunt Chunder Doss, ...	Geography.
Taruk Chunder Doss, ...	Bengali.
J. P. A. G. Simon, ...	Regular Attendance.
Third Class, Section B.	
Ram Narain Dey, ...	Literature.
Fourth Class, Section A.	
Behary Laul Chatterjee, ...	English.
Kaly Kissore Mozoomdar, ...	Bengali.
Fourth Class, Section B.	
Bharut Chunder Sein, ...	English.
Prosunnath Roy, ...	
Parbutty Churn Roy, ...	Bengali.

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Private English Schools.

The Committee, observing that they are expected by the Council of Education to report on "the general state of education in the district," instituted enquiries, with a view to ascertain the number, condition, and prospects of the private English schools existing in the eastern division of Bengal, and submitted the following particulars to the Council as the results. Besides the Government schools subordinate to the College, at Chittagong, Bauleah, Commilla, and Sylhet, are private English seminaries unconnected with the Government, or the Council of Education, at the following places: viz.

Dacca.	Pubnah.
Mymensing.	Bauleah.
Furreedpore.	Nattore.
Noakollee.	Rungpore.
Burisaul.	Sylhet.

The Pogose School, Dacca.

This school is under the patronage of Mr. N. P. Pogose, an ex-student of the College, and now a member of the Local Committee, and a zemindar of the district. The number of pupils in daily attendance is about 80, the amount of fees collected monthly about 50 rupees, that of the monthly expenditure 90, the difference being defrayed by Mr. Pogose. The school consists of four classes, the highest of which studies the subjects of the junior scholarship standard, in proof of which it may be casually mentioned, that three of the students of this school are candidates this year for junior scholarships in the College. The highest class is taught in literature and history, &c., by its head master, Babu Kally Kishore Chatterjee, an ex-scholarshipholder in the College, and in the mathematics by Babu Kistokissore Chatterjea, and Babu Oma Sunker Sein, the third master, both ex-students of the College. Thirteen boys from this school have joined the College during the session.

The Mymensing School.

This school is ably conducted by its head master, Babu Oma Churn Banerjea, an ex-senior scholar of the Dacca College, and an intelligent and amiable man. It is supported partly by the payment of monthly fees by its pupils, and partly by subscriptions by the civilians and native gentry of the station. Mr. R. Cairnes Raikes, its Secretary, takes great interest in its prosperity, visiting the school almost daily

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on his way to kutcherry. The principal native patrons of the school are Babu Kally Kissore Roy, Babu Bhyrub Chunder Chowdry and Luckhy Debia. The school was established in 1843, when subscriptions amounting to 2,000 rupees were realized. It now contains 60 pupils divided into four classes. The second master is an ex-student of the school. The subjects studied in the highest class are those of the junior scholarship standard. Several pupils joined the College from this school during the session. The Commissioner of revenue of the division visited the school in July last, and recorded a favourable opinion of the intelligence of its pupils and ability of the master.

The Furreedpore School.

This school was established by Mr. E. F. Lautour of the Civil Service in 1849. It is conducted by its head master, Babu Bhugwut Chunder Gangooly, an ex-scholarshipholder of the College, with considerable success. It contains 76 students, thrown into three classes, the highest of which aim at the junior scholarship standard. Three very promising boys were admitted from this school into the second class of the senior school department of the College at the beginning of the ended session. The monthly income of the school is 88, against an expenditure of 82 rupees. The commissioner of the division, the judge of Dacca, the civilians of the station, with Mr. Macnair, Syud Zainooddeen Hossein, the deputy magistrate, Babus Grish Chunder Ghose, the moonsiff, Neel Money Dutt, sub-assistant surgeon, Kistojeebun Buxee, and Utti Chunder Sikdar, encourage the exertions of the masters of the school.

The Burisaul School.

This School contains 78 pupils, divided into six classes. The amount realized monthly as fees is 37 rupees; and the expenditure of the School 119-8-0 against a monthly income of 135 rupees. The most liberal patrons of this school are Rajah Suttu Churn Ghosal and Babu Gopal Laul Tagore; and much interest is felt in its welfare by the residents of the station. The subjects taught are much the same as those of the Government junior scholarship standard.

Noakollee School.

This School is in a comparatively depressed state. It contains 30 pupils (injudiciously separated into too large a number of classes) who pay a rupee a month for their schooling. The studies of the highest class, though not reaching quite so high

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as the junior scholarship standard, are respectable in character. Mr. Jones, the head master, takes much interest in the progress of the pupils. Babus Pertaub Chunder Sing, and Issur Chunder Sing contribute between them 300 rupees annually to the support of the school. The other subscribers are Mr. Henry Atherton, C. S., Sherafut Ally, zemindar, Salamut Oolla, deputy collector, Kisto Kant Roy, deputy collector and Kisto Soonder Sing, whose subscriptions amount annually to 232 rupees nearly.

The Pubna School.

This is a flourishing School, containing 108 pupils, upwards of seven-eighths of whom pay for their education, some a rupee, some 8 annas monthly. The monthly fees amount to about 60 rupees, against an expenditure of 100 rupees, the difference being subscribed by the gentry of the station. Mr. Cheap, the judge, has long manifested a very lively interest in the welfare of the School. Mr. Ward, C. S., Babus Sham Chund Sirkar, Soorjee Koomar Mookerjea, Mouluvee Nasseerooddeen Hyder, the Moonsiff, Babu Beejoy Chunder Chowdry, and other gentlemen, European and Native, give the school assistance and countenance. The head master, Babu Ram Chunder Nundee, gives satisfaction in his conduct of the school. He was educated at the Hooghly College, and subsequently obtained a teacher's diploma. The junior scholarship standard of education is the mark aimed at in this school also. Several of its pupils have joined the Colleges of Dacca and Kishnaghur. One of its ex-students now holds a Moonsiffship. From the wealth and population of this district, as well as from the demand that exists in it for an English education, together with its embracing the necessary supervision and control from the number of European functionaries resident at Pubna, this school would appear to deserve to rank with the other Government Zillah Schools, and to be placed on a common footing with them.

Babu Lokenath Moitre's School, Bauleah.

Established in 1848 by the Native gentleman after whom it is called, who, to ensure its permanency, endowed it with a putnee estate bearing an annual net income of from 1,000 to 1,200 rupees. This school comprises 168 pupils, of whom 75 learn English, and the rest Bengali. The monthly expenditure is 86 rupees, the whole of which is defrayed by its spirited proprietor, Babu Lokenath

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Moitre, though it is regretted no fees are demanded from the pupils. Mr. W. B. Richardson is the head master, and it is intended to raise the pupils to the junior scholarship standard of attainments.

The Nattore School.

This school was established in 1849; but owing, it is said, to an epidemic which raged in the town at the end of last year, and more particularly, to a want of funds for its support, it is in a low state. The number of boys in attendance is about 50, one-third of whom being free scholars, the rest contributing about 20 rupees monthly, which is, in fact, all the school rests on for existence.

Rungpore and Sylhet.

The schools at these places are both in their infancy.

There are, besides the foregoing, private schools at Chittagong and other places, of which no accounts have been received.

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Kishnaghur College.

SIXTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
J. C. Brown, Esq., ...	*Civil and Sessions Judge of Nuddeah.*
G. W. Battye, Esq., ...	*Collector of Nuddeah.*
C. F. Montresor, Esq., ...	*Magistrate of Nuddeah.*
C. Archer, Esq., M. D., ...	*Civil Assistant Surgeon of Nuddeah.*
Major J. Lang, ...	*30th Regiment Native Infantry, Superintendent of Nuddeah Rivers.*
Maharajah Sreesh Chunder Roy Bahadoor.	
Babu Ramlochun Ghose, ...	*Principal Sudder Ameen of Nuddeah.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
M. Rochfort, Esq., ...	*Principal,*	600	11th Nov. 1846.
A. S. Harrison, Esq., B. A., ..	*Head Master,*	400	17th Nov. 1848.
Senior School Department.			
Mr. S. W. Bradbury, ...	*First Assistant Master,*	300	4th Nov. 1846.
,, G. Beatson, ...	*Second Assistant Master,*	200	14th Dec. 1846.
,, J. G. Beanland, ...	*Third Assistant Master,*	150	8th Dec. 1845.
Junior School Department.			
Babu Omesh Chunder Dutt, ...	*First Master,*	100	14th May 1851.
,, Doyal Chand Roy, ...	*Second Master,*	80	4th Mar. 1846.
,, Gooroo Churn Chatterjea,..	*Third Master,*	65	8th Dec. 1845.
,, Banee Madub Bose, ...	*Fourth Master,*	50	10th Feb. 1847.
,, Gobind Chunder Koar, ..	*Fifth Master,*	40	25th Nov. 1848.
,, Gudadhur Chuckerbotee, ..	*Sixth Master,*	30	25th Nov. 1848.
,, Hurronath Mittre, ...	*Seventh Master,*	20	25th Nov. 1848.
Vacant, ...	*Eighth Master.*		
Anundo Chunder Sheeromonee,..	*Head Pundit,*	50	1st July 1846.
Nobogopal Turkolonkar, ...	*Second Pundit,*	30	3rd Aug. 1846.
C. Archer, Esq., M. D., ...	*Medical Attendant,*	100	13th May 1846.
Office Establishment.			
Babu Raj Mohun Pal, ...	*Head Writer,*	30	1st Feb. 1849.
,, Denonath Shen, ...	*Second Writer,*	20	1st Feb. 1849.
,, Koylash Chunder Roy, ...	*Third Writer,*	12	1st Mar. 1849.
2 Duftories, at 5, ...	....	10	
2 Peons, at 5, ...	....	10	
2 Chowkeedars, at 4, ...	....	8	
1 Bearer, ...	....	4	
1 Water Bearer, ...	....	4	
1 Bheestee, ...	....	4	
2 Mehters, at 4, ...	....	8	
2 Mallees, ...	....	5	

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Statement exhibiting the Number, Caste, &c. of the Pupils on the 30th September 1851.

Brahmins, ...	120
Chuttrees or Rajpoots, ...	9
Voiddos, ...	6
Kyusts, ...	51
Coomars, ...	2
Teelees, ...	5
Moyrahs, ...	2
Napit, ...	1
Koybuttos, ...	3
Noorees, ...	2
Shurnocar, ...	1
Shurnobonic, ...	1
Joogee, ...	1
Shootrodhur, ...	1
Christian, ...	1
Moohummudans, ...	7
Total Number of Pupils, ...	213

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils on the 30th September 1851.

Scholarship-holders.	Free Scholars.*	Pay Pupils.	Free Pupils.	Total.	Remarks.
18	0	185	10	213	

Statement exhibiting the Number of Students studying different languages, on the 30th September 1851.

Sanscrit.	Arabic and Persian	English.	Urdu.	Bengali.	Remarks.
0	0	213	0	213	

* Free scholars are those qualified for scholarships for whom there were no vacancies.

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Local Receipts and Disbursements.

Resources of Annual Income.			Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated 1st Oct. 1845.		Items.	Total.
			33336	Establishment Charges, ...	27885 6 11¾	
			1500*	Contingent Charges, ...	404 13 9	
				Scholarship Allowance, ...	4538 5 4	
				Punkah Pullers,...	253 0 11	
				Book Allowance, .	1200 0 0	
				Prize Books, ...	150 0 0	
				House Rent, ...	1500 0 0	
						35931 10 11¾

Statement of Students admitted or withdrawn during the year.

	Christian.	Moohummudans.	Hindus.	Total.
Number of Admissions, ...	1	3	65	69
„ Dismissals, ...	1	1	34	36
„ Withdrawals, ...	0	0	22	22
„ Deaths, ...	0	0	2	2
„ on the Rolls ending Sept. 1850,	1	6	198	204
„ Ditto September 1851, ...	1	7	205	213
Daily average attendance, ...	0	0	0	188

* House Rent.

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Scholars who have left the College.

Omes Chunder Dutt, senior scholar, for the appointment of second master, Chittagong school.

Kedarnath Banerjea, junior scholar, joined a private school in zillah Hooghly.

Mohesh Chunder Chatterjea, junior scholar, resigned his scholarship.

Poorno Chunder Roy, junior scholar, joined the Medical College.

Mohesh Chunder Chowdry, junior scholar of the Bancoorah school, resigned his scholarship.

One senior scholar, Ram Collan Chowdry, a promising and amiable young man, died.

In September Mr. Rochfort's health failing him, he was obliged to go to sea for six weeks, and the head master was appointed to act for him during his short absence.

Changes.

Babu Ramtonoo Lahoree, in April last, having been appointed head master of the Burdwan Government school, his place was supplied by Babu Omesh Chunder Dutt, second master of the Chittagong school, and formerly a scholar of this College.

The classes of the junior department were subject to a continual change of masters, in consequence of four months' absence of Babu Ramtonoo Lahoree (on leave), two months' absence of Babu Doyalchand Roy, second master (on sick leave), and the interval which elapsed between the appointment and joining of Babu Omesh Chunder Dutt. The examination reports detailed below shew, however, that the classes have not sensibly suffered.

Estimation in which the College is held by the Native Community.

The College, though in high repute with the natives of the locality, does not increase in numbers, partly from the richer classes of adjacent districts preferring to send their sons to the larger Colleges, partly as the rules of admission respecting age and qualifications are strictly carried out. But when the long expected building is commenced, in lieu of the hired one which ill accommodates the present small numbers,* the importance of the College amongst the natives will greatly increase.

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* Four classes for want of room are placed in the verandah, and the largest class room is divided into two by a temporary partition.

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Funds. The only private funds belonging to this Institution are rupees 14,833 in the hands of the Government agent, subscribed by the residents and natives for the express purpose of building a College at Kishnaghur.

Library. The Library has been inspected and found in good order. It consists of 1,367 volumes—a few of which are duplicates. 291 were added during the present year. The students have made great use of it.

Instruments. The Philosophical Instruments, used to illustrate and assist the mathematical studies, are in a perfect state.

Masters. The masters have been zealous and attentive throughout the year.

Students. The College students have conducted themselves with great propriety, and paid every attention to their studies.

The examination of the school classes was conducted by the acting principal Mr. Bradbury, and Mr. Beatson.

The Maharajah Sreesh Chunder Roy Bahadoor conducted the Bengali examination.

1st Class, 2nd Section, Senior School Dept. Consists of 10 students, 1 of whom withdrew during the examination, ages varying from 15 to 21.

This class was examined by the acting Principal in the junior scholarship course, which they had read during the year. He reports—

"Literature fair, History much above the average. Grammar also pretty good."

"Geometry good, but they had advanced too far (to the eleventh book) as it injured their other subjects. Geography not good. Arithmetic and Algebra poor."

In Bengali—

"They passed well in explanation, tolerably in translation, but read indifferently.

Second Class, Senior Department. Twenty-two boys, ages from 14 to 20, examined by the acting Principal—

"They read fairly, but much of their Literature was beyond their powers of explanation. Grammar a failure; History better."

"In Arithmetic and Algebra they did tolerably, and some well. The Geography was not so good as it should have been, with the exception of a few boys.

"Geometry—two books had been perseveringly read by most of them, but they did not understand it well."

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The Maharajah reports—

"These boys acquitted themselves fairly in reading and explaining their Bengali, but they did very badly in translation."

First Class, Junior Department. Twenty-six boys, from 13 to 19 years old. Examined in literature by the acting Principal.

"This class (reading better than last year) explained very well, reflecting high credit on their master.

"They had learned Roman history in a better style than is usual for students of their standing.

"Grammar, nothing extraordinary; in fact, poor.

Mr. Bradbury, who also examined, reports—

"They passed a remarkably good examination in the whole of Hind's Arithmetic. They did equally well in Geography."

Also in Bengali—

"I think on the whole they passed well. To one boy alone in the College, Brojocoomar Mullick of this class, I gave full marks for excellent translation."

Second Class, Junior Department. Seventeen boys, ages from 11 to 17. The acting Principal says of their literature—

"Emphasis and correct pronunciation require to be attended to. They did not fully comprehend the scope of passages, though they had made much use of their dictionaries."

"Grammar tolerable; History good."

Mr. Bradbury on other subjects, says:

"They passed very creditably in Arithmetic, as far as the extraction of cube roots.

"They did not do very well or much in Geography."

The Maharajah also says—

"I am happy to be able to report favourably of these boys."

Third Class, First Section, Junior Department. Twenty-six boys, ages from 11 to 17. Mr. Bradbury examined them, and remarks—

"Their literature was the history of Bengal and Poetical Reader No. 2. Lennie's Grammar to the 32nd rule of Syntax. They read and explained very nicely, and gave very satisfactory answers in grammar.

"Their Geography extended to the general outlines of the world and the British Isles and Hindoostan. Arithmetic as far as vulgar fractions. In both I was perfectly satisfied."

In Bengali, the Maharajah states:

"This class did better than the others in translation, and read and explained satisfactorily."

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Third Class, Second Section, Junior Department.

Twenty-three boys, whose ages vary from 9½ to 14 years. Two Mussulman boys however are aged 16 and 20 years respectively. Mr. Bradbury examined them in Æsop's Fables, pp. 1 to 46; Poetical Reader No. 1, pp. 1 to 25, and catechism of Roman history in which he was perfectly satisfied. Of their arithmetic, also, he reports very favourably, but less so of their Geography. The Maharajah states—"They did very well in Bengali."

Fourth Class, First Section, Junior Division.

Twenty-two boys, from 10 to 13 years old. Mr. Beatson reports:

"They read very well and explained correctly in Bengali, being unable to do so in English. They could repeat any part of 20 pages of Lennie's Grammar, but could not answer questions not directly in the book. Their Arithmetic was fair."

The Maharajah reports favourably.

Fourth Class Second Section, Junior Department.

Nineteen boys, ages from 8 to 13. Mr. Beatson reports well.

The Maharajah also reports favourably.

Fourth Class, Second Section, Junior Department.

Seventeen boys in two divisions, examined by the acting Principal and the Maharajah, who both allow the little fellows did credit to their master.

The Maharajah remarks, in his report, that though on the whole satisfied with the Bengali examination of the different classes they might have done better, especially in translation, and recommends the students to pay greater attention to their own language next year.

Scholarship Examinations.

The results of the scholarship examinations are continned in the appendix: the remarks of the examiners will be found in the general report of the Council of Education.

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Chittagong School.

FIFTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
A. Sconce, Esq., ...	*Civil and Sessions Judge.*
S. Bowring, Esq., ...	*Additional Judge.*
E. F. Lautour, Esq., ...	*Magistrate.*
E. C. Craster, Esq., ...	*Officiating Collector & Assistant Magistrate.*
N. Chevers, M. D., ...	*Civil Surgeon.*
Babu Nobo Chunder Chatterjee, ...	*Deputy Collector.*
Sheik Obedoollah Khan, ...	*Late Principal Sudder Ameen, now a Pensioner.*
Mouluvee Ashrup Ally, ...	*Principal Sudder Ameen.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. K. Rogers, ...	*Head Master,*	200	23rd March 1846.
Babu Grish Chunder Chatterjee,..	*Second Master,*	100	24th June 1851.
Mr. W. Cardozo, ...	*Third Master,*	40	24th July 1850.
Babu Poorno Chunder, ...	*Fourth Master,*	30	27th Dec. 1847.
„ Pran Hurry, ...	*Fifth Master,*	20	27th Dec. 1847.
Muddun Mohun Turkbusus, ...	*Pundit,*	25	5th Sept. 1842.
Four Servants, ...	....	18	
	Total, Co.'s Rs., ..	433	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund. Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th December 1840.	Establishment and Expences as fixed by Government dated 16th December 1840.		Items.	Total.
Rs.	Rs.	Rs.	Rs.			
5736	5736	336	6072	English Teachers, ...	4473 8 3	
		5736		Bengali Teacher, ...	300 0 0	
				Establishment, ...	216 0 0	
		6072				4989 8 3
				Contingencies, ...	11 8 0	11 8 0
				Total Co.'s Rs ...	... ...	5001 0 3

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The following statement was received from the Local Committee:

"The Committee have the greatest confidence and satisfaction in reporting what has been so often before said, that the residents of the district very much appreciate the opportunity presented by this school for securing an English education for their children. And we may add that from the regular and long continued attendance of the boys, the school is successful in laying the foundation of a solid education. For example, the fourteen pupils of the first class have attended the school for about 6 years, and the eighteen boys of the second class for about 5 years: this perseverance alone is creditable, and is an effective proof of the utility of the Institution.

"The session closes with a list of 125 scholars, of whom 97 are Hindus, 20 Christians, and 8 Moohummudans, taught as follows:

"Under the head master, 1st class 14 pupils, at 16 years of age on an average.

"Under the second master, 2nd class 18 pupils, at 14 years of age on an average.

"Under the third master, 3rd class 27 pupils, at 12½ years of age on an average.

"Under the fourth master, 4th class 29 pupils, at 11 years of age on an average.

"Under the fifth master, 5th class 1st section 12 pupils, and 2nd section 25 pupils total 37, at 9¾ and 8½ years of age on an average.

"Pending the arrival of Babu Grischunder Chatterjee, who is appointed second master, Mr. Cardozo and Babus Poornochunder and Pran Hurry officiate as second, third, and fourth masters.

"Four of the scholars of the first class are candidates for junior scholarships, namely Surruthchunder Kastogree, Sosheecoomar Paul, Sibsunker Sen, and Abdool Luteef. Illness prevented a fifth attending the examination. Mr. Rogers expects that the qualifications of the candidates will be found on a par with those of other Mofussil schools, but he suggests that the stringency of the standard intended to test the merits of the students in colleges should be somewhat relaxed in favor of school students.

"The entire school has been examined on all the branches of education by the several Members of the Committee. In some respects it was found that more attention should be given to particular studies. For example in geography, it is remarked the answers given by the first class are not of a high order, and so it is remarked the boys of the first and second classes spell indifferently. In explaining Bengali, the second class was found deficient, and in the knowledge of Bengali generally, the third class was found deficient.

"On the other hand, the answers of the third and fourth classes in geography are commended. The school generally is well brought on in arithmetic. All the boys read English well—they pronounce well, and enunciate the words fully and slowly. The proficiency of the first fourth and fifth classes in Bengali is excellent, and also the second class is well taught in Bengali grammar.

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"Excluding the candidates for scholarships, the scholars of the first class stand as follows:

1. Annundochunder Das.
2. Samachurn Kastogree.
3. Bissumber Sen.
4. Wallace Moreino.
5. Surruthchunder Sen.
6. Pran Kissen Chowdree.
7. George Dias.
8. Greeschunder Sen.

"It is understood, under your letter No. 3742, dated 31st December 1850, that only certificates of proficiency to the best boys should be granted.

"The prizemen of the other classes are as follows:

Second class 1, Motee Lall.
Second class 2, Brijomohun.
Second class 3, Poornochunder.
Second class 4, Ishorechunder.
Third class 1, John Moreino.
Third class 2, Greeschunder.
Third class 3, Ishorechunder.
Third class 4, Moraree Dhur.
Third class 5, Chundee Churn.
Fourth class 1, Brijomohun.
Fourth class 2, Surruthchunder.
Fourth class 3, Jugguthchunder.
Fourth class 4, Omachurn Das, and Pearee Mohun.

First section of fifth class 1, Ram Koomar.
First section of fifth class 2, Greeschunder.
First section of fifth class 3, Wahid Ali.
Second section of fifth class 1, Annundochunder.
Second section of fifth class 2, Doorga Das.
Second section of fifth class 3, Ahkhilchunder.

"The library is well preserved, and the school house in good condition."

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Commillah School.

FIFTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATIONS AND OFFICES.
H. STAINFORTH, ESQ., ...	*Civil and Sessions Judge.*
H. C. METCALFE, ESQ., ...	*Collector*
E. SANDYS, ESQ., ...	*Magistrate*
C. HORTON, M. D., ESQ., ...	*Civil Surgeon.*
F. COURJON, ESQ., ...	*Landholder.*
MOULUVEE MOOHUMMUD ALLY KHAN BAHADOOR, ...	*Chief Sudder Ameen.*
MOULUVEE GOLAUM AYEAH,...	*Cazee.*
REAZOODDEEN AHMUD, ...	*Serishtadar of the Judge's Court.*
BABU CHUNDER SEKUR SEIN, ...	*Ditto of the Collector's Court.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr H. G. Leicester, ...	*Head Master,*	200	6th May 1850.
Vacant, ...	*Second Master,*	0	
Babu Omurto Laul Gopto, ...	*Third Master,*	30	9th Aug. 1848.
,, Junmeejoy Doss,...	*Fourth Master,*	30	10th May 1848.
,, Nobin Chunder Bonerjea,...	*Pundit,*	25	1st May 1844.

Local Receipts and Disbursements.

Separate Fund.	Assignments from Parliamentary Grant.	Total.	Establishment and expences as fixed by Government.	Nature of Charges.	Actual Charges for 1850-51. Items.	Total.
0	4932	4932 0 0	4620	English Teachers, ...	3120 0 0	
				Vernacular Teachers, ...	300 0 0	
						3420 0 0
				Contingencies, ...	....	4 10 0
						*3424 10 0
				Salary of two Peons at 4 Rs. each,	88 0 0	
				Salary of one Dufterry at 4 Rs.,...	44 0 0	
				Salary of one Sweeper at 2 Rs.,...	22 0 0	
				Contingencies, ...	7 3 9	
Realized on account of schooling fees &c., from Oct. 1850 to Sept. 1851,...		683 11 9		Remitted to the Collector's Treasury, being surplus proceeds of Schooling fees, &c.,...	....	†161 3 9
						522 8 0
				Total, Co.'s Rs., ...	....	683 11 9

* Paid by Government. † Paid from Local Receipts.

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General Annual Examination.

The general annual examination of the school occupied the Local Committee from the 15th to the 20th September, and the following are the remarks by the examiners:

First class, second section, examined by Mr. Metcalfe, who reports:

"The second section of this class was examined in all the books forming their course of study. They read with distinctness, due attention to punctuation, and with very satisfactory comprehension of the meaning.

"The result of their examination in syntax and arithmetic was also good. I was less satisfied on the whole with their geography, from which qualified degree of praise, however, I must except Kisto Chunder Chuckerbutty and Poorno Chunder Burdhun, who did very well. The class was generally very successful with their Euclid, which, however, was confined to the first book. I recommend that prizes should be awarded to Kisto Chunder Chuckerbutty, Poorno Chunder Burdhun and Goluck Chunder Ghoo, for general proficiency, and Goureepersaud Doss for remarkably good attendance.

"The examiner in Bengali, Babu Chunder Sekur Sein, mentions with particular approval Mohes Chunder Dey, Goluck Chunder Ghoo, Ram Mohun Chuckerbutty and Poorno Chunder Burdhun, to whom he awards prizes. He speaks well of the progress of the class generally, and highly of the pundit's zeal in instructing them."

Third class, first section, examiner Mr. Sandys:

"The progress of the class is satisfactory. The first prize I award to Mahendro Coomar Dhur, the second to Chundee Churn Sen, the third to Doorgah Doyal Doss, for the fourth Coylass Chunder Dutt, Gobind Chunder Mookerjee and Birjonath Goopto are equal, but the latter having been most regular in his attendance is, I think, most worthy of the prize, and to him therefore I award it."

Third class, second section, examiner Mr. Metcalfe:

"This section of the third class read with distinctness and replied with accuracy to the questions put to them regarding the meaning of what they were reading. The result of the examination in grammar, etymology and geography was also, on the whole, very satisfactory. I would indicate the three first boys, Ramcoomar Doss, Jonabally and Dennonath Sen, as particularly deserving of approval, and would award them prizes for general proficiency. Annodab Persaud Dey has been named to me by the master of the class as meriting a reward, for his docility, goodness of temper, and attention to his studies. These are certainly qualities which should not pass unnoticed, and as I am pleased generally with the result of his examination, I would beg to recommend that the fourth prize should be awarded to him. I notice that the attendance of this section has been good with one exception, that of Kally Coomar Mookerjee. This exception was occasioned by his not returning to school on the pretext of sickness, and the marriage of his brother, at the conclusion of the last vacation. He has been warned by me that should this happen again I shall feel it my duty to recommend to the local committee that serious notice be taken of his conduct.

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"The examiner in Bengali speaks highly of the general proficiency of the class, and of the creditable attention by the school pundit to his duties."

Fourth class, examiner Mr. Metcalfe:

First Section.—"This section of the fourth class has made very satisfactory progress. The boys forming it have taken up the No. II. Prose Reader, Grammar and Geography within the last two years, and have, under their present master, who takes great interest in his class, advanced very rapidly. Okhoy Coomar Sein and Narain Chunder Doss are entitled to prizes for general improvement. R. Smith to the same for satisfactory progress, for general good conduct, and punctual attendance. Futtick Chunder Sein distinguished himself in geography, and on that ground is entitled to a prize.

Second Section.—"My remarks, with reference to the first section, are applicable to this, as regards study and satisfactory improvement. Nobokisto Sein, Susseebeesun Bose and Heera Lall Sing have claim to prizes for general proficiency. Narain Chunder Sein's regular attendance has been remarkable, and so good an example shown to his school masters should not pass unrewarded. Not having missed a single spare day of the sessions, I beg to recommend that a prize should be awarded him.

Third Section.—"Remarks as to continued improvement as above. Koylas Chunder Dutt, Chunder Kanth Roy, and Aunundo Behary Sein, have claims to prizes, on the score of marked proficiency, and Mohendro Chunder Doss on more of steady conduct and regular attendance.

Fourth Section.—"These boys are at present in the mere rudiments of their education, but have progressed well with reference to the time they have been learning. The first child, for they are all mere children, Kally Coomar Sein, is a remarkably promising boy, of whom I augur much hereafter. I recommend a prize being awarded to him, and the same to Ameeruddeen for particularly regular attendance, a point on which too great a stress can scarcely be laid.

Bengali.—"The examiner in Bengali, Babu Chunder Sekur Sein, member of the local committee, recommends the prizes being granted to the following boys:

"Section 1, R. Smith.
"Section 2, Pearee Mohun Sing and Gunga Kassee Shaha.
"Section 3, Chunder Kanth Roy.

"The examiner speaks highly of the general proficiency of the class in the Bengali language, and of the creditable attention shown by the school pundit to his duties."

The following remarks on subjects connected with the school were submitted by the Local Committee:

"No material changes have occurred in the affairs or management of the school during the year under report.

"The Local Committee remark with regret, that the suggestions conveyed in paragraph 10th of their report for the year ending with the 30th September 1850, relative to the re-appointment of a second master and re-formation of a second class, have not been honoured by the Council's attention. The reasons by which they were induced to represent the advisability of that measure have received increased force of late, by the

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admission of seventeen boys in excess of the number on the school roll at the commencement of the scholastic year. The number of boys in the four sections of the fourth class is very considerable. The same is the case with the third class, and the necessity for a second class is daily becoming more obvious.

"The following are the donations for prizes made to the school by the individuals whose names are annexed:

Savage's Poetical Works, ...	Babu Omurto Laul Gopto.
Littleton's Poetical Works, ...	Babu Omurto Laul Gopto.
Shenston's Essays, ...	Babu Omurto Laul Gopto.
One copy of Euclid, ...	„ Junmeejoy Doss.
Sarabully (in Bengali,)	„ Nobin Chunder Bonerjea.

"A ghaut has also been built by public subscription to secure the younger boys from the danger arising from the deep and slippery banks of the tank near which the school stands. This was chiefly done at the suggestion of the master of the fourth class, who felt naturally and properly, anxious for the safety of his younger charges.

"The state of the library is satisfactory, and has been freely resorted to by those students who are privileged to have access to it.

"The school building is in good and thorough repair.

"The Local Committee mention their continued satisfaction with the state of the school generally and in detail, and observe that they attribute its success mainly to the exertions and ability of Mr. Leicester, and to the assistance he has derived in the performance of his very responsible duty from the subordinate masters, Babu Omurto Laul Gopto and Babu Junmeejoy Doss, of whom also the committee entertain a justly favourable opinion."

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Sylhet School.

TWELFTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
F. Skipwith, Esq., ...	*Judge.*
M. Shawe, Esq., ...	*Officiating Collector.*
Wm. B. Buckle, Esq., ...	*Magistrate.*
C. G. Andrews, Esq., ...	*Civil Assistant Surgeon.*
T. P. Larkins, Esq., ...	*Assistant to the Collector and Magistrate.*
Saeed Bukht Mozoomdar, ...	*Zemindar.*
Mouluvee Saadut Ali Khan, ...	*Sudder Ameen.*
Babu Ramgotty Mittre, ...	*Deputy Collector.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
William Henry Fox,...	*Head Master,*	150	13th March 1850.
Kisto Soonder Ghose, ...	*Officiating Second Master,* ...	30	9th June 1847.
Ghowree Sunker Turkobhoosahun,	*Pundit,*	15	2nd Jan. 1841.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
0	2340		From 1st October 1850 to 30th September 1851, Co.'s Rs. 2,340.	Instructive Establishment,		
				Head Master, ...	1800 0 0	
				Officiating Second Master,	360 0 0	
				Pundit, ...	180 0 0	
				Total,... ...	.....	*2340 0 0
				School Servants, ...	†121 8 0	
				Grand Total,... ...	.....	2461 8 0

Annual General Examination.

The examiners were the Revd. W. Pryse, F. Skipwith, Esq., judge, T. P. Larkins, Esq., assistant to the collector and magistrate, and the head master, in English. The Bengali

* This is paid by Government.

† This item has been paid by local subscription.

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examination was conducted by Babu Ramgotty Mittre, the deputy collector, and Babu Dwarkanauth Banerjea, abkarry superintendent. A number of the most respectable portion of the Native community were present, and manifested great interest in the proceedings. The committee pronounce the result of the examination to have been most satisfactory, and to have exceeded their expectations.

The whole of section A. of the first class, in number *five* students, having contended for junior scholarships, the examination commenced with section B. There were 6 boys present, whose ages range from 13 to 15 years.

Nearly all the studies of this section are of recent introduction:

"Second class, 12 boys, 11 present. Their age ranges from 12 to 16 years, averaging 13¾.

"Third class 32 boys. The age of these boys ranges from 7 to 13 years, average 10½.

"This class is divided into two sections, of which section A has 13 boys; section B 19 boys, of whom 16 were present.

"Fourth class composed of 35 boys, 31 present. The age of whom ranges from 7 to 10 years, average 9$_{3}^{2}$.

"Seventeen of the number in this class spell words of two syllables, and read and translate very well, easy reading lessons of the same number of syllables.

"The committee, not wishing to make the report unnecessarily lengthy, will only, (in giving the result of the examination,) name those students who are deemed most eligible for prizes. The committee had decided, ere the examination commenced, that not more than ten marks should be given as the maximum on each distinct and separate subject; and that but one mark should be set down for each satisfactory answer. The result is as follows as to the prize-gaining candidates."

"First class, section B, maximum for eight subjects 80 marks:

	History and Reading.			Azimghur Reader.	Poetry.	Grammar.	Geography and Map Drawing.	Mathematics.	Total.	Remarks.
	Rome.	England.	Bengal.							
Moheschunder Surmah, ...	9	2	7	8	10	10	10	10	66	These boys have evinced great proficiency; particularly distinguished themselves; and are entitled to great credit.
Mothoornauth Ghose, ...	8	3	9	8	10	10	10	10	68	
Goluckchunder Dutt,...	6	1	8	5	10	10	10	10	60	

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"This class was examined by the Revd. W. Pryse, Mr. Larkins and Mr. Skipwith, and evinced great proficiency. Mothoornauth Ghose, Moheschunder Surmah, and Goluck Chunder Dutt particularly distinguished themselves; and they are entitled to the greater credit, as it was only about *three* or *three and a half* months ago, that the books necessary for their instruction were obtained from Calcutta, in consequence of its being doubtful until that time whether the school was to continue or to be abolished. All the boys in this class are particularly well grounded in grammar, and read poetry with great correctness.

"Second class, maximum marks for 6 subjects 60:

	English Reader No. IV.	Grammar.	Poetry No. I.	Geography.	Arithmetic.	Reading.	Total.	Remarks.
Pearylall Bose, ...	9	9	9	7	10	9	53	These boys have passed very creditable examinations.
Gobind Chunder Doss,	8	10	9	7	10	9	53	
Kahseenauth Surmah,	8	8	9	7	7	8	47	
Pearylall (Kethree,)...	7	8	6	7	10	7	45	

"This class was examined by Messrs. Larkins and Skipwith, and all the boys in it have, (with three exceptions,) passed a very creditable examination. The three who failed are very young, and have been only lately promoted; but they must exert themselves much, to keep up with their companions. These boys also have been greatly retarded in their studies by the want of books; and both masters and students deserve much praise for the difficulties they have surmounted.

"Third class section A, 10 marks for each subject, total maximum No. of marks 40:

	English Reader No. II.	Grammar.	Arithmetic.	Spelling.	Total.	Remarks.
Girish Chunder Doss,	8	9	10	10	37	These little boys have passed creditably; and have a good English pronunciation. They far outstrip their fellows.
Goluck Chunder Doss,	9	7	10	9	35	
Radha Churn Doss, ...	7	7	10	8	32	
Kisore Doss, ...	7	7	9	7	30	

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This section of the third class was examined by the Revd. William Pryse. He remarks—

"Four of the boys are considerably in advance of the others, in their knowledge of English *words;* as well as in their *pronunciation* of English. I like also the method of teaching the boys, by letting them read a paragraph each, and give a sketch of the sense of the paragraph in their own language; which appears to me much safer and better than the method of putting each to give a literal translation of every word. They are in a fair way to learn the Bengali grammar, in which these four boys are quicker than the others. The whole of the class appeared to me to be a well-behaved lot of boys; all of a good age; and in a fair way to come soon to reflect credit on their teachers, and on the school."

"Section B of the same class, 40 marks maximum for 4 studies:

Names.	No. I. English Reader.	No. II. Spelling.	Arithmetic.	Meaning and Translation.	Total.	Remarks.
Taranath Doss,.....	9	10	10	7	36	These five lads are deserving of every encouragement, particularly* the second, who, a perfect child, has made as much progress within the short period of his study, as most English boys of the same age could have done.
Rookenycaunth Deb,*	10	10	9	5	34	
Sreenauth Kerr, ...	9	8	9	6	32	
Rookenymohun Kerr,	8	9	9	4	30	
Tareenychunder Dey,	7	8	8	5	28	

This section was examined by Mr. Fox, the head master, who remarks that—

"Of the *thirty-two* boys in this class, *sixteen* were admitted into the school *during the year;* and having passed through the fourth class, some of them have now nearly reached the top of this class. There can be no doubt, that the distribution of prizes to the meritorious few, at the close of the last session, has been the cause of much pleasurable excitement, and has proved no trifling incentive to greater emulation than that hitherto displayed among the juvenile students of this school. They have shewn an unlooked for degree of quickness and progress in their studies; and there being but little difference in their ages, makes their laudable ambition more conspicuous.

"The head master likewise examined the fourth class in spelling, and reading easy lessons. Most of the Hindus are very acute, and active a few of the Moohummudan boys have made very good progress since their admission into the school. The head master begs to suggest that

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the following most deserving boys receive a small but useful prize as an encouragement and an inducement to future emulation:

1. Sharoda Chunder Doss.
2. Abdhoor Rajack.
3. Chunder Nath Kerr.
4. Shurut Chunder Nag.
5. Jogut Chunder Chand.
6. Beharylall Misseer.

Vernacular.—"Babu Ramgotty Mittre conducted the Bengali examination, assisted on the first day by Babu Dwarkanauth Banerjea. His report, the committee beg to observe, is highly favorable, and it reflects great credit on the Pundit Gouree Sunker Surmah (Turkobhooshun.) The examiner, (deeming the examination so highly satisfactory,) had tendered a list of no less than twenty-five names deserving of reward; from which the committee have selected a few for prizes, viz:

First Class.

1. Goluck Chunder Dutt. | 2. Moheschunder Surmah.

Second Class.

1. Pearylall Bose. | 2. Gobind Chunder Doss.

Third Class.

1. Radha Churn Doss. | 2. Kissore Doss.

Fourth Class.

1. Sodoy Chunder Surmah. | 2. Shurut Chunder Dey.

"The committee trust the result of the examination will be considered satisfactory; under any circumstances it should be borne in mind, that the proper books were not furnished to the students until very late in the season,and it is highly creditable to Mr. Fox's zeal and perseverance, and proves the interest he takes in his duties and the welfare of his pupils, that in order to make up for lost time by the delay in the receipt of the test books, he, morning and evening, at extra hours, in addition to the regular period of school attendance, received the boys of the first and second class, read with them, and endeavored to prepare them efficiently for the general examination.

"The Sylhet School as to numbers is even more flourishing than last year.

"On Mr. Fox's arrival there were 42 boys—at the examination of 1850, 52—at the recent examination, 92—which is in itself a proof that Mr. Fox's system is approved of by the parents and guardians of the scholars."

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Bauleah School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
T. Taylor, Esq., ...	*Commissioner.*
G. C. Cheap, Esq., ...	*Judge.*
W. Bell, Esq., ...	*Collector.*
A. Littledale Esq., ...	*Magistrate.*
S. P. Davis, Esq., ...	*Assistant Magistrate and Collector.*
J. R. Bedford, Esq., ...	*Secretary, Civil Surgeon.*
Moulvee Abdul Ali Khan Bahadur,.....	*Principal Sudder Ameen.*
Kumar Harrendra Krishna Bahadur, ...	*Deputy Magistrate.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Hurogobind Sen,...	*Head Master,*	150	29th May 1850.
„ Mohendro Nath Banerjee,	*Officiating Second Master,*	80	17th Aug. 1850.
„ Petember Sen, ...	*Officiating Third Master,* ...	40	25th Jan. 1851.
„ Ram Chunder Sen,...	*Officiating Fourth Master,*.....	30	31st May 1851.
„ Hurrish Chunder Achargee,	*Officiating Fifth Master,*... ...	20	9th Sept. 1851.
Kollas Chunder Vedyanidhee, ...	*Pundit,*	25	1st June 1844.
Five Servants, ...	... ...	20	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
	3828	3828	5604	English Teachers, ...	5181 0 0	
				Pundit,...	300 0 0	
				Servants, ...	240 0 0	
				Contingent charges, ...	102 9 7	
				Books supplied by the Book Agent,	317 8 8	
				Prizes, ...	94 10 0	
						Rs. A. P.
					6235 12 3	6235 12 3

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The following is the report of the Local Committee:

Attendance. "The number of students borne on the rolls on the 30th of September 1851 is eighty-five, being the same as that at the close of the previous session. The average attendance amounted to sixty-four, whilst that of 1849-50 was seventy. This falling off in attendance was owing to the two following causes, the prevalence of an epidemic fever in the Mofussil of this district immediately after the vacation, which prevented the boys from returning until months passed away; and the existence of cholera in and about the station in the month of April. The latter caused a general panic among the inhabitants. The school, agreeably to the request of the guardians of the boys, was closed for a fortnight, and they, having left this station for their native villages, did not return for a length of time. To prevent the recurrence of such irregularity in future, the Council of Education, by the recommendation of the Local Committee, ordered that a fine, ranging from one to four annas per day, should be imposed on every boy absenting himself without a satisfactory reason.

Changes. "The following changes have occurred in the instructive establishment during the past session. The third mastership being vacant on the dismissal of Kisto Chunder Holdar, Babu Mohendronath Banerjee, the fourth master, who had obtained a third grade certificate from the examining committee, was promoted to it. The vacancy consequent on this promotion was filled up by Grischunder Sircar, a student of this school; but shortly after his appointment, he died, and Petember Sen, who had been qualified to hold a junior scholarship, was nominated as officiating fourth master, and this arrangement was confirmed by the Council. The fifth master, Babu Chunder Kissore Bose, having obtained a mohururship in the thannah of Nattore, resigned his situation, and Ram Chunder Sen was appointed in his place. The last change has been occasioned by the death of Mr. Ridge, the head master. The arrangement which the local authorities made on this occasion, until definite instructions could be received from the Council, was that every master should take charge of the class immediately above that which he had previously taught, and the fifth mastership be filled up by an officiating teacher.

Bengali Department. "In June last an application was made by many of the respectable native inhabitants urging the vital importance of Vernacular education, and requesting that a Vernacular and Sanscrit department might be established in connection with the Government School. The committee, deeming the request deserving of the most serious attention, took the earliest opportunity of submitting it for sanction, which was granted, conditional on no extra charges being consequently incurred. In accordance with this the Bengali department was opened, and the pay system enforced. But, owing to the natural reluctance which the natives of this quarter have to pay for education, when gratuitous instructions (here afforded by a private school) can be procured, it has not yet met with the expected success.

Distribution of Prizes. "The distribution of prizes not having taken place last year has been deferred until the commencement of the ensuing session. The objection to the prizes being awarded at the close of the last session was that the officers of the court, whose presence at such a ceremony is desirable, were about to leave the station before the appointed time.

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Annual General Examination.

"Notwithstanding the many obstacles which, as abovementioned, interfered with the regular progress of the school during the last academic year, the result of the examination is, upon the whole, satisfactory, and reflects much credit, not only upon the boys, but upon the masters, who have been very zealous in increasing the efficiency of the school. The particular results of the examination of the different classes are as follow:

"The first class, consisting of 10 boys, was divided into two sections; their average age is 16. The first section, composed of two boys, competed for junior scholarships.

The other section was made up of the remaining eight. As they have been but lately promoted from the second class, they could not attain the scholarship standard, and were examined by the members of the committee the result whereof is as follows: in literature, history and translation they acquitted themselves in a satisfactory manner; in mathematics they did very well; their geography alone was unsatisfactory.

"The second class, consisting of eleven boys, whose age range from fourteen to seventeen, were examined in the subjects which they had studied. They passed a very creditable examination in grammar and history, and acquitted themselves very fairly in reading and explanation, tolerably well in translation, and very well in geometry, algebra and arithmetic. In geographythe result was similar to that of the first class. The deficiency in this branch of knowledge shown by the two higher classes is to be attributed chiefly to a prevailing notion of the native mind that the study of geography is of no practical use, and tends only to overburden the memory.

"The third class, consisting of twenty-two boys, whose average age is fourteen, passed a very creditable examination in history, very fair in grammar and satisfactory in reading, explanation, geography and arithmetic. Most of them are distinguished by their intelligence and application so as to promise future excellence.

"In the fourth class there were seventeen boys, of whom fourteen were present during the examination. Their average age is eleven and half, and general proficiency satisfactory. They read very nicely, and the elder ones understood the subject matter. In grammar, catechism of Greece and arithmetic they passed well. But they were deficient in geography.

"The fifth class, composed of twenty-four boys, was divided into two sections, the first of which read very well and answered the questions on grammar pretty correctly; and the second section spelt nicely. Their average age is 10.

"The following is a statement exhibiting the number of prize students:

Names of Prize Students.

First Class,	1	Kedarishur Moitrea.
	2	Hurrokissore Bose.
	3	Callynath Sircar.
	4	Raj Coomar Roy.
Second Class,	1	Kally Mohun Choudury.
		Gopenath Roy.
	2	Shama Churn Bose.
	3	Janokenath Roy.

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Third Class,	1	Srenath Sircar.
	2	Saroda Bhoosun Saricol.
	3	Neel Kanth Choudury.
	4	Peary Mohun Nundy.
Fourth Class,	1	Rajkisto Mookerjee.
	2	Benemadub Goopto.
	3	Raj Coomar Sircar.
	4	Mohesh Chunder Mookerjee.
Fifth Class,	1	Madhub Chunder Mookerjee.
	2	Hurrokunt Bhyche.
	3	Doorgagutty Sen.

"The library is in good condition. Most of the volumes which were in an unserviceable state have been lately bound, and some new works supplied by the Government book agent.

Library.

"The building is in good order and requires no additions but chicks in the southern and western verandahs, to keep out the glare and cool the building. This necessary addition is in contemplation, but owing to insufficiency of funds, has not as yet been carried into effect.

Building.

"A black board has been erected in the hall of the school whereon is legibly inscribed an abstract of Lord Hardinge's Education Resolution, dated 10th October 1844, followed by the names of those students who have most distinguished themselves from that date up to the present time. It is hoped that this ever present memento will serve as a constant stimulus to the boys and ready table of reference to the officers of the station when selecting candidates for Government employ.

"The school is orderly and efficiently conducted, and held in high estimation by the native community."

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Midnapore School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
W. Luke, Esq., ...	*Judge.*
H. V. Bayley, Esq., ...	*Officiating Collector.*
V. H. Schalch, Esq.,...	*Magistrate.*
E. B. Thring, Esq., ...	*Civil Surgeon.*
G. Allan, Esq., ...	*Deputy Collector.*
A. Davidson, Esq.,...	*Principal Sudder Ameen.*
Rajah Nurrendrakrishna Bahadoor, ...	*Deputy Magistrate.*
Babu Issurchundra Gangoly,...	*Sub-Assistant Surgeon.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Rajnarain Bose, ...	*Head Master,*	150	18th Feb. 1851.
„ Baikuntnauth Chatterjee,...	*Second Master,*	80	31st Aug. 1837.
„ Bholanauth Ghose, ...	*Third Master,*	50	15th March 1849.
„ Kuor Seel, ...	*Fourth Master,*	20	21st March 1851.
„ Kuor Seel, ...	*Librarian,*	10	9th July 1851.
„ Neelambur Naug, ...	*Fifth Master,*	10	„ „ „
„ Rakhaldoss Dutt, ...	*Sixth Master,*	10	„ „ „
Servants, ...	... ...	11	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated 4th February 1841, 5th November 1845, 2nd June 1847, 28th January 1846, 2nd September 1848, and 18th February 1851.		Items.	Total.
			416 0 0	English Teachers, ...	3842 13 9	
				Librarian, ...	117 1 2	
				Vernacular Teacher, ...	185 10 0	
				Establishment, ...	132 0 0	
				Contingencies,...	31 0 6	
				Prizes, ...	96 0 0	
						4404 9 5

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Local Committee's Report. The following is the report of the Local Committee:

"The following changes have taken place during the year. Mr. Sinclair the head master obtained sick leave on the 20th November and died on the 8th December. The present head master, Babu Rajnarain Bose, nominated by the Council of Education, joined his appointment on the 26th February 1851. The fourth master, Babu Gungaram Mookerjee, resigned his appointment on the 9th January. The fifth master, Babu Kuor Seal, was promoted on the 4th April to the fourth mastership, and the sixth master, Babu Ramdas Mojoomdar, to the fifth mastership. Babu Joychunder Koyle, the then acting fifth master, was appointed sixth master. The fifth master resigned on the 27th June, and the sixth master died on the 2nd June. Babus Neelambeer Naug and Rakhaldoss Dutt, ex-students, were appointed in July fifth and sixth masters.

"On the death of the pundit, who died on the 8th April, the appointment was abolished by the Council of Education.

"The committee wish to make no alteration in the studies or internal economy of the school. The committee are well satisfied with the conduct and qualifications of the masters generally. They report favorably of the exertions of the head master during the seven months he has been with the scholars, also with the progress his class has made. The second master has taken great pains with his class; he is industrious, and had to conduct the duties of the first class as well as that of his own from the 20th November to the 25th February, and, though suffering much from ill health, he has not neglected his duties. There have been no donations to the school.

First Class.—"Three boys in the first class only passed the general examination. They passed well in literature, grammar, geography, and the vernacular; very fairly in history; in mathematics they have made good progress. The average age of this class is 15 years. The general progress good.

Second Class.—"Three boys in the second class have generally passed a good examination in literature, grammar, geography, history, and the vernacular. The examination in arithmetic and Euclid was passed creditably; the answers in geometry generally good. In algebra they failed, but have only lately commenced this study. The general progress good and satisfactory. The average age of this class is 15 years. The names, of the boys recommended for prizes are Nobokomar Bose for literature grammar, and mathematics, Neelmony Chucrobutty for geography, Motteelal Mookerjee for history, Gorachund Mundle for the vernacular, Brojonauth Dutt for regular attendance.

Third Class.—"This class did not pass a good examination in literature or history, their dictation was correctly and carefully done. They passed fairly in geography; on the whole they have done well in arithmetic and creditably in the vernacular. The average age of this class is 13 years and 7 months. The general progress satisfactory. The names of the boys recommended for prizes are Eshanchunder Mitter for literature, Keddernauth Doss for dictation and arithmetic, Ramcomul Sircar for grammar and the vernacular, Shiboprosad Berra for geography, Motteelal Mookerjee for history, and Neelcomul Dey for regular attendance.

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Fourth Class.—"The boys of this class read well and some spelt well, though they do not appear to thoroughly understand the meaning of what they read. They passed creditably in grammar and the vernacular; they are deficient in geography, history, and arithmetic. The average age of this class is 11 years and 5 months. The general progress tolerable. The names of the boys recommended for prizes are Bissambar Bose for literature, geography, arithmetic, vernacular, and regular attendance. Kissoremohun Bose for dictation, grammar, and history.

Fifth Class.—"The fifth class passed well in reading and spelling, some passed satisfactorily in arithmetic as beginners, and satisfactory in the vernacular. The average age of this class is 10 years and 4 months. The general progress good. The names of the boys recommended for prizes are Greeschunder Roy for reading and arithmetic, Ramchurn Banerjee for reading, writing, and regular attendance, Shibprosono Chatterjee for reading and vernacular, Radabinud Birogee for reading, Tarrachand Dutt for reading and general proficiency.

Sixth Class.—"This class was tolerably efficient in reading, writing, and spelling for beginners; they are not much advanced in arithmetic; their vernacular is creditable. The average age of this class is 8 years and 10 months. The general progress good. The names of the boys recommended for prizes are Koylas Chunder Chowderry for reading and arithmetic, Shreenauth Doss for spelling, Prankisto Roy for writing, Mohindronauth Dutt for the vernacular, Omeschunder Naug for spelling, Romanauth Doss for the vernacular.

"The books of the library are in good order, there are 349 vols. in the library, and 1,357 vols. in the Book Agent's store.

"The school buildings are in tolerable order, and require but slight repairs."

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Cuttack School.

TWELFTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
F. GOULDSBURY, ESQ., ...	*Commissioner of Revenue, 19th Division.*
M. S. GILMORE, ESQ., ...	*Civil and Sessions Judge.*
R. B. GARRETT, ESQ., ...	*Collector, Magistrate, and Salt Agent.*
W. M. BEAUFORT, ESQ., ...	*Deputy Collector and Joint Magistrate.*
W. AINSLIE, ESQ., ...	*Officiating Collector and Joint Magistrate.*
DR. SCALES, ...	*Civil Assistant Surgeon.*
BABU T. B. SAGUR, ...	*Principal Sudder Ameen.*
MOULUVEE MOOHUMMUD FAZL, ...	*Law Officer.*
MEER JAFFER ALI, ...	*Deputy Collector.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. Ed. Fell, ...	*Head Master,*	150	16th July 1846.
,, J. T. Cooper, ...	*Second Master,*	60	10th Sept. 1850.
Babu R. M. Ghosaul, ...	*Third Master,*	30	1st June 1846.
Rudrissur Punda, ...	*Pundit,*	20	3rd April 1851.
Four Servants, ...	.. ..	14	
	Total, Co.'s Rs., ...	274	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					Nature of Charge.	ACTUAL CHARGES FOR 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from additional grant dated 16th December 1840.	Establishment and Expences as fixed by Government dated		Items.	Total.
			Rs. 3996		English Teachers, ...	2862 13 2	
					Vernacular Teachers, ..	240 0 0	
					Establishment, ...	168 0 0	
					Book Allowance, ...	300 0 0	
					Stationery, ...	24 14 2	
					Contingencies, ...	69 3 0	
							3664 14 4

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The following is the report of the school submitted by the Local Committee:

"The number of pupils at the close of the preceding year was 83, so that the present session shews an increase of 8. The value of the education obtained at the school appears to be beginning to be appreciated, as evidenced by the steady though slow increase in the number of scholars.

Changes. "The only change in the educational establishment has been the resignation of Pundit Bissumber Bidyahbhoosun on the 24th February last, in whose place Rudrissur Punda has been appointed. The committee regret to have to record the death of one of their members, Babu Kasheenath Roy Chowdree, a zemindar of ability and influence. The committee have not thought it necessary at present to nominate any person in succession to him, as those most eligible, from their position and character, unfortunately reside at such distances from the station, as to deprive the committee of their advice and experience.

"The committee have the satisfaction to record that four scholars educated in the institution under their charge have obtained Government employment during the year. One of these formerly held a junior scholarship at the Hooghly College, and is now employed as a darogah, in which capacity he discharges his duties to the satisfaction of the magistrate. Another has been appointed pundit of the Pooree Vernacular School, which appointment appears to the committee to be a very advantageous one, as tending to improve the system of education in the vernacular schools, and to make more generally known the advantages derivable from the liberal education afforded in the institutions under the control of the Council of Education.

"The committee have no donations for prizes to record on this occasion: this they attribute to the fact that the most advanced scholars have left the school during the session, and previous to the annual examination.

"First class, average age 17 years.

"The tabular statements furnished of the result of the examinations, do not shew a very high number of marks obtained by any scholar, but the committee are on the whole satisfied with the progress made; it will be seen that of the first class the only scholar in the first section is a candidate for a junior scholarship. Of three in the second section, Murray Xavier has obtained the highest number of marks, and, with the exception of 1 day on leave and 24 on account of sickness, has never been absent during the year. Of five in the third section, two have obtained equal marks; of these one, Raj Gopal Roy, has been absent but 1 day in the year on leave. The committee would accordingly award certificates of proficiency to these two students.

"Second class, average age 13 years and 1 month.

"In the second class Rojenath Banirjea obtained the greatest number of marks, but as he was absent without leave for 41 days, the committee think that he should forfeit his prize—and would award book prizes to J. W. D'Costa first, and Sibnath Chuckerbutty second, prize.

"Third class, average age 11 years and 2 months.

"In the third class the committee would award three prizes, the first to Philip Thomas, second to Gowree Sunker Bose, and third to Chaitun Persad Sen, these three have all been very regular in attendance, and their general conduct has been satisfactory.

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" Fourth class, average age 9 years and 1 month.

" In awarding prizes to the fourth class, the committee have been in a great measure guided by the regularity of attendance and master's report of diligence and good behaviour; the elementary nature of their studies rendered it impossible to distinguish, with any satisfactory degree of accuracy, the relative qualifications of the boys, when nearly all could answer questions from the books they had studied equally well.

" According to the master's report the committee would recommend the following for book prizes: E. D'Souza first, Meer Abul Hossein second, Greesh Chunder Ghose third, Annun Chatterjea fourth, A. D'Souza fifth, Surroozulhuk sixth, Gopal Chunder Ghose seventh.

" The library of the school is in good order generally; a few books require binding. The school building requires painting and white-washing and some minor repairs, for which an estimate has been submitted by the Executive Engineer.

" The committee express an opinion that the condition and progress of the school is satisfactory, and that they have much pleasure in attributing this result to the zeal and ability with which the head master has discharged his duties, in which he has been well supported by the assistant masters and pundits."

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Patna School.

SEVENTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
G. Gough, Esq., ...	*Commissioner.*
R. J. Loughnan, Esq., ...	*Judge.*
R. N. Farquharson, Esq., ...	*Collector.*
	Magistrate.
W. S. Dickens, Esq., ...	*Civil Surgeon.*
Roy Koosul Sing, ...	*Zemindar.*
Roy Shunker Lal, ...	*Principal Sudder Ameem.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. S. Mackintosh, ...	*Head Master,*	300	28th April 1839.
Babu Balkishon Mate, ...	*Assistant Master,*	50	Former 17th May 1837. Present 15th June 1850.
„ Bukhtawar Sing, ...	*Assistant Master,*	50	15th Jan. 1840.
Khyroudin Husain, ...	*Urdu Master,*	60	26th May 1841.
Rameshar Dooby, ...	*Pundit,*	20	23rd Feb. 1845.
Servants, ...	....	18	
House Rent, ...	....	50	

The number of pupils on the rolls of this Institution is 55. All of them study English, besides which 28 study Persian, 40 Urdu, and 34 Hindi. They are divided into four classes, the first containing 8, the second 14, the third 12, the fourth 2, subdivided into two sections of 6 and 15 boys respectively.

With the exception of two, all the lads belonging to the first class competed for junior scholarships.

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The following is an abstract of the results of the examination of the rest of the classes, as reported by the Local Committee.

Mr. R. J. Loughnan, the judge of the district, took the second class, and remarks:

"These pupils were examined by me in the branches of education indicated, (reading, grammar, geography, geometry, arithmetic, vernacular) and exhibited a fair degree of proficiency: almost all are *au fait* at geometry, and the branch in which all are least proficient is the vernacular."

Mr. Mackintosh, the head master of the school, thus reports on the third class:

"The boys acquitted themselves well in reading, explanation, geography, and arithmetic. In grammar they were not well grounded, and in Urdu they read with less fluency than they did in English."

The Civil Surgeon superintended the examination of the two sections of the fourth class. No special remarks are made, but from the marks gained by the boys they seem to have passed a good examination. In the vernacular, the first section gained marks averaging from 80 to 100 (that being apparently the highest attainable): in arithmetic, the same average is preserved, as also in explanation: in reading, they gain from 40 to 80. In the second section the marks in vernacular are from 5 to 80; in arithmetic, from 5 to 100; in explanation, from 25 to 90; in spelling, from 5 to 100.

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Bhaugulpore School.

FIFTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
G. F. Brown, Esq.,	*Commissioner of Revenue.*
F. Louth, Esq.,	*Session Judge.*
G. Loch, Esq.,	*Collector.*
R. O. Heywood, Esq.,	*Magistrate.*
J. Allen, Esq.,	*Civil Assistant Surgeon.*
Captain W. G. Don,	*Commandant of the Hill Rangers and Secretary to the Local Committee.*
A. Money, Esq.,	*Superintendent of Revenue Survey. On sick leave.*
H. Pratt, Esq.,	*Assistant Superintendent of Revenue Survey. On leave.*
J. Watson, Esq.,	*Assistant Superintendent of Revenue.*
Moulvee Moazen Hussein,	*Principal Sudder Ameen.*
Shah Inayut Hussein,	*Zemindar.*
Babu Girdharee Lall,	*Vakeel.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Captain W. G. Don,	*Secretary and Superintendent,*	60	8th Jan. 1845.
Babu Gooroo Churn Mitter,	*Head Master,*	150	8th Jan. 1845.
„ Grish Chunder Chatterjee,	*Second Master,*	80	21st Sept. 1849.
Mr. W. Hanvey,	*Third Master,*	40	8th July 1850.
Babu Ram Sahoy,	*Fourth Master,*	30	1st Nov. 1848.
„ Parbutty Churn Mookerjee,	*Fifth Master,*	20	28th Jan. 1846.
„ Mysah Chamah,	*Hindui Teacher,*	5	Feb. 1848.
Budree Nath Jhah,	*Pundit,*	7	1st Jan. 1851.
School House Rent,		50	8th Jan. 1845.
33 Hill Boys, per Muster Roll,	*On Ration,*	....	25th March 1844.
Mess Establishment,		25	26th Jan. 1849.
Five Servants,		20	

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Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charge.	Actual Charges for 1850-51.	
Separate fund.	Assignment from Parliamentary Grant.	Total.	Assignment from additional Grant dated 16th Dec. 1840.	Establishment and Expences as fixed by Government dated		Items.	Total.
Original Hill School. Separate yearly grant from Govt. under orders dated 8th Jan. 1837, Political Dept. 3000					Secretary and Superintendent,	720 0 0	
					English Teacher,	3840 0 0	
					Vernacular Teacher,	140 8 0	
					Establishment,	240 0 0	
					House Rent,	600 0 0	
					House Repair,	46 15 3	
					Dieting,	625 8 0	
Mess Establishment sanctioned in Govt. letter No. 95, dated 26th Jan. 1849. 300					Contingent Charges,	98 2 9	
					Stationery,	86 6 6	
					Mess Establishment for Hill boys,	240 0 0	
					Repair of the Mess house,	21 9 3	
					Amount of Prizes distributed to the boys in September, 1851,	64 0 0	
							6723 1 9
3300	480	3780	528	4308			
Late Government School, 3840	3840	1728	5568				
		7620	7620				
			9876	9876			

The following is the report of the Local Committee on the general examination which took place on the 25th of September:

"The members present* were very much pleased with the result of the examination of all the classes.

"The boys of the three first acquitted themselves remarkably well in all the branches of their studies, more especially in their translations from English into the Vernacular.

* Mr. Loch, Mr. Heywood, Doctor Allan, Captain Don and Babu Girdharee Lall.

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"The boys of the first and second classes were desired to read portions of books which they had never before studied, and the explanations which they gave were very excellent, and highly creditable to their teachers.

"Five of the boys of the first class competed for junior scholarships this year.

"The conduct of all the teachers during the past year has been most satisfactory. They have given every attention to the students of their respective classes, and have been at considerable pains in improving their pronunciation, which enables the boys in the four first classes to read with great fluency. Hoonuman Dutt, the pundit, who was formerly in the school, absented himself without leave in December last. His name was struck off the establishment, and the present incumbent entertained in his room.

"On the day of the examination the sum of Company's rupees 61 was collected by the members of the committee for prizes for regular attendance during the ensuing year, to which rupees 21 were afterwards added by two other members of the Local Committee.

"The library belonging to the school, as well as the furniture, are in excellent order, but the committee intimate that the school house will require considerable repairs during the cold season, and that an estimate of the probable cost will hereafter be furnished, by the agent for the Department of Public Works, for the information of the Council."

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Mozufferpore School.

EIGHTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
Honorable R. Forbes, ...	*Session Judge.*
W. St. Quintin, Esq., ...	*Additional Judge.*
F. B. Kemp, Esq., ...	*Officiating Collector.*
F. Tucker, Esq., ...	*Officiating Magistrate.*
W. R. Davies, Esq., ...	*Deputy Collector.*
R. B. Kinsey, Esq., ...	*Assistant Surgeon.*
E. Dacosta, Esq., ...	*Principal Sudder Ameen.*
Moulvee Eradutt Alley, ...	*Law Officer and Moonsiff.*
W. R. Davies, Esq., ...	*Secretary.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Henry Charles Mann, ...	*Head Master,*	80	1st Dec. 1848.
Sheikh Teghally..	*Urdu Teacher,*..	10	15th Aug. 1849.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
Realized private contribution Rs. 10,000 invested in Government securities, ..	0	10,000	0	Head Master,..	960 0 0	
				Hindee Teacher, ...	120 0 0	
				Establishment, ...	120 0 0	
				Contingencies, ...	0 0 0	1200 0 0

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The Secretary to the Local Committee submitted the following report:

"The examination of the scholars of the school at this station was held on the 18th September. It was conducted by the members of the committee, in the presence of a large assembly of the respectable native residents of the town, and the result was considered satisfactory and creditable.

"The committee is of opinion that the boys in general have made during the past year as much progress in their studies as could have been expected, in the absence of a second English teacher, to share the duties of that department with Mr. Mann. To the persevering exertions and untiring patience of the latter, as sole teacher of the English branches of learning, the scholars owe whatever progress they have made, and the committee consider that much credit is due to Mr. Mann.

"Arrangements for improving and increasing the school and securing the support of the native gentry of this district are under consideration, and the committee hope shortly, after the opening of the courts, to submit a report of their proceedings for the approval of the Council of Education."

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Gya School.

SEVENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
T. Sandys, Esq., ...	*Judge.*
R. F. Hodgson, Esq., ...	*Collector.*
F. C. Fowle, Esq., ...	*Magistrate.*
H. Diapee, Esq., ...	*Civil Assistant Surgeon.*
W. Travers, Esq., ...	*Offg. Additional Judge (Member and Secy.)*
J. Brown, Esq., ...	*Deputy Collector.*
Lieut. T. W. Peile, ...	*Executive Engineer, Patna Road.*
Mouluvee Moohummud Rafiq, ...	*Principal Sudder Ameen.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Pundit Balmokand, ...	*Head Master,*	150	7th Feb. 1846.
Babu Sunder Lal, ...	*Assistant Master,*	60	7th Dec. 1849.
Mouluvee Ally Kabeer, ...	*Urdu Teacher,*	30	1st May 1846.
Three Servants, ...	... ...	9	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
Local Contributions.				Head Master, ...	1800 0 0	
Invested in Co.'s Paper,...	Monthly & Annual 2139			Assistant Master, ...	720 0 0	
Rs. 3,000 at 5 per Cent., ...	150 0 0			Urdu Teacher, ...	360 0 0	
Schooling fees,	528 0 0			Three Servants, ...	108 0 0	
Govt. Donation for 1850,...	954 1 10			Contingencies, ...	23 8 4	
		3771 1 10				3011 8 4

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The following is the report of the Local Committee:

"There are no students at present qualified to compete for scholarships.

"No changes of any moment have occurred during this session which need be laid before the Council.

The number of boys on the 30th September 1850 amounted to, ...	71
Left during the past year, ...	16
Remaining old students on the 30th September 1851, ...	55
Add new admissions from the 1st October 1850, to 30th September 1851, whose names are still on the books,..	22
Total students on the 30th September 1851, ...	77

"The students here enumerated are divided into three classes. The first class, consisting of six boys, were examined by Mr. Hodgson, a member of the Committee, and Lieutenant Chesney of the Engineers. The last mentioned gentleman expressed high satisfaction at the progress made in arithmetic and algebra. History, poetry and geography also formed subjects of examination, and in each branch of these studies the examiners signified great approbation.

"The second class is composed of ten boys, who were examined by Mr. Sandys in reading, history, grammar, geography and arithmetic.

"There are four divisions in the third class, of which the first and second were examined by Mr. Travers, and the third and fourth by Mr. Sandys and Mr. John Brown, who have all expressed very favorable opinions upon the acquirement, cleanly appearance and desire to improve manifested by the boys generally. It is certainly characteristic of the whole of this establishment that no boy is unable to explain thoroughly whatever he has been taught, and this is highly creditable to the instructive department.

"The Oriental studies of all the boys were placed under Mouluvee Moohummud Rafiq, the principal sudder ameen, for examination and report. His remarks are on the whole satisfactory, but he seems to think that more time should be devoted by the boys generally to the literature of their own country if they desire to excel in it.

"Two additional masters have been asked for, one in the English, and the other in the Vernacular department. These the Council of Education have been pleased to recommend for sanction to Government, and the placing of the repairs of the school house under the Department of Public Works is under consideration.

"No fund has hitherto been available to the Local Committee for awarding prizes. If the Council see fit to recommend that a portion of the surplus subscriptions for support of the school be devoted to this object, it would afford high satisfaction to all parties, and be undoubtedly beneficial to the establishment.

"There is no such thing as a regularly appointed library at the school, and this is a subject on which the Committee have also cause to express much regret. A few copies of several sorts of books, chiefly elementary, are kept for sale, but many even of these the students are unable to purchase for want of means—what is required, seems to be a school library

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maintained as part of the establishment, from which books can be lent for perusal and study. The Committee think that this might be gradually commenced from the surplus school fund, but they would also earnestly solicit a donation from the Government of good standard works in a cheap substantial form for the use of the school.

" In conclusion the Committee express their sense of the increasing value of the Gya School, and their hope that it will continue to meet with the patronage of Government, so long as it maintains its present character. The services of the head master, Pundit Balmokand, are highly appreciated by every person with whom he becomes connected."

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Jessore School.

FOURTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
M. Skinner, Esq., ...	*Officiating Civil and Sessions Judge.*
C. Chapman, Esq., ...	*Officiating Collector.*
F. L. Beaufort, Esq., ...	*Magistrate.*
C. Palmer, Esq., ...	*Civil Assistant Surgeon.*
Rajah Burrodakant Roy.	*Zemindar.*
Babu Upendra Chunder Nyaratna, ...	*Principal Sudder Ameen.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. Smith, ...	*Head Master,*	200	17th April 1838.
Babu Mohesh Chunder Banerjea,	*Second Master,*	50	17th April 1851.
„ Saroda Prosad Roy, ...	*Third Master,*	30	1st April 1851.
Nilmoni Nyaratna, ...	*Pundit,*	25	10th July 1839.
Five Servants,..	.. ..	20	

Local Receipts and Disbursements.

Resources of Annual Income.					Actual Charges for 1850-51.	
Separate fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant.	Establishment and Expences as fixed by Government.	Nature of Charges.	Items.	Total.
	3336	3336	1656 3336 4992	4992	English Teachers,.. ..	3310 0 0	
					Vernacular Teachers, ..	300 0 0	
					Establishment, ...	240 0 0	
					Contingencies, ...	41 14 3	
							3891 14 3

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The following is the report of the Local Committee:

Changes. "In April last, Babu Mohesh Chunder Banerjea, third master, by the removal of Mr. Gregory to the Hooghly College, was promoted to the second mastership, and his place filled up by Babu Saroda Persad Roy, a student of the Kishnaghur College. No other changes occurred this year.

Donations. "The Rani Taaramoni still continues to pay the annual donation of rupees 100 for a Government scholarship, tenable at the Kishnaghur College. Subjoined is a list of donations for prizes to be distributed amongst boys who have distinguished themselves at the examinations:

	Rs.
R. Hampton, Esq., ...	25
C. Chapman, Esq., ...	20
F. Beaufort, Esq., ...	20
Babu Upandra Chandra Nyaratna, ...	12
„ Peary Mohun Banerjea, ...	8
„ Umesh Chunder Bose, ...	10
„ Anand Mohun Majmudar, ...	5
„ Ishan Chunder Bose, ...	5
„ Shama Churn Mukherjea, ...	3
„ Mathura Nath Chattarjea, ...	1
„ Kaly Persad Sen, ...	2
„ Pran Nath Sirkar, ...	2
„ Gour Churn Mittra, ...	1
„ Srinath Dass, ...	1
Moonshy Gyrut Oolla, ...	2
Nadir Hoosen, Vakeel, ...	2
Azeez Rahaman, Vakeel, ...	1
Total, Rupees, ...	120

Abstract of the results of the Annual Examinations. "The annual examinations of the classes commenced on the 8th and was continued to the 13th September.

First Class. "The first class, is divided into two sections. The first section containing four boys were candidates for the junior scholarships. The second section was examined chiefly by written questions, proposed by the head master, Mr. Smith, and approved of by the Local Committee, who superintended the examination. The ages of this section, consisting of ten boys, are from thirteen to fifteen. The answers of three, were bad, four, middling, and three decidedly good. Should certificates of proficiency be awarded, these three are deserving of them, and they would prefer them to book prizes. They are placed thus in the order of merit—

1. Durga Bar Mittra. | 2. Ubhoy Churn Bagchy.
3. Kali Prasanno Roy.

Babu Upendra Chunder Nyaratna examined this section in Bengali, and considered

1. Ubhoy Churn Bagchy. | 2. Shamanand Sen,

deserving of prizes.

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"The second class consists of twenty boys, out of which four were absent on sick leave. Their respective ages are from eleven to fifteen. Mr. Chapman examined this class, assisted by the head master. In history, geography and arithmetic, nine boys passed a very satisfactory examination; Mr. Chapman was sorry to observe that several failed in grammar. It is to be hoped that, by increased exertion on the part of the master, a better result will be exhibited on the next examination in this subject, as well as in the explanations of prose and poetry, which also were not good. The following boys, however, are deserving of prizes:

Second Class.

1. Tara Bar Mittra.
2. Umesh Chunder Sen.
3. Ashutosh Roy.
4. Indro Bhushan Bose.
5. Anand Lall Sen.
6. Kishub Lall Bose.

"Babu Upander Chunder Nyaratna considers this class to have acquitted itself very well in Bengali, and recommends as deserving of prizes

1. Anand Lall Sen,
2. Ashutosh Roy,

the former having obtained the full number of marks in all subjects.

"The third class, in which there are thirty boys, from eight to sixteen years of age, (seven boys being absent on plea of sickness) was examined by Mr. Hampton, assisted by the head master. Mr. Hampton forwarded the following report—

Third Class.

"'Some of the boys read tolerably well, but their parsing and explanation of their reading were indifferent. Their knowledge of geography was middling, and of arithmetic decidedly good: one boy worked correctly and readily all the six sums that were given, and several of the boys did five and four sums out of the six.' The prize students are

1. Anand Lall Sen.
2. Basant Cumar Mitter.
3. Sustie Cumar Ganguly.
4. Tarak Candra Sen.
5. Hari Mohan Roy.

"Babu Upender Nyaratna, who examined this class in Bengali, was satisfied generally with the progress of the boys. Sufficient time is evidently devoted by them to the study of Bengali, and the result has been good. The examiner has adjudged

1. Sustie Cumar Ganguly,
2. Anand Lall Sen,

a prize each, they having obtained the full number of marks in all subjects.

"The fourth class, section A, contains twenty-four boys, whose ages range from 6 to 11. Seven were absent, sick. It was examined by Mr. Beaufort, in the absence of Dr. Palmer, who was prevented, by severe illness, from examining this class as he had offered to do. From the tabular statement forwarded by Mr. Beaufort, it appears that, with a few exceptions, the whole class passed a fair examination, considering the tender ages of the boys

Fourth Class, Section A.

1. Bholanath Sing.
2. Dwarkanath Ghose.
3. Nil Chand Chakravartti.
4. Juggeshar Roy.
5. Kunj Behary Shaha.
6. Rajnikant Bukshy,

have been considered entitled to prizes. Upender Chunder Nyaratna considers this a very promising class in the Bengali department. Out of seventeen boys who were able to attend the examination, two gained full

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marks in reading and spelling, some four-fifths of the aggregate marks, some more than one-half and a few less than half. This reflects great credit on the pundit Nilmoni Nyaratna for his pains in teaching this class so successively

1. Bholanath Sing, | 2. Rajnikant Bukshy,

the two best boys, are deserving of prizes in this department.

Fourth Class, Section B.

"The fourth class, section B, contains nineteen boys, from six to ten years of age, twelve were absent from sickness, seven only were present on the day of the examination, which was undertaken by Mr. Beaufort, and scarcely any were present on the day fixed for their examination in Bengali. No statement was therefore forwarded by Babu Upender Chunder Nyaratna, the examiner of the Bengali department. Two boys

1. Tarni Churn Mitter, | 2. Rajinder Mohun Bose,

passed a fair examination in English, in reading, spelling and arithmetic, and are deserving of prizes.

Library.

"A few books were added to the library this session; all are in good condition, with some exceptions, owing to the humidity of the atmosphere.

Buildings.

"The buildings require a few repairs.

Conclusion.

"The Local Committee have every cause to be satisfied with the general management of the school, and of the efficiency of the head master, Mr. Smith, who has evidently taken great pains with the boys under his immediate charge: some of them in the second section of the first class, appear to have improved much during this year."

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Burdwan School.

SEVENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
J. H. Patton, Esq., ...	*Judge.*
The Hon'ble E. Drummond, ...	*Collector.*
A. Pigou, Esq.,....	*Magistrate.*
H. Muspratt, Esq.,....	*Assistant Collector and Magistrate.*
Babu O. Sett, ...	*Sub-Assistant Surgeon.*
„ Mohendranath Bose, ...	*Abkarree Superintendent.*
T. Hastings, Esq., ...	*Civil Assistant Surgeon and Secretary.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Ramtonoo Lahoree, ...	*Head Master,*	150	21st April 1851.
„ Gobindchunder Bose,.....	*Second Master,*	50	12th Decr. 1845.
„ Jadubinder Mokerjee, ...	*Third Master,*	30	15th March 1849.
Three Servants, ...	....	12	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government, dated 16th December 1840.		Items.	Total.
0	0	0	242	Salaries of the Establishment, ...	2904	
0	0	0	6	Contingent Expences, ...	72	2976

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The following brief report was forwarded by the Local Committee through their Secretary:

"The late head master, Mr. Mason, died on the 30th of March last, and Babu Ramtonoo Lahoree was appointed in his stead, with whom the Committee have good reason to be well satisfied.

"Rupees 96 are annually given by Government for the school prizes, an indent for which will be shortly forwarded.

"The annual examination commenced on the 17th ultimo, and was concluded on the 25th of the same month, the entire Committee taking an active part in the same. The Committee were satisfied with the general progress of the pupils.

"The library is in a good state, and is carefully looked after by the head master.

"The school is held in an old barrack belonging to the Government, and is in good repair."

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Bancoorah School.

SIXTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
C. Gerstin, Esq.,...	*Civil and Sessions Judge.*
C. H. Campbell, Esq., ...	*Offig. Joint Magistrate and Deputy Collector.*
G. N. Cheek, Esq., ...	*Civil Assistant Surgeon.*
A. W. Russell, Esq.,....	*Secretary, Assistant to the Joint Magistrate and Deputy Collector.*
Moulvee Abdool Azeez, ...	*Offig. Principal Sudder Ameen.*
„ Eqrawul Huq., ...	*Law Officer.*
Babu Tarini Prosad Mookerjee, ...	*Sheristadar, Dewanny Adawlut.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Nobinkrishna Sircar, ..	*Head Master*, ...	100	26th July 1848.
„ Gopal Chunder Chatterjee,	*Second Master*, ...	50	18th Nov. 1848.
„ Krishna Nauth Mookerjee,	*Third Master*, ...	30	7th May 1849.

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated			Items.	Total.
Schooling fees,.. .. 873 0 11			Instructive Establishment,	2760	Instructive Establishment, ...	2160 0 0	
Book money, ... 230 10 6			Servants, ...	156	Servants, ...	156 0 0	
Amount price of Books returned to the Book Agent, 55 7 0			Book Allowance, ...	240	Contingencies,..	64 2 0	
			Prize Allowance,..	96	Book Allowance, ..	522 12 0	
Total, Co.'s Rs.,.. 1164 2 5	3000	4164 2 5	Total Co.'s Rs., ...	3252	Prize Allowance, ...	96 0 0	
					Total, Co.'s Rs.,..	.....	2998 14 0

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The following is the report of the Local Committee, drawn up by the Secretary:

"The changes that have occurred during the past session are not particularly remarkable, but may be briefly summed up in a few words. The classes, the year preceding, were four in number, the last comprising two sections. The latter denomination has been since disused, and the two sections converted into two classes, and between the first and second classes of that year, an intermediate new class has been formed. The reason for this is given by the head master, who states very justly, that boys, studying the books of the second class after the revised scheme, find difficulty in all at once jumping to the studies of the first class, which are of the junior scholarship standard. The revised scheme he has also made his guide for the studies of all the classes. There are now, therefore, six classes; and their superintendence is thus distributed: the head master, who before took the first class in all subjects, and the second in history, has since superintended the first and second classes in all branches; the second master had the second class (except in History) and first section of the fourth class, but has since taken the third and fifth classes—and to the third master, who used to undertake the instruction of the third class, and second section of the fourth class, have since been assigned the fourth and sixth classes entirely. With regard to their studies, the changes consist in making the junior scholarship standard to be that of the first class; and the revised scheme, as above intimated, the guide to the rest; though it is necessary here to notice, that in that scheme four classes only are contemplated; nevertheless, the books of the fifth and sixth classes have been selected with a reference to the progressive comparison therein indicated.

"The local authorities have no suggestions to make at present regarding the school beyond what was advanced in the last report. With reference to which they regret that what had been intended to be carried out this session, has not yet been attended with success. The second class only were in a condition to undertake a competition for a prize for translation into the Vernacular and into English; but none of them acquitted themselves with sufficient success to admit of the award of a prize. It was also in contemplation to give a prize for the best English copy-writings. I personally invited the boys to a trial, but perhaps being not confident in their own skill, they did not appear cordially to respond to the case, and the matter was allowed to drop. Better results may be expected next year.

"The donations that have been made during the past session, have been additions to those of last year, and for the same object; viz., enlarging and repairing the late Free School house. Their amount is Rs. 291.

"The results of the late examination, though not exactly brilliant, nor quite so showy as they appeared last year, are not for that reason the less solid, or less satisfactory,—inasmuch as the classes, up to the highest, are mostly of younger pupils, who also have not been so long acquainted with the class books that form their study, as had the preceding year's boys with theirs. It is, therefore, looked upon as tolerably pleasing, and, under the circumstances, quite satisfactory.

"With regard to the library, I have no reason to abate in any degree the good account of it given in my last report; other 51 volumes have been since added to it; it is filled with most useful and good standard

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books, works of reference, and dictionaries on new principles, &c.—All are kept in an excellent state of preservation, and have been more frequented, and perused by the students than before.

"The sepoy hospital now forming the school will be very shortly vacated; as the late Free School house is nearly in readiness to receive the students, &c. It will be so directly, and the reason why it has not been so earlier is that the subscriptions were not such as to enter upon the alterations contemplated, until a protracted period of this year had passed by. The school house has been in fact completed; but as its accounts have not been closed, no mention is made thereof in the financial returns of the school. All the miscellaneous apparatus belonging to the institution, as chairs, tables, desks, globes, slate-board, &c., are in good order.

"The Local Committee have observed the same regularity and custom in their monthly and special meetings as before, and in their visitations according to the leisure of the members from other public business. With one exception, when the second master was found to have struck a boy, though but slightly, which called for the interference and reproof of the Local Committee, no irregularities have come to their notice to be checked or otherwise during the session. The general respect in which the school is held is not diminished, and the respectable families of the district still send their children here, as heretofore, for their education. The students are respectful and obedient to their masters, between whom and them a principle of unity and good feeling appears to exist. All the masters have been very zealous, and attentive in the discharge of their duties.

"I wish I had it in my power to say something in this place in respect of the progress of opinion in this district as to native female education—but I feel that the subject is not ripe enough to be brought into prominent notice. We hope something may be effected in time, which alone can effect a change in the feelings and prejudices of the multitude, among whom but few do certainly know what their books enjoin, and what forbid; and who are therefore with difficulty moved to any object not sanctioned by the custom of their forefathers. Perhaps the Council of Education may not find it altogether uninteresting, with reference to the probable turn of public opinion on the subject in this district, to know that there are a few young females in the town of Bancoorah, who are daily receiving lessons in their mother tongue from an aged pundit."

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Baraset School.

SEVENTH YEAR.

Under the Superintendence of

J. R. MUSPRATT, ESQ.,... ... ... *Offg. Joint Magistrate and Deputy Collector.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Bubu Peary Churn Sircar,... ...	*Head Master,*	150	8th Dec. 1845.
,, Hurry Doss Ghose, ...	*Second Master,*	50	29th May 1850.
,, Prosonno Coomar Sircar,	*Third Master,*	30	11th March 1846.
,, Kadar Nath Mookerjee, ...	*Fourth Master,*	20	2nd Sept. 1846.
,, Doorga Churn Chatterjee,	*Fifth Master,*	20	1st Feb. 1850.
Kureem Khan, ...	*Duftory,*	5	28th Jan. 1846.
Shiboo Doss, ...	*Water Bearer,*	4	1st April 1846.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
				English Teachers, ...	3240 0 0	
				Establishment, ...	108 0 0	
0	0	0	0	Cost for building School house,	1100 0 0	
				Contingencies, ...	... ...	4448 0 0
				Total, Co.'s Rs., ...	... ...	4448 0 0

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There are five classes in the Baraset School, the last being divided into two sections. The first class consists of twenty-one pupils, fourteen of whom competed for junior scholarships; the second class of thirty; the third of thirty-nine; the fourth of thirty-five; the first section of the fifth of thirty; and the second of nineteen; making in all one hundred and seventy-four boys.

The following is the report of the examination forwarded by Mr. Muspratt:

"Babu Nilmoney Mitter, the Deputy Magistrate and Moonsiff of Baraset, as also Babu Bamanchunder Bhottacharj, kindly assisted me in the examination of the pupils in Bengali. I am afraid that the former gentleman was rather severe in his examination of the pupils of the third class, as out of the whole number, thirty-eight, examined, only eight obtained fair and good marks.

"In my examination in arithmetic of this class I affixed the marks of very good, good, &c., opposite the names of the pupils, which I subsequently altered to numbers, as shown in the column of 'remarks of 'examiners.' I afterwards learnt that some of the pupils had copied. I therefore held another examination, and the numbers were put down in pencil also in the column of 'remarks of examiners.'—These marks have since been copied into the column headed 'arithmetic.'

"The examination throughout was very satisfactory,

"The general management of the school during the past session has been ably conducted by the head master, Babu Peary Churn Sircar, well assisted by the second and junior masters.

"The studies of the pupils will no longer be carried on in the criminal jail of the district. The new school house is ready and will be open for the reception of the pupils after the termination of the vacation."

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Howrah School.

SEVENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
H. R. Alexander, Esq., C. S., ...	*Superintendent of the Sulkea Salt Golahs and Secretary.*
E. Jenkins, Esq., C. S., ...	*Magistrate.*
Dr. E. Rorr,...	*Registrar of Deeds.*
H. C. Macrae, Esq., M. D., ...	*Civil Surgeon.*
Babu Jeykissen Mookerjea, ...	*Zemindar.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Bhoodeb Mookerjea,...	*Head Master*, ...	150 0 0	23rd Aug. 1849.
Pearymohun Mookerjea, ...	*Second Master*, ...	50 0 0	28th Dec. 1850.
Sreenath Dutt, ...	*Third Master*, ...	30 0 0	14th Feb. 1851.
Juddonath Auddy, ...	*Fourth Master*, ...	20 0 0	14th Feb. 1851.
Four servants, ...	.. ..	14 6 0	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government dated		Items.	Total.
0	0	0	Establishment, ... 264 6 0 Scholarship per mensem, ... 32 0 0 School Books ditto, ... 20 0 0 Prizes, ... 96 0 0 Contingencies, ... 6 0 0	Establishment, 3023 1 6 Contingencies, 51 9 9 Prizes, ... 83 8 0 Scholarships,... 192 0 0		3350 3 3

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The following is the report of the Local Committee:

"The following changes have taken place in the establishment of this school during the past session. Babus Pearymohun Mookerjea and Sreenath Dutt, the third and fourth teachers, were promoted to the second and third places respectively; the appointment of fourth master being filled up by Juddonath Auddy.

"There are five classes in the school, the fifth being divided into two sections; the total number of scholars on the rolls is 129, showing an increase of 19 beyond last year; the average amount of schooling fees has also increased from rupees 122-5 to rupees 140-¼.

"The general examination was held on the 16th September, and was attended by the Revd. G. Wiedemann, Dr. E. Roer and the Secretary.

"As the majority of the first class were candidates (viz. 12) for junior scholarships there was no examination of this class.

"The second class was examined by myself, it contained 17 boys, of whom 16 were present; their ages ranged from 14 to 17 years,—they passed a creditable examination in all subjects of study in the class, with the exception of geography.

Second Class.

Names of those recommended for Certificates of Honor.

1. Khetterchunder Bhuttacharjee.
2. Bholanath Banerjee.
3. Ashootosh Banerjee.
4. Busontocoomar Mookerjee.
5. Bycantnath Mookerjee.
6. Bhoobunchunder Lahoory.

"The names of those who distinguished themselves and to whom certificates of honor were adjudged appear in the margin.

"The third class was examined by Dr. Roer; the age of the boys was from 12 to 15 years; the number borne on the rolls was 25, of whom 23 were present;—the examiner remarks that 'a great improvement 'in Vernacular has taken place 'since last year.' In geography and arithmetic generally, and in History of Greece specially, the class passed a good examination; the 7 boys whose names appear in the margin are recommended for prizes.

Third Class.

Names of those recommended for prizes.

1. Ramgopaul Dutt.
2. Luckenarain Doss.
3. Nobokisto Roy Chowdry.
4. Madubchunder Chatterjee.
5. Issenchunder Coondoo.
6. Jogeshur Banerjee.
7. Greeschunder Bose.

"The fourth class was examined by the head master, Babu Bhoodeb Mookerjea, in the subjects studied in the class. He reports that the students passed a very satisfactory examination, their attainments being generally on a par with one another.

"For average age of the class and the names of those recommended for prizes, vide margin.

Fourth Class.

Average age 13 years.

1. Woomachurn Chuckerbuttee.
2. Sarodaprosad Bannerjee.
3. Shaik Rohomabun.
4. Shaik Noornil Islam.
5. Joykissen Gangooly.
6. Shaik Abdul Ghumn.
7. Nufferchunder Ghoor.

"The fifth class was examined by Babu Pearymohun Mookerjea, the second teacher, who reports that the students passed a creditable examination in every branch of their studies. They were examined in the course of study gone through in the year; the average age of the boys and the names of those recommended for prizes appear in the margin.

Fifth Class.

Average age 10 years.

1. Poornochunder Banerjee.
2. Woomeschunder Doss.
3. Woomeschunder Dutt.
4. Banymadub Bose.
5. Shamachurn Chowdree.

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Sixth Class.

Average age 10 years.

1. Modoosudun Hazra.
2. Seboocolly Doss.
3. Nobocoomar Banerjee.
4. Khetterchunder Doss.
5. Collycoomar Deb Sormono.
6. Gooroochurn Deb Sormono.
7. Soorendronath Mullick.

"The sixth, or what may properly be called the second division of the fifth, class, was examined by the Revd. G. Wiedemann. He reports that the boys showed the average attainments of lads of their age. In vernacular their progress was very imperfect. For average age of the class, and the names of distinguished pupils, see margin.

"The school furniture and library are in good order, about 48 volumes having been added to the latter,—the buildings also are in habitable condition, requiring some slight repairs."

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Ooterparah School.

SIXTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
H. Alexander, Esq., C. S., ...	*Superintendent Sulkeah Salt Golahs and Secy.*
E. Jenkins, Esq., C. S.,...	*Magistrate of Howrah.*
A. Macrae, Esq., M. D., ...	*Civil Surgeon of Howrah.*
E. Roer, Esq., ...	*Registrar of Deeds.*
Babu Joykissen Mookerjea, ...	*Zemindar—Ooterparah.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Robert Hand, Junior,...	*Head Master*, ...	200	23rd March 1846.
Nobin Chunder Bose, ...	*First Assistant Teacher*,...	50	24th July 1850.
Coilas Chunder Mookerjea, ...	*Second Assistant Teacher*, ...	30	27th July 1850.
Obhoy Churn Banerjea, ...	*Third Assistant Teacher*,...	20	27th July 1850.
Koonjo Behary Chuckerbutty,...	*Fourth Assistant Teacher*, ...	20	30th July 1850.
Jodoo Nath Shurmah, ...	*Pundit*, ...	20	11th June 1849.
Three Servants, ...	... ...	14	

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Amount of Schooling Fees.	Total.	Establishment and Expences as fixed by Government.		Items.	Total.
Babu Joykissen Mookerjea's talook realizing Co.'s Rs. twelve hundred per annum.	Co.'s Rs. 1200 0 0 per annum.	Co.'s Rs. 2538 2 0	Co.'s Rs. 4938 2 0	Five English teachers, one pundit, one duftory, one durwan and one mally, at a monthly expenditure of Co.'s Rs. 354 per mensem.	Establishment for the year ending 30th September 1851, ...	3948 0 0	
					Contingent charges for the year ending 30th September 1851,	33 3 0	
					Prizes, ...	89 1 0	
						.....	4070 4 0
					Total, Co.'s Rs.,	.....	4070 4 0

Note.—There is a deduction made from the head master's salary of Co.'s Rs. 300, three hundred, per annum, on account of house rent.

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The following is the report submitted by the Local Committee:

"The only change which has taken place in the establishment of this school during the past year is the temporary appointment of the fourth assistant teacher, Koonjo Behary Chuckerbutty, in the room of the third assistant, Obhoy Churn Banerjea, who is absent on sick leave. Callydoss Ghose has been employed as acting master of the fifth class.

"The total number of scholars on the rolls is 177.

"At the close of the session two prizes, one of sixty and the other of thirty-two rupees, were offered by Babus Joykissen Mookerjea and Gopeekissen Gosuyn to be awarded at the next distribution of prizes in such manner as the Committee may determine on.

"The school examination was held on the 26th September, and was attended by G. F. Cockburn, Esq., the Reverend J. Long. Drs. A. C. Macrae, E. Roer, Babu Joykissen Mookerjea and the Secretary.

"Most of the first class students (viz. 13) having competed for junior scholarships, it was deemed unnecessary to examine them again.

"The second class was examined by Mr. Cockburn. He reports as follows—'The boys read well, 'seemed to understand perfectly 'what they read, and satisfactorily 'explained the meaning of the dif- 'ferent passages in which they were 'examined.' In mathematics the examiner; Dr. Roer, reports that the boys answered correctly. In Bengali the class also passed a good examination; Mr. Long the examiner remarking, that 'their an- 'swers reflected much credit on the 'pundit, and that they were gene- 'rally uniform, showing that atten- 'tion had been paid to all.' Generally the present condition of this class exhibits a favorable contrast to the inefficiency complained of in last year's report, and reflects credit upon the second teacher, Nobin Chunder Bose.

Second Class.

Average age 14 years.

Names of those recommended for Certificates of Honor.

1. Rasbehary Banerjee.
2. Cantichunder Bhadoory.
3. Callyprosad Mitter.
4. Bonomally Roy.
5. Dwarkinath Chatterjee.
6. Mohendronath Hajra.

In Bengali.

1. Bonomally Roy.
2. Rasbehary Banerjee.
3. Augher Chunder Gangooly.

"The average age of the class and the names of those to whom certificates of honor have been adjudged, appear in the margin.

"The third class was examined by Dr. Macrae in the subjects studied by the pupils He reports as follows—'On the whole the boys 'have acquitted themselves well, 'but they trust too much to mere 'memory of the sequence of words 'in History and Geography; so much 'so, that the examination becomes 'a mere test of their powers of 'memory.' The pundit who examined this class in Bengali reports favorably on their proficiency. The names of those who are recommended for prizes and the average age of the class appear in the margin.

Third Class.

Average age 12 years.

English Prizes.

1. Rajendrochunder Roy.
2. Khetterprosad Mookerjee.
3. Tarucknath Banerjee.
4. Jodoonath Roy.
5. Gopaulchunder Deb.
6. Gopalchunder Roy.

In Bengali.

1. Rajenderchunder Roy.
2. Khetterprosad Mookerjee.

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"The fourth class was examined by Mr. Alexander. This class has been laboring under some disadvantage, the teacher having been ill throughout the year, and on leave since June. The boys examined read freely and explained the meaning of the different words; Geography not so good, Arithmetic very good, no mistake in any of the sums given; the rest are much on a par. The boys whose names are noted in the margin are deserving of prizes.

Fourth Class.

Average age 11 years.

English Prizes.

1. Khetterchunder Chatterjee.
2. Hurrischunder Banerjee.
3. Debendernath Mookerjee.
4. Mothoornath Chatterjee.
5. Baunycaunt Dey.

In Bengali.

1. Khetterchunder Chatterjee.
2. Oditnath Mookerjee.
3. Poornochunder Mookerjee.

"The fifth class was examined by one of the native gentlemen present; its progress was as much as could be expected from boys so young, and who had lately joined the school. The names of those who are recommended for prizes, and the average age of the class are as below:

Fifth Class.

Average age 10 years.

First Division.

1. Taraprosono Mookerjee.
2. Nimchand Banerjee.
3. Ghonesham Mookerjee.
4. Ramnath Chatterjee.

Second Division.

1. Umbicachurn Banerjee.
2. Taraprosad Chatterjee.
3. Preonath Mitter.

Third Division.

1. Sreenath Doss.

Fourth Division.

1. Nilmony Chatterjee.

First Division.—In Bengali.

1. Nemchand Banerjee.
2. Prosonocoomar Bose.

Second Division.

1. Umbicachurn Roy.
2. Sreecant Coomar.

"The state of the library does not call for any particular remark, no additions having been made to it during the year.

"The school house is undergoing thorough repair. Babu Joykissen Mookerjee has given the sum of Four Hundred Rupees (400 Rs.) for a railing round the grounds, and some other additions to the apartments occupied by the head master."

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Tenasserim Schools.

UNDER THE SUPERINTENDENCE OF THE COMMISSIONER OF THE TENASSERIM PROVINCES.

Moulmein School.

FIFTEENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
Lieutenant Colonel A. Bogle, ...	*Commissioner of Tenasserim Provinces.*
Lieutenant H. Hopkinson, ...	*Principal Assistant to the Commissioner T. P.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. G. H. Hough,...	*Head Master*,...	300	Feb. 1837.
Mr. D. DeCastro, ...	*Assistant English Teacher*,... ...	50	25th July 1850.
Mr. B. Lachapelle, ...	*Second Assistant English Teacher*,	15	3rd March 1850.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and expences as fixed by Government dated 16th Dec. 1840.		Items.	Total.
600	600	6600	6600	Head Master,...	3600 0 0	
				English Assistant, ...	600 0 0	
				Vernacular Assistant, ...	180 0 0	
				Establishment of Servants, ...	240 0 0	
				Contingencies, ...	44 0 0	
				Stationery, ...	34 0 0	
						4698 0 0

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The following report of the Moulmein School, drawn up by Mr. Hough, was received from the Commissioner of the Tenasserim Provinces:

"It has been heretofore the practice of the Commissioner to hold the annual examination towards the close of the year, just before the Christmas holidays. This time has been regarded as more convenient and suitable than any other. The atmosphere is then cooler than at any other time. During the early part of the year, the weather is very hot; and from the middle of May to the last of October, any days appointed for an examination might be so rainy and stormy, and the noise of the falling rain upon the thatch of leaves so loud, as to render an examination quite impracticable. I am under the necessity often, when a shower of rain is falling, to suspend the teaching of a class. A report on the state of the school may not, however, be amiss at the present time.

"The first class is now reduced to three pupils, two having left for employment as writers; of the three who remain, one (a Christian) is well grounded in Geography, Arithmetic, Practical Geometry and Plane Trigonometry. He is generally accurate in applying the rules of Syntax, the other two pupils are not so far advanced in their knowledge and use of the English language, though one of them has a good understanding of Arithmetic, Geometry and Plane Trigonometry.

"The second class are learning Geography and Grammar. In Arithmetic, beyond the rule of proportion, the most advanced of them have passed through vulgar and decimal fractions, extraction of the square root, single fellowship, duodecimals, interest, and the several rules in which calculations are made at rates per cent.

"The third class are reading 'the Rudiments of Knowledge' and 'the Geographical Primer' of Chambers' Course of Education. They have passed through the Simple and Compound Rules of Arithmetic.

"The interrogative system is observed in instructing the classes, and the pupils are required to explain their English readings in the vernacular to the best of their ability. Occasional written translations are also required.

"The average attendance at the school, for the year ending the 30th of September, has been 76."

Up to the date of this report going to press, no returns had been received from the Mergui School.

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Arracan Schools.

Akyab School.

SIXTH YEAR.

UNDER THE SUPERINTENDENCE OF THE ASSISTANT COMMISSIONER.

Establishment on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. Alfred Savigny, ...	*Head Master*, ...	150	6th June 1847.
Jacob, ...	*Assistant Teacher*, ...	30	27th Dec. 1849.
Mai-Khoung, ...	*Vernacular Teacher*, ...	15	July 1846.
Servants, ...	... ...	18	
Contingencies, ...	... ...	5	
	Total, Co.'s Rs., ...	218	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expences as fixed by Government.		Items.	Total.
				Head Master, ...	1800 0 0	
				Assistant Teacher, ...	360 0 0	
				Vernacular Teacher,...	180 0 0	
0	0	0	0	Servants,...	216 0 0	
				Contingencies and Stationery, ...	60 0 0	
						2616 0 0

The following report of the Akyab School was forwarded by the Commissioner, Captain Phayre:

"There have been no changes of any importance. The head master, Mr. A. Savigny, reports that the attendance of pupils has not been so regular during the past year as the previous session. That gentleman likewise states, that there have been forty-four admissions during the year, twenty-five to the English, and nineteen to the Vernacular department. The Vernacular teacher whom Mr. Savigny had formerly reported as inefficient, has resigned his situation. Another competent person has been appointed, and I now trust that the Vernacular department of this school will be more satisfactorily carried on than heretofore. The books intended for this department are not yet all prepared. When they are received from Maulmain the new course of instruction will be commenced upon.

"The boys of the first class will now enter upon the course of study for the junior scholarships. It will be necessary for the head master to devote nearly the whole of his time to this class during the present session, and I beg earnestly to recommend that Mr. Savigny be allowed an assistant for this session.

"The donations for prizes during the past session were as follows:

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Department.	Class.	Section.	To whom given.	Subject.	Prize.	Value.			Total.			Donors.
English,	1.		Ahnoo,...	Literature,...	Encyclopædia Bengalensis, No. X.,...	2	8	0	.....	...	...	Capt. Phayre.
			Ditto, ...	History, ...	Keightly's History of England, 2 vols., ...	8	12	0	.....	...	...	Ditto.
			Ditto, ...	General Proficiency,...	History of the Wonderful Inventions,...	2	12	0	.....	...	...	Ditto.
			Ditto, ...	Ditto, ...	Tales on Modern History,	2	0	0	.....	...	...	Lieut. Ripley.
			Twineoung, ...	Literature, ...	Poetical Reader, No. 3, ...	0	9	0	.....	...	...	Capt. Phayre.
			Ditto, ...	Arithmetic,...	Chambers' Arithmetic, ...	1	8	0	.....	...	...	Ditto.
			Ditto, ...	Creditable progress, ...	Travels in Europe and Asia,	2	0	0	.....	...	...	Lieut. Ripley.
			Ditto, ...	Ditto, ...	Child's Own Book, ...	4	12	0	.. ...	...	...	Mr. Savigny.
			Thadoon, ...	Geography,...	Peter Parley's Tales of the World, ...	4	12	0	.....	...	...	Capt. Phayre.
			Ditto, ...	General proficiency,...	Readings in Biography, ...	3	4	0	.....	...	..	Ditto.
			Shwai-jine,... ...	Arithmetic, ...	Hind's Arithmetic, ...	2	12	0	.....	...	...	Ditto.
			Ditto, ...	Vernacular, ...	Latter's Burmese Literature,...	5	0	0	.....	...	...	Ditto.
			Mraporhee,... ...	Creditable progress, ...	Crombie's Etymology and Syntax, ...	5	12	0	.....	...	...	Ditto.
			Ditto, ...	Ditto, ...	Ancient Biography, ...	2	0	0	.....	...	...	Lieut. Ripley.
			Matthew, ...	Ditto, ...	Edgeworth's Popular Tales,	6	4	0	.....	...	...	Capt. Phayre.
			Doongphroo, ...	Ditto, ...	Edwards' English Composition, ...	1	4	0	.....	...	...	Ditto.
			Ditto, ...	Ditto, ...	Ancient Biography, ...	2	0	0	.....	...	...	Lieut. Ripley,
			Denonath, ...	Good attendance, ...	Dissected Map of Asia, ...	5	0	0	.....	...	...	Capt. Phayre.
					Carried over, ...	62	13	0	62	13	0	

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Department.	Class.	Section.	To whom given.	Subject.	Prize.	Value.			Total.			Donors.
					Brought forward,...	62	13	0				
English,	1.		Denonath, ...	Good attendance, ...	Travels in Africa and America, ...	2	0	0	.....	...	..	Lieut. Ripley.
	2.		Shwai-et-kai,.....	Literature,...	Croxall's Fables of Esop,...	2	8	0	... ..	...	...	Capt. Phayre.
			Ditto, ...	Good attendance, ...	Smart's Walker's Dictionary, ...	4	12	0	.....	...	...	Ditto.
			Moung-kalai,.....	Arithmetic, ...	Chambers' Introduction to Arithmetic,...	0	12	0	.....	...	...	Ditto.
			Ditto, ...	Vernacular, ...	Hough's Anglo Burmese Dictionary,...	6	0	0	.....	...	...	Ditto.
			Chinelapo, ...	Grammar, ...	Marcet's Mary's Grammar,	2	4	0	.....	..	...	Ditto.
			Ditto, ...	Good attendance, ...	Money, ...	3	0	0	.....	...	...	Lieut. Nuthall.
			Shwaio, ...	Creditable progress,...	Stewart's Geography, ...	2	4	0	.....	...	...	Capt. Phayre.
	3.		Shwaibwah, ...	Literature, ...	Prose Reader, No. 2,... ...	0	8	0	.....	...	...	Ditto.
			Noung-paw-jine,	Grammar, ...	Marcet's Willy's Grammar,	1	8	0	.....	...	...	Ditto.
			Ta-ma-chwai, ...	Good attendance, ...	Johnson's Dictionary, ...	1	4	0	.....	...	...	Ditto.
	4.	A.	Chine-tha-oung,	Literature,...	Prose Reader, No. 2, ...	0	8	0	.....	...	...	Ditto.
			Ditto, ...	Ditto, ...	Wollaston's Grammar, ...	0	2	0	.....	...	...	Ditto.
			Nga-kwet-cai, ...	Good attendance, ...	Child's Arithmetic, ...	0	12	0	.....	...	...	Ditto.
			Shwai-cha, ...	Perseverance,...	Money, ...	3	0	0	.....	...	...	Mr. Savigny.
									4	6	0	
					Carried over,.....	.....	...	...	93	15	0	

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Department.	Class.	Section.	To whom given.	Subject.	Prize.	Value.	Total.	Donors.
					Brought forward, ...	....	93 15 0	
English,	4.	B.	Yet-thai, ...	General Proficiency,...	Indestructible Reader, ...	1 0 0	....	Capt. Phayre.
			Mra-tha-twine, ...	Perseverance,...	Money, ...	3 0 0	....	Mr. Savigny.
							4 0 0	
		C.	Panoo, ...	General proficiency, ...	Indestructible Spelling Book, ...	1 0 0	....	Capt. Phayre.
							1 0 0	
Vernacular, ...	1.		Paw-zan, ...	Literature, ...	Money, ...	5 0 0	....	Ditto.
			Twon-zan, ...	Arithmetic,...	Ditto, ...	3 0 0	....	Ditto.
							8 0 0	
	2.		Moungjine,... ...	Literature,...	Ditto, ...	2 0 0	....	Ditto.
			Pine-boo, ...	Arithmetic, ...	Ditto, ...	4 0 0	....	Ditto.
							6 0 0	
	3.		Kwet-nee, ...	Literature,...	Ditto, ...	3 0 0	....	Ditto.
			Chine-twine-wai,	Arithmetic, ...	Ditto, ...	2 0 0	....	Ditto.
							5 0 0	
	4.		Keejah, ...	Literature,...	Ditto, ...	3 0 0	....	Ditto.
			Chine-twine, ...	Arithmetic, ...	Ditto, ...	2 0 0	....	Ditto.
							5 0 0	
			Shwayoung, ...	Most regular in attendance of the whole Department, ...	Ditto, ...	3 0 0	....	Ditto.
							3 0 0	
					Total, Rs.,...	....	125 15 0	

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First Class.—" Eight boys. All present. Average age, 16 years.

" The annual examination of the Akyab school was held on the 3rd of October 1851. The classes of the English department were examined by the Revd. J. E. W. Rotton, A. M. Chaplain in Arracan, and by Lieut. W. F. Nuthall, the executive officer, who kindly gave their assistance; and also by Mr. A. Savigny, the head master. Captain Tickell, the Superintendent of the school, was from sickness unable to attend. It is with much pleasure that I here annex the observations of the Revd. Mr. Rotton upon the first class. That gentleman's recent arrival in India, and this being the first opportunity he has had of testing the acquirements of Asiatic boys, renders his opinion regarding them interesting and valuable.

Result of the examinations of the various Classes.

Biography.—" ' I was much pleased with the acquaintance of the class ' generally with the subject.

Poetical Reader.—" ' By no means bad; a difference of tone, but general ' intelligence.

English Grammar.—" ' Class very well up in general, and showing very ' fair intelligence.

English Composition or Dictation.—" ' The class inferior, with exception of boys Nos. 7 and 8 (Ahnoo and Twineoung) both of them *very good.*

History.—" ' Very good; an intelligible acquaintance with facts.

Geography.—" ' I had not time to examine very thoroughly, but the ' result was creditable.

Arithmetic.—" ' Very good; exhibiting a very fair acquaintance with rules.

General Remarks.—" ' I think we have occasion for congratulation on ' the general result of the examination. I speak unaffectedly when I say ' I am most agreeably surprised. I am certain no European boys, when all ' circumstances are duly weighed, would have surpassed, many would not ' have equalled them. In History, Grammar, Biography and general information of nearly all subjects, they are most respectable.

" ' The boy of this class who obtained the highest number for proficiency, ' was Ahnoo, a Chinese, eleven years old, and book prizes were awarded to ' him as noted above. Next to him was Thadoon, an Arakanese, aged ' 21 years, who also received prizes for general proficiency. The progress ' of this class I consider very satisfactory, and it reflects great credit upon ' the head master, Mr. Savigny, whose care and attention to the school ' under his charge I know to be unremitting.' "

Second Class.—" Six boys. Four present. Average age, 13 years.

" The examination of this class was undertaken by Lieutenant W. F. Nuthall, who reports as follows:

" ' This class consists of six lads, two of whom were absent on the day I ' examined it, those present were examined by me in reading and explanation of Esop's Fables, in Dictation, Grammar, Geography, Arithmetic and ' translating English into Burmese. They generally read well, their pronunciation was good, and their intonation and explanation showed that ' they understood what they had read. In dictation and punctuation ' they were as advanced as could be expected from lads of their acquirements in the English language. In Grammar their knowledge was creditable, although some of the peculiarities of the verb perplexed them. ' In Geography they evinced a degree of intelligence that altogether surprised me, their answers were quick, and explanations correct. In Arithmetic the two elder lads (Moung-ka-lai and Shwai-et-cai) appeared best

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'to understand the general application of the rules they had learned, yet 'the knowledge of all was such as to show that their attention had been 'chiefly directed to a practical use of this important branch of education. 'It would be vanity in me to express an opinion of their translation from 'English into Burmese, but as far as my limited knowledge of that most 'difficult language enabled me to judge, they were generally correct. On 'the whole these lads exhibited a degree of proficiency much in advance 'of last year, their replies generally showed that great care and pains had 'been taken to make them thoroughly comprehend all that they had 'learned, and it is only to be regretted that Mr. Savigny (as I understand 'from him), will not be able to devote the same attention to them next 'year, as his time will almost exclusively be taken up in bringing forward 'the first class.' The boy who received the highest number of marks in this class was Moung-ka-lai, aged 16 years; he, and other boys in this class, were awarded prizes as noted above.

Third Class.—" Seven boys. Present six. Average age 12 years.

" This class was examined by Mr. A. Savigny who reports as follows:

"' This class consists of seven boys, whose ages vary from 9 to 13, one was 'prevented attending the examination from sickness, the remaining six 'passed a creditable examination in Reading, Grammar and Arithmetic. In 'Reading, Shwai-bwah and Moung-paw-jine were the best, the other four 'did not seem to pay much attention to their stops; all, however, explained 'the passages with considerable correctness. A few lines were given 'them to write on their slates from dictation, in which some of them 'misspelt a few words. They had learned a few pages in Grammar, but 'they did not seem to understand the questions put to them, though 'Shwai-bah seemed to have a very fair knowledge of the different parts 'of speech. In Arithmetic an example in each of the compound rules 'was given them, but only two lads were able to show correct answers.'

" Shwai-bah, a boy of 13 years of age, obtained the highest number in this class, and was awarded a book prize, as were other boys of this class, as mentioned above.

Fourth Class.—" Thirty-six boys. Thirty-five present. Average age, 11 years.

" The fourth class, which is sub-divided into four sections, was also examined by the head master, who reports as follows:

"' The first section, consisting of nine lads, whose ages vary from 9 to '12, has, for the greater portion of the year, been instructed by me. I 'however examined them in their different studies in which they seemed to 'pass pretty well, except in Arithmetic, in which they all failed, but three 'lads, Chinethaoung, Shwaicha and Oungphaw. The remaining three sec-'tions, containing respectively eleven, nine and seven boys, with the average 'ages of twelve, eleven, and eleven and a quarter years, had read various 'portions of the first number of the spelling book. The second and third 'sections I examined in their studies, they all read and explained very 'correctly, but in Arithmetic only three lads were able to work the few 'examples I set them in the simple rules. The last section I did not deem 'it necessary to examine, as they had but lately been admitted, and had 'read words of only two and three letters.' "

Vernacular Department.

" The boys of this portion of the school were examined by Captain Phayre, assisted by Moung-kula, a learned native of Akyab. The report upon the classes is as follows:

First Class.—" Five boys. Average age, 13 years.

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"The boys of this class read and explained satisfactorily the books they had been studying. They also generally wrote down correctly passages dictated to them. In Arithmetic they were not at all proficient. Only one boy performed correctly a sum in compound multiplication. Two of them could not finish it at all. The boy who obtained the highest number in this class was Pan-zan, aged 14 years, to whom a prize was awarded, as also to Twon-zan, who was successful in Arithmetic.

Second Class.—"Eight boys. All present. Average age, 12 years.

"In this class the boys read and explained creditably portions of the book called Thoodamma Baree. In Arithmetic they had nominally been instructed in the simple rules, but only one boy performed accurately a sum in division. His name was Pineboo, aged 12 years, and he was awarded a prize, as was Moungjine of this class, for his ready explanation of the work he had read.

Third Class.—"Seven boys. Six present. Average age, 12 years.

"This class was examined by Moung-kula, who reports that in Reading and Explanation they were tolerably proficient. They could do sums in simple addition and subtraction.

"The fourth class consists of twenty-three boys. Being for the most part recently admitted, they were not examined in detail, but the native gentleman above-mentioned, Moung-kula, stated that their progress appeared satisfactory.

State of the Library.

"The state of the library will be apparent from the following return:

Number of works in the Library on the 30th September 1850.	Number of vols. in the Library on the 30th September 1850.	Added during the year.	Sold during the year.	Lent during the year.	Damaged and destroyed.	Number of works in the Library on the 30th September 1851.	Number of vols. in the Library on the 30th September 1851.	Subjects.				
								General Literature.	History.	Mathematics.	Vernacular.	Miscellaneous.
67	767	239	128	0	38	74	840	248	69	43	437	43

State of the School Buildings.

"There has lately been a new school house built, but not sufficiently large to contain the whole of the scholars. The boys of the Vernacular department therefore study in the old building. I have already brought this subject to the notice of the Council, and orders have been issued for the new building to be enlarged.

"The state and progress of the Akyab School generally, during the past year, I consider to be very satisfactory. Very great credit is due to the head master, Mr. A. Savigny, who has succeeded in imbuing his pupils with a love for learning, and a steadiness of application to a degree which I have never before witnessed in boys of the Burmese race."

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Ramree School.

THIRTEENTH YEAR.

Under the Superintendence of

CAPTAIN T. P. SPARKS, ... *Principal Assistant Commissioner at Ramree.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. F. DaCosta, ...	*Head Master*, ...	150	21st July 1847.
Moung Kala, ...	*First Vernacular Teacher*, ...	30	25th July 1843.
Thatweng, ...	*Second Vernacular Teacher*, ...	15	25th July 1843.
Shoosyweng, ...	*English Monitor*, ...	10	9th June 1849.

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant.	Establishment and expences as fixed by Government dated		Items.	Total.
					Head Master, ...	1800 0 0	
					Vernacular Master, ...	405 0 0	
					Monitor, ...	120 0 0	
„	6000	6000	1512	3516	Establishment, ...	216 0 0	
					Contingencies, ...	119 15 0	
					Books, ...	435 12 0	
					Prizes, ...	96 0 0	
							3192 11 0

The following full report on the state and prospects of the school was received from Captain T. P. Sparks:

"The only changes which have taken place during the session are—

"A great increase in the number of scholars, as shown in the tabular list of pupils, which is a most satisfactory proof that the institution is rapidly rising in the estimation of the people.

"Government has been pleased to sanction the full salary of 30 rupees being paid to Moung Kala, the head Vernacular teacher, who has hitherto

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only been receiving 15 rupees, the other half of his salary having been withheld until he rendered himself more competent for his situation, which he has now done.

" I have no suggestion to offer regarding the studies or internal economy of the school.

" Two prizes of 8 rupees each by myself for regular attendance and general good conduct in the two departments.

" The examination was held on the 29th and 30th September, that of the English department being conducted by myself, and that of the Vernacular, by Kudee Mijothoogyee and Moung Khuing Sheristedar.

No First Class.—Second Class.—" Two boys. Average age, 15½ years.

" Progress but small, except of the head boy Hatim in Arithmetic. Last year he was slow and uncertain in his work, this year he produced the answers to the sums set him, with rapidity and correctness. His recollection and *understanding* of all that he has learnt, except History, are very satisfactory. The other boy Shoongboing (a prize boy of last year) failed in Arithmetic, as well as in History and Geography, but he appeared very nervous, and the head master assured me he expected a very different result. Two boys of this class have left the school during the past year, one to continue his education at Calcutta, the other to set up in business. I recommend Hatim for a prize of 10 rupees.

Third Class.—" Four boys. Average age, 12¼.

" This class has made fair progress in Reading and Arithmetic, not much in Grammar and Geography. It is against the other three boys, who are each only 11, having one slow lad of 16 among them. I shall therefore remove him shortly, as he is too old, by far, for a third class. In all that they have learnt, these boys have displayed a very creditable intelligence, their translation of their English lessons was particularly ready and correct. In Arithmetic also there was a great improvement upon last year. I recommend Ikram Ali and Thoon Zea for prizes of 8 and 7 rupees respectively; they have not gained the most numbers absolutely, but the most in proportion to the length of time they have been in the school.

Fourth Class, Section A.—" Six boys. Average age, 10$\frac{1}{12}$.

" This is a very good class; three of the boys, viz., Andir Hosain Shoony Weng and Shoony Mo (the last particularly,) promise to do credit to the school, their translation of their English lessons and their English dictation were remarkably creditable. I recommend Shoony Mo and Shoony Weng for prizes of 6 and 5 rupees respectively.

" Hadee, the Myothoogyee of Ramree, a native gentleman distinguished for his liberality, has kindly presented Shoony Mo (who is an orphan and his friends extremely poor) with a complete set of all the English books that he will require as long as he remains in the school.

Fourth Class, Section B.—" Ten boys. Average age, 9½ years.

" Also a very good class, considering the time they have been at school, except Shoony Kha and Ray Pau Thoo, who made a very poor figure compared with the others. I recommend Chinoo and Shoony Nee for prizes of 4 and 3 rupees respectively.

Fourth Class, Section C.—" Fifty-two boys. Average age, 8 years.

" Pronunciation, which was last year very bad, is now clear and distinct, and they are able to give the meaning of all the words they have learnt to spell and read. I have given a prize of 8 rupees to Chanoung for regular attendance and good conduct, he not having been absent from school one day during the whole session.

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Vernacular Department.

First Class.—" Fifteen boys. Average age, 15 years.

" Generally satisfactory, with the exception of the four last boys, whose progress and attainments are very low, the last of all, Enga, being 19 years old, and wanting alike in diligence and capacity, I have expelled, as it is useless keeping on the Returns so hopeless a pupil. Shoony Pau Oo and Khyut Pau Oo are recommended for prizes of 10 and 9 rupees respectively. I have also given Shoony Pau Oo a prize of 8 rupees for regular attendance and general good conduct, he having been absent only one day during the session, and that owing to sickness.

Second Class.—" Fifteen boys. Average age, 12 years.

" Except in Arithmetic, when they acquitted themselves well, this class is not what it ought to be, and the attention of the Vernacular teacher will be particularly directed to it during the ensuing session. Tsan Pau Oo and Thaloo are recommended for prizes of 8 and 7 rupees.

Third Class.—" Thirteen boys. Average age, 10½ years.

" This class acquitted itself creditably, Shoony Poo and Moung Kala are recommended for prizes of 6 and 5 rupees respectively.

Fourth Class.—" Twenty-six boys. Average age, 8 years.

" Chiefly beginners, promise well, being of a good age. Nyn Leng Way and Myat Thoo are recommended for prizes of 4 and 3 rupees.

" Having thus reviewed each class separately, I would sum up by saying that I consider the school to be in a much more healthy state than it has ever been since it has been under my superintendence. Arithmetic, formerly neglected, or at least very imperfectly taught, is now understood, and the sums worked out rapidly, neatly and correctly, instead of as before, where, after a long time spent in the calculation, the result was generally wrong, and very frequently the way in which the sum was stated, or some extraordinary method of operation, proved at once that the boy had no clear conception of what he was about.

" The translation from English into the Vernacular was in every class extremely good, and the second class acquitted themselves very creditably, in the more difficult task of translating from the Vernacular into English.

" The writing of English from dictation, a test to which I attach much value, was also generally very good.

" The appearance of the boys was remarkably clean and neat, and they behaved throughout the whole of the examination with perfect propriety and decorum.

" In conclusion, I am of opinion, that great praise is due to the head master, Mr. DaCosta, and his assistant teachers, for the pains they have taken with the school during the past year, and that, taking into consideration the difficulties they have had to contend with, as above stated, they have done every thing in their power to do justice to their pupils and credit to the institution. Last year I had to find fault with Shoony Weng, the English monitor, for the backward state of the junior classes under his superintendence. My rebuke has not been thrown away, and I had much pleasure in commending him, at the present examination, for the marked improvement I found in all those points to which I had specially directed his attention.

" The state of the books in the library is good.

" The school room is a mere shed, and too small for the number it is made to contain. It is in good repair."

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Assam Schools.

UNDER THE SUPERINTENDENCE OF THE COMMISSIONER OF ASSAM.

Gowhatty School.

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Kalidas Bose, ...	*English Master*, ...	80	26th June 1851.
Gopinath Nyalankar, ...	*Senior Pundit*, ...	30	1st Feb. 1838.
Basodhar Sarma, ...	*Junior Pundit*, ...	20	7th June 1841.
Dyal Chandra Mookerjee, ...	*Third Pundit*, ...	8	26th Aug. 1847.
Four Servants, ...	... ...	15	
		153	

The following is Mr. Robinson's report:

"The number of pupils borne on the books of the Gowhatty School amounted, on the 30th September last, to 245. There were 40 names on the rolls of the English department, with an average daily attendance of 36. In the Bengali school there were 205, and the daily attendance has varied during the year from 150 to 180. Forty-seven of the boys, included in either the English or the Bengali department, have also been engaged in the study of Urdu and Persian, under the tuition of Moonshee Kassim Ally, whose support is derived from local subscriptions.

"I spent five consecutive days, from the 13th to the 17th ultimo, in examining the pupils of this institution, and am happy in being able to state that there has been a marked improvement in the progress of the several classes. This is particularly the case in the Bengali department, where the various subjects of study seem to have had their due share of attention, from both pupils and teachers. The late master of the English school, Babu Jogot Chunder Mookerjee, having tendered his resignation in May last, was succeeded by Babu Kalidass Bhose from the Sibsagor School. He has not been sufficiently long in office to effect any decided improvement in the state of the classes under his tuition, but as he has set himself zealously to work, I have little doubt but that he will soon be as successful at Gowhatty as he was in the school he has just left.

"The annual public examination of the school was held on the 18th ultimo, and I believe the result was very satisfactory to all who were engaged in the examination of the classes."

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The following is the report of the English master, Kalidass Bose:

"The Gowahatty school is divided into three departments, the English, the Bengali and the Urdu. The total number of pupils under tuition amounts to 245, whose ages vary from 6 to 19. The senior pundit of the school, Gopinath Nyalankar, and Kassimally Munshee will as usual report to you on the state of the departments over which they preside, and it only remains for me to dwell briefly on the present studies of the pupils in the English department.

"This branch of the school numbers 40 pupils, who are divided into 5 classes.

"The first class consists of 5 boys, and the following is a statement of their studies:

Goldsmith's History of Greece, to page		48
Marshman's History of India,	„	58
Historical Class Book,	„	36
Poetical Reader, No. I.,	„	26
Clift's Geography,	„	32
Lennie's Grammar,	„	117
Arithmetic, Vulgar Fractions.		

"The second class consists of 9 boys; they have read Marshman's History of Bengal to page 22, the narrative pieces of the English Reader No. IV., Clift's Geography to page 13, Murray's abridged Grammar as far as the Verbs; and in Arithmetic as far as Compound Multiplication.

"In the third class, there are but 4 boys; these have read and translated 77 pages of the English Reader No. I. In Grammar, they have entered on the Rules of Syntax as given in Woollaston's Grammar, and have lately commenced the study of Geography. In Arithmetic, they have proceeded as far as Simple Division.

"There are 5 boys in the fourth class, who have read and translated 8 pages of the Reader No. I., and have gone as far as Simple Subtraction in Arithmetic.

"The last class numbers 17 boys, who are yet at the Primer and Spelling Book. Most of these have but lately entered school and their degree of improvement varies with the length of the period each has been under tuition.

"The new pupils who have entered the school during the period under report, are most of them natives of the province, and though their number has not been so large as I could have wished, it is still an evidence, as my predecessor observed in his last report, of an improved state of feeling in the people generally, and of an increasing desire for instruction in the English language.

"Of the general behaviour of the students in my department, I am happy to be able to report favorably, and I would also indulge the hope that they are all sufficiently interested in their studies to induce them to apply to them with diligence."

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South-West Frontier Schools.

Chota Nagpore School.

TWELFTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
J. H. CRAWFORD, ESQ., ...	*Governor General's Agent S. W. Frontier.*
MAJOR J. C. HANNYNGTON, ...	*Deputy Commissioner Chota Nagpore.*
CAPTAIN W. H. OAKES, ...	*Principal Assistant Governor General's Agent Lohardagga.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.		Date of Appointment.
Mr. J. Payton, ...	*Head Master,*	100	0	5th July 1848.
Kishenchunder,...	*Assistant Teacher,*	5	0	1st April 1847.
Goenda Ram,...	*Assistant Teacher,*	5	0	1st Aug. 1843.
Naraina, ...	*Assistant Teacher,*	0	8	1st Nov. 1849.
Tiloa,...	*Assistant Teacher,*	0	8	1st Nov. 1849.
Simra, ...	*Assistant Teacher,*	0	8	1st Nov. 1849.
Khedun Pandey, ...	*Assistant Teacher,*	0	8	1st Nov. 1849.
Anwaram, ...	*Assistant Teacher,*	0	8	1st Nov. 1849.
Gunput Loll, ...	*Hindee Teacher,*	10	0	16th May 1847.
Toorah Ally, ...	*Durwan,*	4	0	16th April 1851.
Sita Ram, ...	*Durwan,...*	3	0	10th Nov. 1839.

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th Dec. 1840.	Establishment and expences as fixed by Govt. dated 16th Dec. 1848.		Items.	Total.
0	0	0	0	From 1st Oct. 1850 to 30th Sept. 1851, Co.'s Rs. 1800.	Head Master, ...	1200 0 0	
					First Asst. Teacher, ...	60 0 0	
					Second Asst. Teacher,*	3 8 0	
					Third Asst. Teacher,†...	59 0 0	
					Fourth Asst. Teacher,	6 0 0	
					Fifth Asst. Teacher, ...	6 0 0	
					Sixth Asst. Teacher, ...	6 0 0	
					Seventh Asst. Teacher,	6 0 0	
					Eighth Asst. Teacher,	6 0 0	
					Hindee Teacher, ...	120 0 0	
					Scholarshipholders,.....	0 0 0	
					Servants,...	83 9 6	
					Books as per Circular, No. 23, ...	0 0 0	
					Contingencies, ...	22 13 0	
					Cost for Building or Repairing the School,	250 0 0	
							1828 14 6

* For 21 days in Oct. 1850.

† Received 1 rupee 8 annas for 9 days in Oct., at 5 rupees per mensem, besides his usual allowance of Co.'s Rs., 2-8-0 receives an allowance of Co.'s Rupees 5 from Nov. 1850.

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As stated in the former reports of this school, it is divided into two departments, an English and a Hindee, the former containing 29 pupils, the latter 37. There is no fixed limits of age for each class in either of the departments, boys of 14 and 16 being put together in the last classes, while others of 9, 10, and 12 compose higher ones. The two oldest pupils of the school are 22 years of age; one of them has been on the rolls since 1839, the other since 1836.

The studies are yet elementary, no candidate for a junior scholarship having even appeared.

The following is the report of the Local Committee:

"The progress made during the past year by the first three classes is very satisfactory.

"The boys appear well grounded in their studies as far as they have proceeded. The result of the examination in English and Hindee is creditable both to the teacher and pupils. The boys who have most distinguished themselves in the English department are Kishenchunder, Tilooa, Goendaram Seeb Churna, and Ram Kissen Banerjee. In the Hindee department Kissen Chunder, Seeb Churna, and Deenoo Chowdoory, and they are recommended for prizes. It is suggested that a prize should also be given to Kalychurn Mookerjee for his great progress during the short time he has been in the school. The head master of the school gives a favorable account of the general conduct of the pupils of the Chota Nagpore school. The examiners beg to add that the result of the examination speaks well for the manner in which the masters have discharged their duties."

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Chybassa School.

ELEVENTH YEAR.

Local Committee on the 30th September 1851.

NAMES OF MEMBERS.	DESIGNATION.
Lieut. J. C. Haughton, 54th N. I., ...	*First Class, Assistant Governor General's Agent.*
Babu Grees Chunder Paulit, ...	*Civil Sub-Assistant Surgeon.*

Establishment as on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Kalli Churn Dutt, ...	*Head Master*, ...	65	Not ascertainable in the absence of the Head Master.
Poraram Cole, ...	*Assistant Teacher*, ...	10	
Lala Oodit Lal (Acting,)	*Hindee Teacher*, ...	10	
Sibo Cole, ...	*Furrash*, ...	4	

The following is the report of the Local Committee:

"Thirty-two boys have entered the school, and twenty-four have been struck off for irregular attendance, during the session. The school was in charge of the assistant English teacher from 5th to 30th September in consequence of the absence of the head master on sick leave.

"Hitherto English instruction has been considered of the greatest importance, and in consequence chiefly attended to, but this is, in our opinion, an error. The difficulties the Coles have to encounter in learning English, from the absence of an instructor acquainted with their language, are so great, that there is at this time but one single Cole in the English department, and we do not think he is likely to acquire any useful knowledge of the language; with the exception of this lad, the whole of the English students are foreigners to the district, or the sons of foreigners who have settled in the bazar here. The Coles, however, show no unwillingness to learn Hindee, of which many have a decidedly useful knowledge. In the latter department the study of Arithmetic and Geography has been introduced under orders of the assistant governor general's agent during the year.

"No subscriptions or donations to the school have been received during the year.

"With reference to the result of the examinations, the committee have to remark that though the progress of the school does not appear great, they are quite satisfied with the zeal and attention of the head master, now absent, who has been laboring under ill health for some months. The boys are generally dull in intellect and below the average standard of boys in the Bengal schools; added to this the school master has to

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contend with the difficulty of a great mixture of dialects, which seriously interferes with the conveyance of instruction to the minds of the boys. The senior member of the Committee with pleasure notices a very marked improvement since his first acquaintance with the school in 1847.

"The school books generally are in tolerable order, but there is no means at this place of repairing binding when damaged.

"The school house is in good condition, merely requiring the usual annual repairs."

In forwarding the above reports to the Council of Education the Agent to the Governor General makes the following observations:

"The state of the Chota Nagpore School does not appear to call for any special remarks. The Institution is well conducted, and the advantages of it are appreciated by a large class. It is true that this class is composed chiefly of aliens; persons from Behar and Bengal, whose vocations have caused them to settle with their families at the Head Quarters of the Agency. But, apart from the claim they have to consideration as an important section of the community, their example will, it may be hoped, gradually bring to the School in larger numbers than heretofore the children of the Dangah Coles, for whose benefit it is expressly designed. Entertaining this hope, I see no reason to recommend any change in the present arrangements of the Institution.

"The circumstances of the Chybassa School, however, are different. This Institution was specially intended for the improvement of the Lurka Coles; but the experience of a course of years has shewn, not only that this object has not yet been attained, but also that it is not likely to be, through the means hitherto employed. At the same time Chybassa is a very small place, containing no other class whose interests can be weighed against those of the Coles, or by whose example they can be expected to benefit. Considering that the latter have no written language, I regard the appropriation to an English department of the chief funds of a school designed for their instruction, as a mistake, which should remain no longer uncorrected.

"I accordingly submit for the consideration of the Council of Education the expediency of the constitution of educational arrangements at Chybassa being entirely remodelled. The cost of the present Institution is rupees 110 monthly, the greater proportion being chargeable to the English department, and a small sum only to that of Nagree. I suggest that both be abolished; and as many Bengali Schools as the above sum would suffice to maintain be established in their stead.

"I consider Bengali preferable to Nagree, because the latter is as much a foreign language as English is to the Coles, and the bulk of the people of Singbhoom, of which Chybassa is the sudder station; whereas Bengali is the vernacular of Dhulbhoom, (a portion of Singbhoom itself,) and of the more civilized districts contiguous. Moreover it is nearly akin to the Ooriya language, which is understood in many parts of the Colehan: and over which it has these advantages, that it is a common official language, and that books and instructors of it are readily procurable.

"I believe that for the sum which is now expended on the English and Nagree School at Chybassa, five efficient Bengali Schools might be maintained; of which I would propose to locate one at Chybassa itself;

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two in other populous quarters of the Colehan; one at a large manufacturing town named 'Seraikela,' on the border of the Colehan; and one in a central situation in Dhulbhoom. Should any of the scholars educated at these schools have the desire to acquire English also, they would have an English school at no great distance, either at Chota Nagpore, or at Bancoorah, or at Midnapore.

"I hope to be favoured with the sentiments of the Council of Education on this proposition."

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Barrackpore School.

Secretary.

C. T. Buckland, Esq., C. S., ... *Magistrate of Serampore.*

Establishment on the 30th September 1851.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Bhuggobutty Churn Ghose,	*Head Master,*	50	30th Aug. 1848.
„ Goorrodoss Chatterjee, ...	*Second Master,*	25	17th March 1848.
„ Jadub Chunder Goopt,.....	*Third Master,*	15	18th June 1848.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and expences as fixed by Government dated		Items.	Total.
Fixed monthly contribution from the Durbar Fund,....	0	960 0 0	0	Establishment, ...	1152 0 0	
Actual average of the Schooling fees during the last 12 months, 45-8-8, ..	0	546 8 0	0	Contingent, including stationery, chairs, forms, &c., ...)	150 13 9	
				Books for the Library,	29 8 0	
		1506 8 0				1332 5 9

Mr. Assistant Professor Brennand of the Hooghly College was deputed to conduct the general annual examinations. The following is his report:

"I do not know any school where the fluctuations in numbers have been greater than in this. During the 9 months, from November 1850, to September 1851, there have been 62 admissions, and during the same period, 50 removals, namely 26, who from various causes have withdrawn; 19, who have been dismissed, for default of payment of schooling fees, and 5 others for misdemeanors.

"The average number on the books from October 1850, to September 1851, is 90, and of these, the average daily attendance for the same period, is only 61, or only two boys of three have been present daily. This irregularity of attendance may be partly accounted for, by the fact, that they come mostly from villages, at distances of three and four miles; there are only 16 who are from Barrackpore. The effects of this irregularity, and of the changes occasioned by removals, must manifestly be prejudicial to the usefulness of the school.

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" The following is a table of the respective classes, the average attendance, &c:

Number of Class.	Average strength of Class.	Strength of Class 20th Sept. 1851.	Average time in School.	Ages varying from	Average age.	Average daily attendance.
1	10	8	4½ years,	13 to 17½	15¼	7
2	17	12	3 „	13 to 18½	15$\frac{3}{12}$	11·6
3	19	18	2½ „	10 to 16½	13¾	12·6
4 A.	15	13	1¼ „	9¼ to 14½	12	10·5
4 B.	29	39	10 months,	5½ to 15	10½	19·3

" Of the eight boys who form the first class, four were candidates for junior scholarships, two were absent, and the remaining two, I examined in the subjects of the junior scholarship course. Bolonath Mookerjee acquitted himself creditably in most of these subjects.

" The progress of the second class (the average age being 15¼ years) has been exceedingly small, in every subject except Geography. They have been attempting to commit History to memory, and one or two of them have got as far as 18 pages of Goldsmith's Greecian, and 30 pages of Roman history. They do not generally read with correctness, and their pronunciation is not very good.

" The third class passed a fair examination, in almost all the subjects in which they were examined.

" The progress of Sections A and B of the fourth class, has in general been satisfactory.

" There does not seem to be any regularity in the arrangements for writing, which in some measure accounts for the bad penmanship that prevails. A quantity of stationery is allowed monthly, to a few of the boys, and if some system was pursued, by forming the paper into copy-books, and by devoting to this pursuit a portion of the time of each day, a great improvement in this branch would soon be perceptible.

" There has been some increase in the amount of schooling fees, in November 1850 the monthly sum realized was 35 rupees 12 annas, in August 1851 it had increased to 52 rupees.

" A surplus fund of 400 rupees has accumulated, and is in the hands of the head master.

" The school house containing only one room, is not very well adapted for four classes. It is in good repair, and the library and furniture are in good condition."

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Vernacular Schools.

The following is the Report of the Sudder Board of Revenue, on the working of the Vernacular Schools during the past year:

"From the statement on the margin, it will be seen, that during the whole or a part of the year under review, five schools were in operation in the Patna Division, the number being the same as in the preceding year. There is, however, a falling off in the total average daily attendance of 15 boys. The number of pupils on the rolls at the commencement of the year was 129, the admissions during the year were 81, and the withdrawals 92, leaving 118 on the rolls at its close. The expense incurred by Government on account of teachers was rupees 1,027-8, which, apportioned amongst 77 pupils, the average number in daily attendance, gives rupees 13-5-5 as the cost of instruction to each pupil, per annum.

PATNA DIVISION.

Districts.	School Stations.	Average daily attendance.
Behar, ...	Daoodnuggur, ...	10
Shahabad, ...	Arrah, ...	25
	Buxar,...	15
	Sasseram, ...	5
Sarun, ...	Chuprah, ...	22
		77

Number of Schools allotted, ... 14
In operation, ... 5
Non-effective, ... 9

"The amount of fees received during the year, rupees 46-14-9, added to the balance of former years, gives a total of rupees 147-8-5, of which rupees 14-10-3 have been disbursed, leaving at the close of the year rupees 132-14-2 at credit of the account; rupees 36-15 were also realized by the sale of 93 books.

"The school at Sasseram in the Shahabad District was abolished by the orders of Government dated the 29th July last, on the recommendation of the Board contained in their last annual report; and subsequently, under the orders of the 14th of February last, the school at Chuprah in Sarun was also abolished.

"Of the three remaining schools in this Division the local authorities have recommended the abolition of those at Daoodnuggur in Behar and Arrah in Shahabad. The former was visited by the Collector, and the result of the examination held by him is thus reported. 'On the whole I was extremely dissatisfied with the result 'of this examination. Nothing in my opinion could have been worse, or 'exhibited a more lax and inefficient mode of education. Many of the 'boys had been on the roll for more than three years. Some of them 'were approaching manhood, and their attainments would have disgrac-'ed any boy of ten years of age, who had been an attendant at the Gya 'School for a few months. They read and answered like parrots, and when 'put out of their usual routine by a few *viva voce* questions, were almost 'as much abroad as if the subject had never occupied their attention.'

Behar.

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In the opinion of the Commissioner the school has never been appreciated by the inhabitants of Daoodnuggur, the daily attendance being only from 12 to 17, although the population of the town is nearly 30,000.

Shahabad.

"The school at Arrah after long trial has been pronounced by the Collector, Mr. Travers, to be a failure; and in this opinion the Commissioner, who has visited the school several times during the year, entirely concurs. There has been no improvement in the school, but on the contrary the attendance has fallen off.

"Under these circumstances the Board concur with the local officers in recommending the abolition of both the above schools.

"The school at Buxar is favorably reported of. The new master appointed by Mr. Travers has proved an efficient teacher, and the pupils acquitted themselves very creditably on the occasion of their examination by the Commissioner. Several of the principal inhabitants of the town have manifested an interest in the school, and have undertaken to form a committee for the management of it. With the view of encouraging the master, he has been promoted to the second grade, and the board have sanctioned the distribution of prizes to the most deserving pupils, as far as the funds of the school will admit. The school house is reported to be in good condition.

"The number of schools in the Bhaugulpore Division is the same as in the preceding year, and the average daily attendance is nearly the same, being only five less. The number of pupils on the rolls at the commencement of the year was 256, the admissions during the year 187 and the withdrawals 169, leaving 274 at its close. The expense incurred by Government on account of teachers was rupees 1,560, which, apportioned amongst the average number of pupils in daily attendance, gives rupees 9-11 as the annual cost of tuition for each pupil.

BHAUGULPORE DIVISION.

District.	School Stations.	Average daily attendance.
Bhaugulpore, ...	Mynoodeen Chuck in Bhaugulpore,	14
Monghyr, ...	Monghyr, ...	20
	Sheikpoora, ...	20
Purneah,...	Purneah, ...	17
Maldah, ...	English Bazar, ...	60
	Pookoorea,...	30
	Total, ...	161

Number of Schools allotted, ... 17
In operation, ... 6
Non-effective, ... 11

"The amount of fees received during the year, rupees 127-14-6, added to the balance of former years, gives a total of rupees 696-15-10, of which rupees 35-11 had been disbursed, leaving at the close of the year rupees 661-4-10 at credit of the accounts, rupees 72-13 were also realized by the sale of 226 books.

Bhaugulpore.

"In the District of Bhaugulpore there is but one school, and it is situated at the Sudder Station. During the year of report the average daily attendance has fallen off from 27, at its commencement, to 14 at its close, the cost of tuition for the latter number being rupees 17-2-3 for each pupil, while not a single book has been sold. The Collector states that the establishment of Missionary Schools has seriously injured the Government Vernacular Schools, education being afforded gratis in the former and books given away. Under these circumstances the Board doubt the propriety of keeping up this school, and beg to be favored with the orders of His Honor the Deputy Governor on the subject.

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"In the District of Monghyr there are two schools, one at the Sudder Station and the other at Sheikpoorah. The former was visited by the Commissioner when on circuit, and he reports a slight improvement in the school. The answers given by the boys to the questions put them showed that the master had taken much pains to teach them Geography, and to ground them thoroughly in Urdu; but not so in Arithmetic. The school house is said to require slight repairs.

Monghyr.

"The school at Sheikpoorah has not been noticed in the Commissioner's report, but the tabular statement accompanying it, shows a decrease in the number of pupils on the rolls from 38 to 32, and in the average daily attendance from 23 to 20. The school house requires repair.

"The school at the Sudder Station of Purneah, the only one in the district, has not improved at all during the past year. On the contrary, the average daily attendance has decreased from 20 to 17. The school house is reported to be much out of repair.

Purneah.

"The Commissioner states that he has been unable to visit the schools in this District, and no report from the Deputy Collector has been submitted by him. The Board are therefore unable to furnish detailed information regarding the schools. The school at the Sudder Station appears however to be in a flourishing condition, the number of pupils on the rolls having increased from 80 to 100, and the average daily attendance from 54 to 60. The school house is said to be in good order.

Maldah.

"Five out of the seventeen schools allotted to the Moorshedabad Division, have been in operation during the past year, the number of pupils on the rolls at its commencement was 257, the admissions during the year were 130, and the withdrawals 95, leaving 292 on the rolls at its close. The aggregate daily attendance averaged 219; and the total expense incurred by Government on account of teachers was rupees 1200, or rupees 5-7-8 per annum for each pupil.

MOORSHEDABAD DIVISION.

Districts.	School Stations.	Average daily attendance.
Beerbhoom, ...	Hatempore, ...	27
Bograh, ...	Bograh,...	46
Moorshedabad, ...	Sydabad, ...	72
	Kandee,...	45
Rungpore, ...	Bagooreah, ...	29
	Total, ...	219

Number of Schools allotted, ... 17
In operation, ... 5
Non-effective, ... 12

"The schooling fees realized during the year amounted to rupees 143-5-2, which added to the balance of the last year, gives a total of rupees 353-6-5. Of this sum rupees 56-4 had been expended, and rupees 297-2-5 remained in hand; rupees 112-4-3 were also realized by the sale of 294 books.

"The school at Hatempore in Beerbhoom, the only one in the district, was visited by the Collector in December last, and again by the Commissioner on the 29th January. The result of the examinations showed that the pupils had not made so much progress as those of some other schools in the Division, but they read the books they had studied with fluency, and answered questions put to them from the class books. In Arithmetic the first class did a few sums

Beerbhoom.

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in Rule of Three and they also had some knowledge of zemindaree accounts, but were deficient in Geography. On the whole the Commissioner and Collector concur in recommending that the school be continued in operation, the zemindar of the place, Babu Biprochurn, having manifested a great interest in its welfare. He has gone to a considerable expense in building a large school house, about 100 feet in length, consisting of several rooms, and capable of accommodating a great number of boys. He is also, unsolicited, erecting a separate bungalow of considerable dimensions for the convenience of visitors, is digging a tank for the use of the boys, and purposes planting trees about the place. The Board have authorized the continuance of the school, and they think the acknowledgments of Government are due to the zemindar for his praise worthy interest in the school.

Bograh.

"The school in the District of Bograh, situated at the Sudder Station, was visited by the Commissioner in August last, and in the early part of the present year, the Deputy Collector, assisted by the Sudder Ameen, the Abkaree Superintendent and the Omlah of his office held an examination, the result of which was as follows. The boys of the first and the first two boys of the second class were able to read the papers of a Fouzdaree Nuthee with tolerable fluency and wrote correctly from dictation. The first and second classes appeared to be well versed in the rules of Arithmetic, and were able to answer off hand questions taken from Pearce's Geography of India. The first class having learned all that is usually taught in the Government Schools, are now studying zemindaree accounts, and the Sanscrit Grammar. The third and fourth classes were examined in Reading, Writing and in the Simple Rule of Three, and they acquitted themselves creditably. Mr. Harrison reports that the boys of the higher classes are much pleased with the *Sutyo Prodip*, looking forward to its arrival and deriving amusement and information from its perusal, and the pundit takes pains to explain the contents of the paper to his pupils. The number of pupils on the rolls has increased from 43 at the commencement of the year to 63 at its close, and the average daily attendance has also increased. The school house is in good order.

Moorshedabad.

"There are two schools in the Moorshedabad District, one situated at Sydabad and the other at Kandee, both of which were visited and examined by the Commissioner as well as the Collector: on the occasion of the Commissioner's visit to the first named school, 77 boys were present. Those of the first class wrote well and read with ease some manuscript papers of the Civil Court. They are also well versed in zemindaree accounts, and fit in short to enter upon the duties of a cutcherry. A portion of the second class also read some of the same papers, but with less fluency, and passed a fair examination in Geography and Arithmetic. The other classes had made creditable progress in their studies. The school house is said to be in good order.

"There are 76 boys on the rolls of the Kandee School. Of this number 56 were present on the occasion of the examination held by the Commissioner. The pupils generally passed a fair examination in Reading, Writing, Geography, Arithmetic and Zemindaree accounts, though they were not equal to the boys of the Sydabad and Bograh Schools. The school is considered on the whole to be prospering, and Kandee being a populous town, it is expected that the number of pupils will

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increase. The master, who was formerly a student in the Government School at Bauliah and speaks English, is favorably reported of and has been promoted to the second grade. The school house is stated to be in good order.

"In the District of Rungpore there is but one school, and it is situated at Bagoorea. The school was visited by the Collector, who states that with the exception of accounts, in which he expected there would have been greater progress, the pupils passed a creditable examination, The first and second classes were examined in Reading, Writing, History, Geography and Arithmetic, in all of which they were tolerably successful, and the other classes were not deficient. The master is said to be a man of good character and high qualifications. The school house is in good order.

Rungpore.

"The number of schools in operation during the past year, in the Dacca Division, was the same as in the preceding, but the Returns show a considerable falling off in the number of scholars. At the commencement of the year the number of pupils on the rolls was 284; the admissions during the year were 168, and the withdrawals 248, leaving at its close, 204 on the rolls. The average daily attendance has also decreased from 160 to 137.

DACCA DIVISION.

Districts.	School Stations.	Average daily attendance.
Backergunge,... ...	Bundooreepara, ...	10
	Gopalpore, ...	21
Dacca,...	Dhamrye,...	31
	Rajnuggur, ...	27
Mymensing, ...	Nusseerabad, ...	48
	Total, ...	137

"The expense incurred by Government on account of teachers was rupees 1,140, which, apportioned amongst the average number of pupils in daily attendance, gives rupees 8-5-1 as the cost per annum for the tuition of each.

"The schooling fees realized during the year amounted to rupees 120-15, which, added to the previous balance, gives a total of rupees 357-2-6. Out of this sum rupees 137-3 have been disbursed, leaving an unexpended balance of rupees 219-15-6; rupees 100-7-1 were also realized by the sale of 393 volumes of books.

"The schools in the Backergunge District, one situated at Bandooreepara and the other at Gopalpore, were visited by the Collector, and the result of the examination held by him was on the whole satisfactory. The number of pupils, however, had decreased considerably, the withdrawals at the first named school having been 35, whilst the admissions were 10, leaving only 17 on the rolls at the close of the year. In the Gopalpore School, the decrease, though not so great as in the other, was considerable. Both schools were situated in unhealthy localities, and the Collector had during his last two visits to them suffered from attacks of fever and ague. Under these circumstances it was considered advisable to abolish both the schools, and they were accordingly closed on the 1st ultimo.

Backergunge.

"Mr. Read states that the distribution of the *Sutyo Prodip* newspaper amongst the Vernacular Schools, is calculated to effect much good. The European news and the scientific articles illustrated by diagrams are, he thinks, particularly valuable.

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"The two schools in the District of Dacca, situated the one at Rajnuggur and the other at Dhumoye which were in operation during the past year, have also been abolished. The decrease in the number of pupils was very considerable, there having been 80 on the rolls of the Dhumoye school at the commencement of the year, whilst only 36 remained at its close. The number on the rolls of the Rajnuggur School had also fallen off from 54 to 28. It was evident from the reports of the local authorities that the respectable inhabitants of the towns in which the schools were situated took no interest in them; and in the Rajnuggur school, the master possessing a knowledge of English, the boys were found to have devoted their attention to the study of that language to the neglect of the Vernacular. It did not appear desirable therefore to continue the schools longer in operation.

Dacca.

"The Nusseerabad School in Mymensing, the only one now remaining in the Dacca Division, was visited by the Commissioner in August last, and a second examination was held by the Collector in December last. The boys generally passed a very fair examination in Reading, Arithmetic, Grammar, Geography and History, and reflected great credit on their master. The number of scholars on the rolls has increased, though the average daily attendance is not so great as could be desired. The school house is said to be in tolerable order.

Mymensing.

"Of the 19 schools allotted to the Jessore Division, 12 were in operation during the whole or a part of the year of report. The total number of pupils on the rolls, at the commencement of the year was 679, the admissions during the year were 319 and the withdrawals 335, leaving 663 on the rolls at its close.

JESSORE DIVISION.

Districts.	School Stations.	Average daily attendance.
Bancoorah, ...	Bishenpore, ...	30
	Sonamookee, ...	28
Baraset, ...	Jagoolee, ...	62
	Chota Jagoolee, ...	70
Burdwan, ...	Culna,...	43
Hooghly, ...	Bomchee, ...	48
	Kinenuggur, ...	79
	Mankoondoo, ...	100
Jessore, ...	Magoorah,...	33
24-Pergunnahs,.....	Majilpore, ...	31
	Muneerampore, ...	39
	Rajpoor,...	30
	Total... ...	593

Number of Schools, allotted, ... 19
In operation, ... 12
Non-effective, ... 7

"The schooling fees collected amounted to rupees 464-14-5 which added to the balance of former years, gives a total of rupees 1996-4-11. Of this sum rupees 41 were disbursed and rupees 1955-4-11 remained in deposit; rupees 87-13-6 were also realized by the sale of 393 volumes of books. The total expence incurred by Government on account of teachers was rupees 2640, which apportioned among the pupils in daily attendance gives an average of rupees 4-7-2 as the annual cost for the tuition of each pupil.

"There are two schools in the District of Bancoorah, one at Bishenpore and the other at Soonamookee, both of which were visited by the Deputy Collector Mr. Mactier. The result of the examination was satisfactory. Mr. Mactier has distributed Bengali translations of English Arithmetic books to the boys as prizes, in order that the pupils may become acquainted with the English method of calculating. The school houses are reported to be in good order.

Bancoorah.

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"There are two schools in the District of Baraset also, one situated at Jagoolee and the other at Chota Jagoolee, both of which are reported to be in a flourishing condition. The number of scholars, as well as the daily attendance, has increased; the masters are said to be well qualified and efficient men; and the school houses are in good order.

Baraset.

The school at Culna, in the District of Burdwan, which had been abolished in April 1850, was re-established in October last. The Collector had not been able to visit the school, and no report regarding it has been submitted, but as far as can be gathered from the tabular statement the school appears to be doing well under the old master, who was re-appointed to it, and is stated to be a well qualified and efficient man.

Burdwan.

"In the District of Hooghly there are three schools, none of which were visited during the past year, probably in consequence of the frequent change both of the Collector and the Commissioner. From a comparison of the tabular statement submitted by the Officiating Commissioner with the previous year's return, it would appear that the schools are in a flourishing condition, especially the one situated at Konenuggur, the number of scholars in which has increased from 54 to 86, and the average daily attendance from 33 to 79.

Hooghly.

"In Jessore there is one school, located at Magoorah, but no report has been furnished respecting it, the former Collector having been removed from the District at the close of the year.

Jessore.

"There are three schools in the 24-Pergunnahs, and all of them were visited by the Officiating Collector, Mr. Grote. The Majilpore School it appears has not before been visited by any Collector. The boys passed a very fair examination, and reflected great credit on their teacher. The progress the first class had made in Grammar, Geography, Arithmetic and History, and the interest they appeared to take in Geography was very gratifying, Mr. Grote thinks the circulation of the *Sutyo Prodip* newspaper helps to keep up that interest. The other classes had also made creditable progress in their studies. Prizes were distributed by the Collector to the boys, and the Board have authorized the payment, out of the fees, of a reward of rupees 50, to the master.

24-Pergunnahs.

"The boys attending the Muneerampore School are very young, and have nearly all been admitted during the last two years. The reason of this is the yearning for English which draws off the boys to the Governor General's school at Barrackpore, and to another at Pultah Ghat. The attendance at the Muneerampore School is steadier than at the other schools in the District. The master is said to be a good teacher; and the school house in good order.

"The Rajpore School was abolished in 1849, but was re-established, on the earnest representations of the inhabitants, by the orders of the Board, dated the 12th October of that year, as stated in the 11th para: of their last annual report. The Local Committee evince a great interest in the institution; but the attendance has been somewhat irregular. One year's trial, however, is scarcely sufficient to warrant a decision as to the expediency of maintaining this school.

"On the recommendation of the Collector and Commissioner, the Board have sanctioned the establishment of a school at the populous

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village of Barripore, the inhabitants of which, and of other villages in the vicinity, had petitioned the Collector for the establishment of schools.

"The Board desire to bring to the notice of His Honor, a suggestion made by Mr. Grote, that the restriction laid on the sale of school-books, by the orders of Government, dated the 20th December 1849, No. 768, be withdrawn, on the ground that though the restriction does not interfere with a large sale of books, yet compliance with the occasional applications, which are made to the masters in the course of the year, would help their circulation, and might perhaps lead to their introduction into other schools.

"The acknowledgments of the Government are due, the Board think, to Messrs Grote, Reid, Mactier and Jackson, for the interest they have taken in the schools in their respective Districts.

"In the Chittagong Division, two schools only were in operation during the past year, one at Noapara in Chittagong, and the other at Noakalee in Bullooah. There were 49 pupils on the rolls of these schools, at the commencement of the year, the admissions were 72 and the withdrawals 59, leaving 62 at its close. The average daily attendance was 46, and the expense incurred by Government for teachers rupees 575, which gives rupees 12-8 as the yearly cost of tuition for each pupil. The schooling fees realized during the year amounted to rupees 41-7-0, and this, added to the former balance, gives a total of rupees 122-3-0; rupees 6-8-3 had been disbursed, and rupees 115-10-9 remained in hand; rupees 90-15-6 were also realized by the sale of 354 volumes of books.

CHITTAGONG DIVISION.

Districts.	School Stations.	Average daily attendance.
Chittagong, ...	Noapara, ...	20
Bullooah, ...	Noakalee, ...	26
	Total, ...	46

Number of Schools allotted, ... 8
In operation, ... 2
Non-effective, ... 6

Chittagong. "The school at Noapara was visited by the Officiating Collector, Mr. Lautour, on the 3rd of January last, and the result of the examination held by him was on the whole satisfactory. The number of boys attending the school, however, is very small, there being only 25 pupils on the rolls, although Noapara is situated in a populous part of the country. The school is evidently not encouraged, and the Board consider it very doubtful whether it is worth while to continue it in operation.

"From the reports of the local authorities regarding the Noakalee School, it appeared evident to the Board that the object of the native inhabitants, was that English should be taught in the school. Fifty-one boys out of 65 admitted during the year, were withdrawn in consequence, it is stated, of the rejection of an application for the introduction of English into the school. As the wishes of the inhabitants in this respect could not be complied with, and as they were not disposed to encourage the school as a Vernacular Institution, the Board directed it to be abolished.

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"Of the eleven schools allotted to the Cuttack Division, eight were in operation during the year under review. The number of pupils on the rolls, at the commencement of the year, was 327, the admissions were 151, and the withdrawals 156, leaving 322 on the rolls at the close of the year. The expense incurred by Government, on account of teachers, was rupees 1920, which apportioned amongst the average number of pupils in daily attendance, gives rupees 8-15-4 as the cost of tuition per annum for each pupil. The schooling fees realized amounted to rupees 231-9-11, which added to the former balance, gives a total of rupees 561-13-3. Of this sum, rupees 30-10-9 were disbursed and rupees 533-6 remained in deposit; rupees 40-6-5 were also realized by the sale of 157 volumes of books.

CUTTACK DIVISION.

Districts.	School Stations.	Average daily attendance.
Cuttack, ...	Kendrapara, ...	30
	Mahasingpore, ...	37
Pooree, ...	Pooree, ...	14
	Khoordah, ...	15
Balasore, ...	Balasore, ...	27
	Bhuddruck, ...	14
Midnapore, ...	Midnapore, ...	59
	Gugnessur, ...	25
	Total, ...	221

Number of Schools allotted, ... 11
In operation, ... 8
Non-effective, ... 3

"The schools at Kendrapara and Mahasingpore were visited by the Collector, who reports favorably of them, particularly of the former, the pupils of which passed a very satisfactory examination, and were a credit to the master and the Committee of management. The school houses are said to be in good order.

Cuttack.

"The two schools in the Pooree District, were visited by the Collector, Mr. Forbes, who reports as follows regarding them:—'A new 'master was appointed to the Pooree School in the month of 'July last. He had received an education at the Government school at 'Cuttack, where he obtained a scholarship to the Hooghly College. The 'school has benefitted by his superior method of teaching and his superior 'attainments, but from the want of an Oorya Dictionary and Maps, 'little progress can really be made in giving a better Vernacular educa-'tion than can be obtained at any ordinary Vernacular schools. The 'master of the Khoordah School has himself only received an ordinary 'Oorya Vernacular education, and the progress the pupils have made in 'the ordinary branches of education, is as fair as can be expected under 'a master of such limited attainment.'

Pooree.

"In the District of Balasore there are two schools, one situated at the Sudder Station, and the other at Bhuddruck, of the former, the Collector reports that the progress made by the pupils is unsatisfactory. It has been reported to him that the school master has been inattentive to his duties, during the past six months, and Mr. Allen has admonished him to be more attentive in future.

Balasore.

"The half-yearly examination of the school at Bhuddruck was conducted by Mr. Deputy Collector Brown, who was satisfied with the progress made by the scholars. The master is well spoken of, and represented to be an intelligent and well-educated man. Mr. Brown himself takes much interest in the school, and has distributed several books gratis, at

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his own expense, amongst the boys who are too poor to purchase them. The school houses are in good order.

Midnapore. "No separate report regarding the schools in the Midnapore District has been furnished by the Collector, but from the tabular statement submitted, it would appear that the school at the Sudder Station is in a flourishing condition. The number of pupils on the rolls has increased from 80 to 98, and the average daily attendance from 42 to 59. The master is said to be a well qualified and attentive man; and the school house is in good condition. The other school in this District, is situated at Gugnessur, and had 45 pupils on its rolls at the close of the year under review, the average daily attendance being 25. The master bears a good character as a teacher, and the school house is reported to be in good order.

"From the foregoing details it appears that, in the several Divisions, under the Board's control, 43 Vernacular Schools were in operation during the whole or a part of the year under review, of which number 7 have since been closed.

General Summary.

Division.	Number of Schools.	Average daily attendance.
Patna,...	5	77
Bhaugulpore,... ...	6	161
Moorshedabad,.....	5	219
Dacca, ...	5	137
Jessore, ...	12	593
Chittagong, ...	2	46
Cuttack, ...	8	221
Total,... ...	43	1454

"The number of pupils on the rolls of the several institutions, at the commencement of the year, was 1,981; the admissions during the year were 1,108, and the withdrawals 1,154, leaving on the rolls at its close 1,935, the average daily attendance being 1,454. The expense incurred by Government, on account of teachers for the year, was rupees 10,062-8-0, being rupees 6-14-9 per annum for the tuition of each pupil, calculated upon average daily attendance.

"The amount of schooling fees realized during the year, was rupees 1,177-9-0, which added to the balance of the previous year, rupees 3,058-3-7, makes a total of rupees 4,235-4-4. Of this sum, rupees 321-15-0 were disbursed, leaving rupees 3,913-5-1 in deposit; rupees 541-10-9 were also realized by the sale of 1,910 volumes of books."

Consequent on the submission of the above report to the Government, the following instructions were issued to the Sudder Board.

The acknowledgments of the Government were directed to be communicated to Messrs. Grote, Reid, Mactier and Jackson, for the attention paid by them to the schools in their respective districts.

The zeal and liberality of Babu Bipro Churn, in the welfare of the schools at Hatempore and Beerbhoom, and the interest

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taken by Mr. Brown, Deputy Collector of Bhuddruck, in the school at that station, were noticed with satisfaction by the Hon'ble the Deputy Governor.

The payment of fifty rupees to the teacher of the Majilpore School in the 24-Pergunnahs, for good conduct was sanctioned.

The schools at the following stations were directed to be abolished: Daoodnuggur in Behar, Arrah in Shahabad, Sudder Stations of Bhaugulpore, Bundoorepara, and Gopalpore in the District of Backergunge, Rajnuggur and Dhamrye in the District of Dacca, Noapara and Noakalee in the District of Chittagong. The school at the Sudder Station of Purneah was directed to be closed, if it did not show improvement at the end of six months.

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APPENDIXES.

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Appendix A.

SCHOLARSHIP QUESTIONS.

SENIOR SCHOLARSHIPS, 1851.

Literature Proper.

For the Senior Classes—Morning Paper.

HAMLET.

Marcellus. "'Tis gone!
We do it wrong, being so majestical,
To offer it the show of violence;
For it is, as the air, invulnerable,
And our vain blows malicious mockery.

Bernardo. It was about to speak when the cock crew.

Horatio. And then it started like a guilty thing
Upon a fearful summons. I have heard
The cock, that is the trumpet to the morn,
Doth with his lofty and shrill-sounding throat
Awake the god of day; and, at his warning,
Whether in sea or fire, in earth or air,
The extravagant and erring spirit hies
To his confine: and of the truth herein
This present object made probation.

Marcellus. It faded on the crowing of the cock.
Some say, that ever 'gainst that season comes
Wherein our Saviour's birth is celebrated,
The bird of dawning singeth all night long:
And then, they say, no spirit dares stir abroad;
The nights are wholesome; then no planets strike,
No fairy takes, nor witch hath power to charm,
So hallow'd and so gracious is the time.

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Horatio. So have I heard, and do in part believe it.
But, look, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hill:
Break we our watch up; and, by my advice,
Let us impart what we have seen to-night
Unto young Hamlet: for upon my life,
This spirit, dumb to us, will speak to him:
Do you consent we shall acquaint him with it,
As needful in our loves, fitting our duty?"

1. "For it is, as the air, invulnerable,
And our vain blows malicious mockery."
What is the meaning of the last line?

2. "The cock, that is the trumpet of the morn,
Doth with his lofty and shrill-sounding throat
Awake the god of day." [poets.
Explain this. Illustrate the passage by quotations from other

3. "And at his warning,
Whether in sea or fire, in earth or air,
The extravagant and erring spirit hies
To his confine."
What popular belief is alluded to in the line
"Whether in sea or fire, in earth or air"?
In what sense do you understand the words "extravagant" and "erring"? In what significations are they more frequently used?

4. "And of the truth herein,
This present object made probation."
What is the meaning of "made probation"? Of what truth did the object make "probation"?

5. "Some say, that ever 'gainst that season comes
Wherein our Saviour's birth is celebrated,
The bird of dawning singeth all night long."
What is the name of that season, "wherein our Saviour's birth is celebrated"?
What bird is it which is here called "the bird of *dawning*"?
Explain the grammatical construction of the words "'gainst that season comes."

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6. Explain the lines, "then no planets strike,
No fairy takes, nor witch hath power to charm,
So hallow'd and so gracious is the time." [cious"?
What circumstance made the time "so hallow'd and so gra-

7. "But look, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hill."
Turn these lines into plain prose.
Quote a similar description of "morn" from Shakespear himself, or from Milton.

8. Explain
"As needful in our loves, fitting our duty."

9. Give a correct paraphrase of the following passage, substituting, in every instance, common expressions for those which are figurative.

"So, oft it chances in particular men,
That for some vicious mode of nature in them,
As, in their birth (wherein they are not guilty
Since nature cannot choose his origin),
By the o'ergrowth of some complexion,
Oft breaking down the pales and forts of reason;
Or by some habit, that too much o'erleavens
The form of plausive manners; that these men,
Carrying, I say, the stamp of one defect;
Being nature's livery, or fortune's star,
Their virtues else (be they as pure as grace,
As infinite as man may undergo),
Shall in the general censure take corruption
From that particular fault."

BACON'S NOVUM ORGANUM.

Afternoon Paper.

APHORISM 59.

"But none are so troublesome as the idols of the market, which insinuate themselves into the mind from the association of words and terms. For though men believe that their reason governs words, it also happens that words retort, and reflect their force upon the understanding; whence philosophy and the sciences have been rendered sophistical and unactive.

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Words are generally imposed according to vulgar conceptions, and divide things by lines that are most apparent to the understanding of the multitude: and when a more acute understanding, or a more careful observation, would remove these lines, to place them according to nature, words cry out and forbid it. And hence it happens that great and serious disputes of learned men frequently terminate about words and terms, which it were better to begin with, according to the prudent method of the Mathematicians and reduce them to order by definitions. But in natural and material things, even these definitions cannot remedy the evil; because definitions themselves consist of words, and words generate words." APHORISM 73.

" But of all the signs of philosophies, none are more certain and noble than those taken from their fruits; for fruits, and the discoveries of works, are as the vouchers and securities for the truth of philosophies.

" And, therefore, as it is a caution in religion that faith be manifested by works; an admirable rule may be hence derived into philosophy that it be judged by its fruit, and held as vain if it prove barren; and this the more, if, instead of grapes and olives, it produce the thistles and thorns of disputes and altercations."

---

1. " For though men believe that their reason governs words, it also happens that words retort and reflect their force upon the understanding."

Explain this sentence, and point out the concealed figure in the latter part of it.

2. " Words are generally imposed according to vulgar conceptions, and divide things by lines that are most apparent to the understanding of the multitude." Explain this, and shew that the opinion is correct. What is the meaning of " words cry out?"

3. Does not the objection that " definitions consist of words, and words generate words," apply to the terms used in mathematics as well as to those which denote " natural and material things?" Or is there any fundamental difference between the two subjects, which makes the objection apply to one of them but not to the other?

4. " For fruits and the discoveries of works are as the vouchers and securities for the truth of philosophies." Give some examples in illustration of this truth.

5. What things are meant by the figurative expressions " grapes and olives" and " thistles and thorns"? Give examples from History of systems of philosophy which, instead of " grapes and olives" have produced " the thistles and thorns of disputes and altercations."

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6. In one place Bacon says, "The sovereignty of man lieth hid in knowledge; wherein many things are reserved which kings with their treasure cannot buy, nor with their force command; their spials and intelligencers can give no news of them, their seamen and discoverers cannot sail where they grow." Explain this passage.

7. What, according to Bacon, is the true "end" or object of the sciences? What other end or object has been proposed by some other writers? Shew that that other object did not escape Bacon's observation, and that he purposely kept it in the back ground.

8. Mention some of the leading principles of the first book of the Novum Organum.

Fourth Class.

GRAY'S POEMS.

Ode to Adversity.

Morning Paper.

"Thy form benign, oh goddess! wear,
Thy milder influence impart,
Thy philosophic train be there
To soften, not to wound my heart.
The generous spark extinct revive,
Teach me to love and to forgive,
Exact my own defects to scan,
What others are to feel, and know myself a man."

Elegy.

"Perhaps in this neglected spot is laid,
Some heart once pregnant with celestial fire;
Hands, that the rod of empire might have sway'd,
Or wak'd to ecstacy the living lyre:

"But knowledge to their eyes her ample page
Rich with the spoils of time did ne'er unroll;
Chill penury repressed their noble rage,
And froze the genial current of the soul."

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THE BARD.

"Girt with many a baron bold
Sublime their starry fronts they rear;
And gorgeous dames, and statesmen old
In bearded majesty, appear.
In the midst a form divine!
Her eye proclaims her of the Briton line;
Her lion-port, her awe-commanding face,
Attemper'd sweet to virgin-grace.
What strings symphonious tremble in the air,
What strains of vocal transport round her play!
Hear from the grave, great Taliessin, hear;
They breathe a soul to animate thy clay.
Bright Rapture calls, and soaring as she sings,
Waves in the eye of heaven her many-coloured wings.

"The verse adorn again
Fierce war, and faithful love,
And truth severe, by fairy fiction drest.
In buskin'd measures move
Pale grief, and pleasing pain,
With horror, tyrant of the throbbing breast.
A voice, as of the cherub choir,
Gales from blooming Eden bear;
And distant warblings lessen on my ear,
That lost in long futurity expire."

1. "Thy milder influence impart."
What two things are compared?
"Thy philosophic train be there."
What are those fruits of adversity which the Poet calls "her philosophic train?"

2. "Teach me to love and to forgive"
Give the full meaning of this line.
Explain clearly and concisely the two following lines.
"Exact my own defects to scan,
What others are to feel, and know myself a man."

3. What is the meaning of "celestial fire"?
Explain the line
"Or wak'd to ecstacy the living lyre."

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4. "Rich with the spoils of time."
What are "the spoils of time" which enrich the "ample page" of knowledge? Shew that the word "ample" is well chosen.

5. "For who, to dumb forgetfulness a prey,
This pleasing anxious being e'er resign'd,
Left the warm precincts of the cheerful day,
Nor cast one longing, lingering look behind?

"On some fond breast the parting soul relies,
Some pious drops the closing eye requires;
Even from the tomb the voice of nature cries,
Even in our ashes live their wonted fires."
Explain the two lines in *italics*. What is the meaning of "this pleasing anxious being"?

6. "In the midst a form divine!
Her eye proclaims her of the Briton line."
What celebrated Queen of England is alluded to? Was she of "the Briton line," and why does the Bard refer with satisfaction to this circumstance?

7. "What strings symphonious tremble in the air,
What strains of vocal transport round her play!"
To what circumstance in the reign of this Queen does the Poet allude? Point out any beauties of expression in these lines.

8. "The verse adorn again
Fierce war, and faithful love,
And truth severe in fairy fiction drest.
In buskin'd measures move
Pale grief, and pleasing pain,
With horror, tyrant of the throbbing breast."
What Poets are alluded to? Point out the words which most clearly mark what particular Poets are meant.

9. "A voice, as of the cherub choir,
Gales from blooming Eden bear."
Explain these two lines, and point out the application of "cherub choir" and "Gales from blooming Eden" to the particular Poet referred to.

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COLLINS.

Fourth Class.

Ode to Fear.

Afternoon Paper.

"In earliest Greece, to thee, with partial choice,
The grief-ful muse addrest her infant tongue;
The maids and matrons, on her awful voice,
Silent and pale, in wild amazement hung.

"Yet he, the bard who first invoked thy name,
Disdained in Marathon its power to feel;
For not alone he nursed the poet's flame,
But reached from virtue's hand the patriot's steel.

"O Fear! I know thee by my throbbing heart,
Thy withering power inspir'd each mournful line,
Though gentle pity claim her mingled part,
Yet all the thunders of the scene are thine."

Ode to the Passions.

"But thou, O Hope! with eyes so fair,
What was thy delighted measure?
Still it whispered promised pleasure,
And bade the lovely scenes at distance hail!
Still would her touch the strain prolong,
And from the rocks, the woods, the vale,
She called on Echo still through all the song."

Rasselas.

"Wherever I went, I found that poetry was considered as the highest learning, and regarded with a veneration somewhat approaching to that which man would pay to angelic nature. And yet it fills me with wonder, that, in almost all countries, the most ancient poets are considered as the best: whether it be that every other kind of knowledge is an acquisition gradually attained, and poetry is a gift conferred at once; or that the first poetry of every nation surprized them as a novelty, and retained the credit by consent which it received by accident at first; or whether, as the province of poetry is to describe nature and passion, which are always the

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same, the first writers took possession of the most striking objects for description and the most probable occurrences for fiction, and left nothing to those that followed them but transcription of the same events, and new combinations of the same images. Whatever be the reason, it is commonly observed, that the early writers are in possession of nature, and their followers of art; that the first excel in strength and invention, and the latter in elegance and refinement."

1. "In earliest Greece, to thee, with partial choice,
   The grief-ful muse addrest her infant tongue."
   What is the meaning of "partial choice" and "addrest her infant tongue"? Why does the Poet say "earliest" Greece?

2. "For not alone he nursed the poet's flame,
   But reach'd from virtue's hand the patriot's steel."
   Explain these two lines.

3. "Though gentle pity claim her mingled part,
   Yet all the thunders of the scene are thine."
   In what does Pity "claim her mingled part"? What are "the thunders of the scene"?

4. "But thou, O Hope! with eyes so fair,
   What was thy delighted measure"?
   State in your own words the Poet's reply to this question.

5. "O Music! sphere-descended maid,
   Friend of pleasure, wisdom's aid."
   Explain in what sense Music is the "friend of pleasure," and in what sense it may be called "wisdom's aid."

6. "Wherever I went I found that poetry was considered as the highest learning," &c.
   What reasons are given by Dr. Johnson in this paragraph to account for the fact that in almost all countries the most ancient poets are considered as the best? Are there any other reasons?

7. Give the meaning of the following clauses.
   "Approaching to that which men would pay to angelic nature."
   "Knowledge is an acquisition gradually attained, and poetry is a gift conferred at once."
   "The province of poetry is to describe nature and passion."
   "The most probable occurrences for fiction."

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8. "It is commonly found that the most ancient writers are in possession of nature, and their followers of art; that the first excel in strength and invention, and the latter in elegance and refinement." Explain this passage, and give illustrations of it from the history of English Poetry.

Mental Philosophy.

10 A. M. TO 1½ P. M.

1. What is meant by laws of mind? Name some of the most general of these laws, and explain how they are ascertained.

2. State briefly the principal causes which have retarded the progress of mental science.

3. Mention the different senses in which the word "Reason" is used; and distinguish between Intuition and Reasoning.

4. What according to Stewart is the essential distinction between the axioms and the definitions of Geometry, and how does he illustrate this distinction?

5. What is meant by Fundamental Laws of belief? What analogies or coincidences are traceable between them and the axioms of Geometry?

6. Define the term Abstraction. In what way are general terms formed? Explain the nature of the aid they afford in general reasoning.

Thursday, September 18, 1851.

2 TO 5½ P. M.

1. Stewart remarks, that in order to arrive at a general conclusion in Mathematics and the other sciences, two different processes of reasoning are necessary. Explain them.

2. The field of mathematical demonstration being limited entirely to hypothetical truths, whence arises the extensive utility of mathematical knowledge in physical researches and in the arts of life?

3. After telling us that "laws, in their most extensive signification are the necessary relations which arise from the nature of things, and that in this sense all beings have their laws;" Montesquieu proceeds to remark, "that the moral world is far from being so well governed as

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the material; for the former, although it has its laws, which are invariable, does not observe these laws so constantly as the former." Point out the fallacy contained in the above passage.

4. Distinguish between the logical and the popular meaning of the word Probability.

5. Explain the difference between the evidence of experience and that of analogy; and show that there are two kinds of general notions essentially different from each other.

For the Fourth Class.

10 A. M. to 1½ P. M.

1. Explain clearly the object of Mental Science.

2. What is the origin of our knowledge of facts relative both to matter and mind?

3. What are the primary objects of vision? How do we acquire our notions of distance and magnitude?

4. Define Reflection. To what heads would you refer the knowledge which we derive from this source?

5. What are the principles by which a man of cultivated mind is influenced in receiving upon testimony statements which are rejected by the vulgar as totally incredible?

6. What are the evils likely to arise from much indulgence in works of fiction?

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2 to 5½ P. M.

1. Define Reason. Explain and illustrate the distinction between intuitive and discursive reasoning.

2. What is meant by First Truths? Upon what evidence do they rest, and by what characters are they distinguished?

3. Explain the meaning of necessity as applied to the operation of moral causes.

4. What are the elements into which any particular piece of reasoning may be resolved.

5. State briefly the rules to be observed in deducing a general principle.

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History.

ARNOLD'S LECTURES.

Morning Paper.

8. Were the revolutionary party in France consistent in magnifying the names of Brutus and Cato?

9. Is the popular party always a movement party? Support your answer by examples.

10. What does Arnold mean when he says "it is a fatal error in all political questions to mistake the clock"?

Illustrate it by the great quarrel between the Guelfs and Ghibelines.

11. What were the principles of the three great parties in England at the close of the sixteenth century.?

12. Why was the cause of revolution more popular in France than in England?

13. Shew that there was no inconsistency in the popular party in England supporting the war of 1703 and opposing that of 1793.

14. Shew by examples the necessity in an historian of an earnest craving after truth and utter impatience not of falsehood merely but of error.

Afternoon Paper.

1. Where does Arnold place the commencement of modern history, and why so?

2. "Well might Niebuhr protest against the practice of making quotations at second-hand instead of going to the original source."

Illustrate this remark from the mistakes into which three celebrated modern writers have been led from one garbled extract.

3. "I wished to give an example of what I meant by a real and lively geography," &c.

Describe Italy in this manner.

4. Shew that the general tendency of the last three centuries has been to consolidate small independent states into large kingdoms.

5. Trace the "centres of action and resistance" in Europe during the last three centuries.

6. Does history justify the belief of an inherent superiority in some European nations over others?

7. On what grounds does Arnold advocate the expediency of a standing army?

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ELPHINSTONE'S HISTORY OF INDIA.

Morning Paper.

1. Draw a Map of India shewing

    1. The basins of the principal rivers.
    2. The parts still covered by unexplored forests.
    3. The two highest peaks of the Himalaya range.
    4. The territorial limits of the chief languages now spoken.
    5. The supposed localities of some of the great towns before the Moohummudan invasion.

2. What regulations in the code of Menu with respect to war and the treatment of women shew a humane disposition on the part of the Hindus?

3. Describe an Indian township, and the duties of its principal officers.

4. How does Elphinstone sum up the arguments on the question of "right of property in the soil"?

5. Give a sketch of the evidence on which it is asserted that the names Sandracoptus and Chandragupta refer to the same person.

6. Describe the steps by which Mr. Prinsep was enabled to decipher the inscription on Firuz Shah's column.

Afternoon Paper.

7. What is the general character of the Hindu drama?

8. Point out the extent of the commerce of the Hindus in early times.

9. On what grounds does Tod suppose that some of the Rajput tribes are of Scythian descent?

10. Shew by a table the states which existed in India before the Moohummudan conquest, and where they are first and last mentioned.

11. Give the date and some of the circumstances of the invasion of India by Cassim.

12. In which of his expeditions did the Sultan Mahmud plant the first permanent garrison of Moohummudans beyond the Indus. Give an account of the storming of Somnauth.

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Mathematics.

First Class.

DIFFERENTIAL AND INTEGRAL CALCULUS.

Morning Paper.

1. Having given $u = o$ a relation between x and y, shew how to find the differential co-efficient of y with respect to x, find $\frac{dy}{dx}$

from $y\, e^{ny} = ax^m$ and from $y = \cos^{-1} \sqrt{\frac{a^2 - x^2}{b^2 - x^2}}$

and if $y = \cos mx$ find $\frac{d^n y}{dx^n}$

2. Apply the method of limits to find the equation to a straight line which touches the curve at a given point.

Find the asymptotes to the curve $y^3 = ax^2 + x^3$

3. Shew how to determine the value of a vanishing fraction in all cases

1 $\frac{\sqrt{a} - \sqrt{x} + \sqrt{a - x}}{a - \sqrt{2ax - x^2}}$ when $x = a$

2 $\frac{\text{Sin } m\theta - \cos\left(m\frac{\pi}{2} - n\theta\right)}{\sin n\theta + \cos\left(\frac{n\pi}{2} + m\theta\right)}$ when $\theta = o$ m be a whole number of the form $4p + 1$ and n of the form $4p + 3$.

4. Shew how the maximum and minimum values of a function of one variable may be determined.

If this method be applied to find those conjugate diameters in an ellipse, of which the sum is a maximum or a minimum, it appears to fail in the latter case—Explain the cause of this.

5. Explain the transformation of the independent variable and transform the equation $\frac{d^2y}{dx^2} - \frac{x}{1-x^2}\frac{dy}{dx} + \frac{y}{1-x^2} = o$, where x is the independent variable, into one where θ is the independent variable, θ being equal to $\cos -1x$

If R represent the radius of curvature, it may be proved equal to $\frac{dS^2}{\sqrt{(d^2x)^2 + (d^2y^2)}}$ where x and y are co-ordinates of a point in the curve, and S the length of it.

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6. If AP be any curve referred to a pole S; find the differential expression for the area: and if u be the solid generated by the revolution of the area ASP, about AS, $SP = r$ and the angle $ASP = \theta$.

Shew that $\frac{du}{d\theta} = \frac{2}{3}\pi r^3 \sin\theta$

7. Shew that $-\frac{d\theta}{du}$ is the polar subtangent of a curve, u being the reciprocal of the radius vector; and there is generally a point of inflexion where $u + \frac{d^2u}{d\theta^2} = 0$.

Find the asymptotes and points of inflexion in the curve whose equation is $r = a\frac{\theta}{\sin\theta}$ and trace the curve.

8. Integrate the following expressions:

$$\frac{dx}{(a^2+x^2)^{\frac{3}{2}}}, \quad \frac{xdx}{(x^2+a^2)(x^2+5a^2)}, \quad \frac{x\sqrt{x}\,dx}{(1+x^2)}, \quad \frac{x^3dx}{(\log x)^{\frac{1}{2}}}$$

Find the value of $\int_0^{\frac{\pi}{4}} dx\,(\tan x)^n$

9. What is meant by integration between limits? When the function to be integrated changes its sign between the limits, how is the true value of the definite integral to be found?

Trace and find the area of the curve $r = a(2\cos\theta - 1)$.

Second Class.

GEOMETRY OF TWO DIMENSIONS, AND NEWTON.

Morning Paper.

1. Shew how to draw a straight line by means of its equation both when the co-ordinate axes are rectangular and oblique, the angle between the axes being 108°—draw the straight lines.

$1\ y = \frac{\sqrt{5}+1}{2}(x-a)$, (2) $y = \frac{\sqrt{5}-1}{2}x + a$, (3) $x + y = \frac{3+\sqrt{5}}{2}a$

and shew that if (1) and (3) be produced to meet the axes, and (2), the lines intercepted between the origin and the successive points of intersection, will form a rectangular pentagon.

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2. If $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ be the equation to an ellipse (hk) a given point, what does the equation $\frac{hx}{a^2} + \frac{ky}{b^2} = 1$ represent, (1) when (hk) is in the circumference of the ellipse, (2) when without it, (3) when within it.

3. Define an hyperbola and thence find its polar equation, the centre being pole. If the transverse axis be indefinitely increased the hyperbola passes into a parabola.

4. If a right cone be cut by a plane, find the equation by the section, and shew that it will be an ellipse, hyperbola, or parabola.

5. Shew that the equation to the parabola referred to any two tangents as axes may be put under the form $\sqrt{\frac{x}{a}} + \sqrt{\frac{y}{b}} = 1$ where a and b are portions of the tangents between the curve and their intersection.

6. Explain the mode of reasoning by which Newton determines the ratio of quantities which vanish together; and prove that the ultimate ratio of the arc, chord and tangent to each other is one of equality.

7. Enunciate Lemma XI. What is meant by saying that every curve of finite curvature is ultimately a parabola? How is this proved?

8. If a body revolve round a fixed centre of force, the areas described by lines drawn from the body to the centre of force lie in one plane, and are proportional to the times of describing them.

Point out the laws of motion assumed in the proof of this proposition.

9. State Kepler's laws; and enunciate the various propositions in Newton by means of which they may be deduced from the theory of universal gravitation.

10. A body moves in a parabola, to find the law of force tending to the focus, and compare its velocity at any point with that of a body moving in a circle radius $= SP$ and described round the same centre of force.

Third Class.

THEORY OF EQUATIONS AND CONIC SECTIONS.

Morning Paper.

1. Shew that the equation whose roots are

$$\text{Cos}\,\frac{\cos^{-1}a}{3},\ \cos\frac{2\pi + \cos^{-1}a}{3},\ \cos\frac{2\pi - \cos^{-1}a}{3}$$

$$\text{is } x^3 - \tfrac{3}{4}x - \frac{a}{4} = 0.$$

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2. An equation must have an even number of impossible roots, or none. How far is this true of irrational possible roots? Having given one root of the equation $x^4 - 6x^2 - 48x - 11 = 0$ is $2 + \sqrt{5}$ solve the equation.

3. If $f(x)$ be a rational and integral function of x; Explain the formation of its successive derived functions; Shew that an odd number of roots of $f'(x) = 0$ lies between every two possible roots of $f(x) = 0$ and that if

$$f(x) = 0, f'(a) = 0, \quad f''(a) = 0, -f^{(r)}(a) = 0$$

$f(x)$ is divisible by $(x-a)^{r+1}$

4. Investigate a method for finding the commensurable roots of an equation whose co-efficients are rational. If the constant term have many divisors, how may the operation be shortened?

Solve the equation $x^5 - 3x^4 - 9x^3 + 21x^2 - 10x + 24 = 0$.

5. An equation of m dimensions has n equal roots, shew how to find them; Solve the equation

$x^4 + 13x^3 + 33x^2 + 31x + 10 = 0$ which has 3 equal roots.

6. Give Waring's method of separating the roots of an equation *ex.* $x^3 - 11x + 11 = 0$.

7. If from either extremity QVQ' of a parabola a perpendicular QD is let fall on the diameter then ($QD^2 = 4AS.\ PV$.)

8. In the ellipse the rectangle under the abscissæ of the axis major is to the square of the semiordinate, as the square of the axis major to the square of the axis minor ($AN.\ NM : PN^2 = AC^2 : BC^2$)

9. The rectangle under the perpendiculars drawn from the foci of an hyperbola on the tangent is equal to the square of the semi-axis minor $Sy.\ Hz = BC^2$.

10. In the hyperbola parallelograms formed by the tangents at the vertices of pairs of congregate diameters have all the same area.

Fourth Class.

EUCLID AND ALGEBRA.

Morning Paper.

1. In any right angled triangle, the square which is described upon the side subtending the right angle is equal to the squares described upon the other two sides which contain the right angle.

Is this proposition included in any more general one?

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2. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts, shall be equal to the square of the other part.

Can this be solved arithmetically? if so, find approximately into how many parts the given line must be divided.

3. Prove that the opposite angles of any quadrilateral figure which can be inscribed in a circle are together equal to two right angles.

4. If a straight line be drawn parallel to one of the sides of a triangle, it shall cut the other sides or those produced proportionally, and if the sides or the sides produced be cut proportionally, the straight line which joins the point of section shall be parallel to the remaining sides of the triangle.

Hence shew how a line may be drawn on the ground through a given point, parallel to a given straight line by means of a piece of string.

5. Every solid angle is contained by plane angles, which together, are less than four right angles.

6. A person who had a $9\frac{1}{2}$ anna share in an Indigo factory, made his younger brother a present of 75 per cent. of his share, and sold the remainder to his cousin, who soon after purchased $\frac{1}{7}$ of the younger brother's share, but now offers to dispose of half his interest in the factory for Rs. 7000. Estimating at the same rate what was the value of the whole factory, and each brother's share?

7. If a and b be two integral numbers prime to one another and the product $a \times c$ be divisible by b, shew that c must be divisible by b.

Find the form of the denominator of a vulgar fraction in its lowest terms when it is reducible to a terminating decimal. Is $\frac{51}{1210}$ so reducible?

8. To extract when possible the cube root of a binomial surd, one of whose terms is a rational quantity, and the other a quadratic surd.

Ex. $\quad -4 - 10\sqrt{-2}$

9. Solve the equations

$$\frac{a^3 + x^3}{a + x} + \frac{a^3 - x^3}{a - x} = 4a^2 \quad .. \quad .. \quad .. \quad (1)$$

$$(x^2 + 1)(x + 2) = 2 \quad .. \quad .. \quad .. \quad .. \quad (2)$$

$$\left.\begin{aligned} \frac{m}{x} + \frac{n}{y} &= a \\ \frac{n}{x} + \frac{m}{y} &= b \end{aligned}\right\} \quad .. \quad .. \quad .. \quad .. \quad .. \quad (3)$$

In equation (3) explain the result when the values of x and y assume the form of $\frac{0}{0}$

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10. Insert m harmonical means between a and b.

The distance between Calcutta and Barrackpore is 14 miles, now if a single stone were laid upon every yard of that distance, and the first one was a yard from the basket, what distance would a man travel in bringing the stones one by one to the basket.

11. *Write* down the number of variations of m things taken r and r together.

Find the greatest term in the expansion of $(1 \pm x)^m$ without regard to sign m being positive and x a proper fraction. Will the same investigation hold when m is negative?

12. Find the amount of an annuity, left unpaid for m years, at simple interest.

Explain why it is not consistent with the principle of simple interest to consider the amount of an annuity, to be sum of the present values due at the periods 1, 2, 3, ... m, years.

13. Investigate a rule for forming the consecutive converging fractions.

How may converging fractions be employed to find the logarithm corresponding to any number?

First Class.

DIFFERENTIAL AND INTEGRAL CALCULUS.

Afternoon Paper.

1. If u v be functions of x prove the theorem:

$$\frac{d^n(uv)}{dx^n} = v\frac{d^nu}{dx^n} + n\frac{dv}{dx}\cdot\frac{d^{n-1}u}{dx^{n-1}} + \frac{n(n-1)}{1.2}\cdot\frac{d^2v}{dx^2}\cdot\frac{d^{n-2}u}{dx^{n-2}} + \&c.$$

Shew that $\left(\frac{d}{dx} - a\right)^n \int(x) = \epsilon^{ax}\left(\frac{d}{dx}\right)^n \epsilon^{-ax}\int(x)$

2. Within a given parabola inscribe the greatest parabola, the vertex of the latter being at the bisection of the base of the former.

3. Investigate a differential expression for the radius of curvature, and shew that it is identical with Newton's expression,

$$\tfrac{1}{2}\ \text{limit}\ \frac{(\text{arc})^2}{\text{subtense}\ \perp\ \text{to the tangent}}$$

In the curve $y = \frac{c}{2}\left(\underset{\epsilon}{\frac{x}{c}} + \underset{\epsilon}{-\frac{x}{c}}\right)$ the ordinate at any point is a mean proportional to the radius of curvature there and at the point $x = 0$.

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4. Define the evolute of a curve. Investigate the property on which it depends; find the evolute to the cycloid.

5. Determine the nature of the curve whose equation is $y^3 + x^3 - ax^2 = 0$, find the maximum ordinate, and point of inflexion. Trace and find the area of the curve whose equation is

$$x^4 + y^4 - a^2xy = 0$$

6. If in the radius vector SP of a parabola, (the vertex of which is A, and Sy the perpendicular from the focus S upon the tangent at P) a point Q be taken, such that $SA : Sy = SQ : SP$, find the equation to the curve which is the locus of Q; trace the curve and shew that the areas of the curve and parabola between the *vertex* and the *latus rectum* of the parabola are as 3 : 4.

7. Shew how to find the length of a curve referred (1) to rectangular co-ordinates, (2) to polar co-ordinates. Prove that the length of the curve whose equation is $x^{\frac{2}{3}} + y^{\frac{2}{3}} = a^{\frac{2}{3}}$ intercepted between the axes of x and y is $\frac{3a}{2}$

8. Find the volume of the solid generated by the revolution, about the axis of x, of the lemniscata the equation of which is

$$(x^2 + y^2)^2 = a^2(x^2 - y^2)$$

Second Class.

Afternoon Paper.

1. State the steps in the reasoning by which it is shewn that $f(x + h)$ admits of development in a series proceeding by ascending positive and integral powers of h.

2. If (u) be a function of y, y a function of x, $\frac{du}{dx} = \frac{du}{dy} \cdot \frac{dy}{dx}$ Employ this proposition to differentiate by *substitution* the function. $\overset{x}{\underset{a}{k^{\cdot}_{b.}}}$

Required the differentials

$$\text{hyp. log.} \sqrt{\frac{a^2 - x^2}{a^2 + x^2}} \cdot \varepsilon^{mx} \text{ and } \frac{\overset{x\sqrt{-1}}{\varepsilon} \quad \overset{-x\sqrt{-1}}{-\varepsilon}}{2\sqrt{-1}\,(\varepsilon x\sqrt{-1} + \varepsilon^{-x\sqrt{-1}})}$$

3. Define a multiple point, and shew from the definition that if $\frac{dy}{dx}$ be obtained from the equation to the curve made free of radicals, the co-ordinates of the multiple point will make it assume the form $\frac{0}{0}$

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Take as an example the curve $x^2y^2 = a^2(x^2 - y^2)$ and determine the direction of its branches at the multiple point.

4. A curve is convex or concave to the axis of x, according as $\frac{d^2y}{dx^2}$ has, or has not, the same sign as the ordinate.

Determine the minimum value of $(x - a)^m$ m being odd.

5. Find the differential expression for the radius of curvature, and shew that it agrees with Newton's.

If y and x be functions of a third variable θ, the expression for the radius of curvature is

$$\frac{\left\{\left(\frac{dx}{d\theta}\right)^2 + \left(\frac{dy}{d\theta}\right)^2\right\}^{\frac{3}{2}}}{\frac{dy}{d\theta} \cdot \frac{d^2x}{d\theta^2} - \frac{dx}{d\theta} \cdot \frac{d^2y}{d\theta^2}}$$

determine what this expression becomes when θ is the arc of the curve.

6. Trace the curves defined by the equations

$$y = x\sqrt{\frac{x^2 - a^2}{x^2 + a^2}}, \quad y = x\sqrt{\frac{x^2 + a^2}{x^2 - a^2}}, \quad y = x\sqrt{\frac{a^2 + x^2}{a^2 - a^2}}$$

7. Investigate the differential expression for a surface of revolution; and find the surface generated by the revolution of the lemniscata, the polar equation of which is $r^2 = a^2 \cos 2\theta$.

8. Find the locus of the intersection of the perpendicular, drawn from the vertex, and tangent to any point of a parabola. Trace the curve and find the area between the curve and its asymptote.

9. Integrate $\int_x \frac{x}{(a + bx^3)^{\frac{4}{3}}} \int_x \frac{x^3}{(a^2 + x^2)^n} \int_\theta \sin m\theta \cos n\theta.$

Make the integral of $\int_x \frac{1}{(a^2 + x^2)^n}$ depend on that of $\int_x \frac{1}{(a^2 + x^2)^{n-1}}$

10. Obtain the integral of $\int_x \frac{1}{\sqrt{a + bx + cx^2}}$

Third Class.

THEORY OF EQUATIONS AND CONIC SECTIONS.

Afternoon Paper.

1. Shew how to transform an equation into one which shall want the second or third term; under what circumstances can both be made to disappear at one operation?

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Form an equation of six dimensions having the co-efficients of the 2nd and 3rd term so related that they can both be taken away at one operation.

2. The limiting equation must always have as many possible roots as the original wanting one.

Hence prove that if m consecutive terms be wanting in an equation, it cannot have more than $(n-2m.)$ possible roots. How many possible roots can the equation $x^n - ax^2 + b = o$ have.

3. Give Cardan's method for the solution of a cubic equation.

Shew that it fails when all the roots are *real*, and succeeds when two roots are *imaginary*, or when all real but *two equal*.

$$Ex.\ x^3 - 3x^2 - 3x - 7 = o.$$

4. If several roots of an equation lie between two consecutive integers, how may Sturm's Theorem be applied to find an approximation to each?

Find by this method an approximate value of a root of the equation $x^3 - x^2 - 5 = o$. Correct to three places of decimals.

5. Explain Newton's method of approximating to the roots of an equation, and shew when it may safely be applied.

Obtain an approximate value of a root of $x^3 + 4x^2 - 1 = o$. Correct to two places of decimals.

6. Define the asymptotes of an hyperbola. If any straight line Qq perpendicular to either axis of an hyperbola meet the asymptotes in Q and y and the curve in P the rectangle $Q\,P.\,Pq$ is invariable.

7. In the Ellipse the sum of the squares of the conjugate diameters is constant ($C\,P^2 + C\,D^2 = A\,C^2 + B\,C^2$.) If the normals at P and D intersect in K shew that $K\,C$ is perpendicular to $P\,D$.

8. If any chord AP through the vertex of an hyperbola be divided in Q so that $A\,Q : Q\,P = A\,C^2 : B\,C^2$, and $Q\,M$ be drawn perpendicular to the foot of the ordinate $M\,P$ shew that $Q\,O$ at right angles to $Q\,M$ cuts the transverse axis in the same ratio.

Fourth Class.

EUCLID AND ALGEBRA.

Afternoon Paper.

1. Upon stretching two chains, AC, BD, across a field $ABCD$, I find that BD and AC make equal angles with DC, and that AC makes the same angle with AD, that BD does with BC. Hence prove that AB is parallel to CD.

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2. Determine the regular polygons which by juxta-position may fill space about a point, all of them being situated in the same plane. What advantages arise from the honeycomb consisting of hexagonal cells.

3. ABC is an equilateral triangle; E, any point in AC; in BC produced take $CD = CA$, $CF = CE$; AF, DE, intersect in H.

$$\frac{HC}{EC} = \frac{AC}{AC + EC}$$

4. If three clocks were regulated to go in the following manner; being set at 12 o'clock at noon on the first of January 1852; the first to keep the exact time, the second to gain a minute, and the third to lose a minute per day; what day, month and year would they meet again at the same hour.

5. Shew how to transform a number from one scale of notation to another. Having given 16·34 in the octenary scale and ·0545 in the senary, find their product in the undenary scale. Find the area of the rectangle 4 yards, 1 foot, 2 inches long, 3 yards, 2 feet, 4 inches wide.

6. Find the sum of the series

$$mn + (m-1)(n-1) + (m-2)(n-2) + \ldots\ldots\ldots\ldots$$

Hence find the number of balls in an incomplete rectangular pile, of 22 courses, which contains 68 balls in the length and 44 in the breadth of the bottom row.

7. Expand a^x in a series ascending by powers of x.

Shew that

$$1 + 1 + \frac{1}{1\cdot2} + \frac{1}{1\cdot2\cdot3} + \frac{1}{1\cdot2\cdot3\cdot4} + \text{\&c. to infinity}$$ is convergent, and that its limit cannot exceed 3.

8. An urn contains 20 balls, 4 of which are white,

If a person draw 5 at a venture, find

1. the probability of drawing only one white ball.
2. the probability of drawing at least one white ball.

9. If the terms of the expansion $(a + b)^m$ be multiplied respectively by the quantities $\frac{m}{r}, \frac{m-1}{r-1}, \frac{m-2}{r-2} \ldots$ and m be a whole number, find the sum of the resulting series.

10. Find the present value of a scholarship of Rs. 40 per month (payable monthly), the enjoyment of which is to commence 5 weeks from this date, and to continue for 12 months, at 5 per cent. simple interest.

11. A railway train after travelling for one hour meets with an accident, which delays it one hour, after which it proceeds at $\frac{3}{4}$ths of its former rate and arrives at the terminus 3 hours behind time; had the

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accident occurred 50 miles further on, the train would have arrived one hour and twenty minutes sooner; required the length of the line.

FIRST CLASS.

OPTICS.

Morning Paper.

1. Define a pencil of rays, converging rays, diverging rays, and the focus of a pencil of rays.

If diverging or converging rays be reflected at a plane surface, the foci of the incident and reflected rays are on contrary sides of the reflector, and equally distant from it.

Why does the common looking glass give more than one image at a point?

2. Find the geometrical focus and aberration for a pencil of rays converging to a given point between the centre and principal focus of a convex mirror, and shew that, whether the rays be divergent or convergent, the aberration is *towards* the mirror.

3. A small pencil of rays is incident obliquely on a concave refracting surface; find the positions of the focal lines, and shew for what values of u the primary focus is further from the surface than the secondary, drawing the requisite figures.

4. Find the deviation of a ray after two successive reflections at plane mirrors inclined to each other at a given angle, the course of the ray lying in a plane perpendicular to their line of intersection.

What must be the first angle of incidence that at a third reflection the course of the ray may be exactly reversed?

5. If a ray of light passes through a glass prism shew that it is bent towards the thicker part of the prism, and that the deviation $= (\mu-1)r$ when the reflecting angle r, and the angle of incidence are both small. Hence deduce the position of the principal focus of a double convex lens. Why is $\frac{1}{f}$ called the power of the lens.

6. Find the principal focus of a refracting sphere. How may a sphere be used as a microscope?

7. What is the dispersive power of a transparent medium, and how is it measured? What is a table of dispersive powers? Give a short account of irrationality of dispersion, and secondary and tertiary spectra.

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8. Having given two concave mirrors and two convex lenses, the focal length of the former being 4 feet and 4 inches, and of the latter 3 inches and 1 inch respectively, construct a Gregorian telescope with Huyghen's eye-piece and find the magnifying power.

9. Explain what is meant by a lens equivalent to a system of lenses.

Two lenses whose focal lengths are $3l$ and l, have a common axis, and are separated by an interval $2l$; if the axis of a pencil of rays crosses the axis of the lenses at a distance $=120l$ from the first, determine the focal length of the equivalent lens, and compare its effect with that of each of the lenses taken singly.

10. In the simple astronomical telescope shew when the apertures of the two lenses are proportional to their focal lengths, the field of view (*as seen by single pencils*) is a single point.

If the simple astronomical telescope be adjusted to an ordinary eye, what change must be made to suit a short-sighted person?

Second Class.

HYDROSTATICS AND SPHERICAL TRIGONOMETRY.

Morning Paper.

1. What is the principle of the transmission of fluid pressure? How far is it necessary to prove it by experiment? When a body is immersed in a fluid, prove that the pressure of the surrounding fluid acts every where in a normal to the surface.

2. Explain the phenomena of reciprocating springs, and shew that they will not reciprocate in very wet or very dry weather.

3. The surface of a fluid at rest is a horizontal plane. If a vessel be filled with oil and water, explain why they will not mix, and shew that their common surfaces will be horizontal.

4. Find the pressure of a fluid upon any plane surface immersed in it, and the point of application of the single resultant force. Compare the pressure on the side and on the base of a regular tetrahedron (or solid bounded by four equilateral and equal triangles) when immersed in a fluid.

5. A body floats in water; find the condition of equilibrium.

A cylinder with its axis vertical floats in two fluids of different densities; find the ratio of two parts into which the cylinder is divided by the common surface of the two fluids.

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6. Describe Nicholson's Hydrometer and the mode in which it is used in practice.

7. Describe the process of filling and graduating a mercurial thermometer. Are the lowest points the same under all circumstances? What point in Reaumur's and in Centigrade scale correspond to 44° Fahrenheit.

8. The sum of the angles of a spherical triangle is greater than two right angles, and less than six. Show that the angles at the base of an isosceles triangle are equal.

9. Express the cosine of an angle of a spherical triangle in terms of the cosines and sines of the sides.

10. Prove Napier's rules for the solution of a right angled triangle when one of the sides is the middle part. Having given one side and an angle opposite to it, solve the triangle and explain whether there is any ambiguity.

11. Given the angles of a spherical triangle, shew to find its area.

Third Class.

STATICS.

Morning Paper.

1. How is force estimated in Statics? A horizontal prism or cylinder will produce the same effect, as if it were collected at its middle point.

2. If several forces in the same plane tend to turn a body round a fixed point, and keep it in equilibrium, the sum of the moments of the forces tending to turn it in one direction is equal to the sum of the moments of those tending to turn it in the other.

How does the moment of a force measure its effect to turn it round a fixed point?

3. Assuming the parallelogram of forces, determine the resultant of any number of forces in the same plane acting on a point.

At any point in the circumference of a circle two equal forces act in directions passing through two fixed points on the circumference. Shew that the resultant of these forces passes through a fixed point.

4. Find the ratio of the power and weight in that system of pullies where each hangs by a separate string (1) when the strings are parallel, (2) when they are inclined to the horizontal bar at angles θ_1, θ_2, θ_3, &c., respectively.

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Suppose the number of parallel strings to be 8 and 1, 2, 3, &c., inches, their respective distances from each other, find where the weight must be attached to the cross bar in order that it may be horizontal: the weights of the pullies not being taken into consideration.

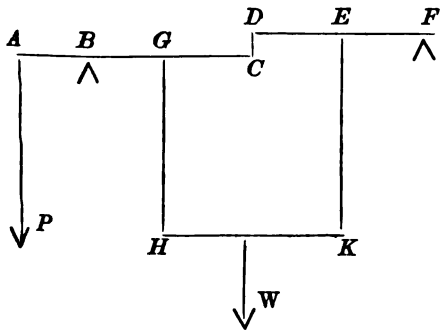
5. Explain the term virtual velocity; and apply it to find the condition of equilibrium on the screw. Would it be applicable if there were no friction between the outer and inner screw?

6. All couples tending to turn a system in the same direction, are statically equivalent whose planes are parellel and moments equal.

How are couples estimated numerically and why?

7. Find the distance of the centre of gravity of the frustum of a cone from the base; a and b being the radii of the two ends, and c the altitude of the frustum.

8. *ABGC, DEF,* are two horizontal levers without weight, B and F their fulcrums, the end D of one lever rests upon the end C of the other, Hk is a rod without weight suspended by two equal parallel strings, from the points E and G. Prove that a weight P at A will balance a weight W placed anywhere on Hk.



if $\frac{EF}{DF} = \frac{BG}{BC}$ and $\frac{P}{W} = \frac{BG}{AB}$

9. A uniform rod rests on a smooth fulcrum with one end on a rough horizontal plane, shew that the extreme position in which it will rest is given by the equation

$$a \sin 2\theta \sin (\theta + a) = 2h \sin a,$$

$2a$ being the length of the rod h, the height of the fulcrum above the plane, and $\mu = \tan a$.

Fourth Class.

PLANE TRIGONOMETRY.

Morning Paper.

1. Explain the principle by which the signs of the Trigonometrical lines in the different quadrants are determined; and from this give the proper signs to the tangent, secant, and versed sine in the third quadrant.

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2. Expand $\cos(A-B)$ when A is > 180, and $< 270°$, and B of the form $(180 - C)$, where C is $< 45°$. Construct the figure for the quadrant in which the angle $(A-B)$ may be situated.

3. Find the number of degrees both French and English in an arc, which is equal to the length of the radius.

Find the length of an arc subtending an angle of $11^{\circ}\ 9'\ 36''$ in a circle whose radius is 50 yards.

4. Prove the following formulæ—

1. $\tan^2 A - \tan^2 B = \dfrac{\sin(A-B)\sin(A+B)}{\cos^2 A \cdot \cos^2 B}$

2. $\dfrac{1+\sin A}{1+\cos A} = \frac{1}{2}\left(1+\tan\dfrac{A}{2}\right)^2$

3. $\dfrac{\sin 3A + \cos 3A}{\sin 3A - \cos 3A} = \dfrac{2\sin 2A + 1}{2\sin 2A - 1}\tan(45 - A)$

adapt the formula (3) to radius (r).

5. Express $\sin\dfrac{A}{2}$ and $\cos\dfrac{A}{2}$ in terms of the sides of a triangle, and explain the meaning of the double sign in both results.

6. Prove Demoivre's theorem when the index is fractional, and shew that it has as many values as units in the denominator of the index.

7. Express the length of an arc in terms of its tangent, and apply the formula to obtain a rapidly converging series for calculating π.

8. A person standing at the edge of a river observes that the top of a tower on the edge of the opposite side subtends an angle of $55°$ with a line drawn from his eye parallel to the horizon; receding backwards 30 feet, he then finds it to subtend an angle of $48°$. Determine the breadth of the river.

$$\begin{aligned}
\log.\ \sin\ 7° &= 9.08589\\
\log.\ \sin\ 35° &= 9.75859\\
\log.\ \sin\ 48° &= 9.87107\\
\log.\ 3 &= .47712\\
\log.\ 1.0493 &= .02089
\end{aligned}$$

9. Having given the logarithm of two consecutive numbers to find the logarithm of a number next superior.

Construct a table of proportional parts by which the logarithms of all numbers between 3.75450 and 3.75460 may be computed, and prove the process.

10. Shew fully how to construct a table of natural sines.

What is the use of formulæ of verification? Prove one.

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First Class.

ASTRONOMY.

Afternoon Paper.

1. Define the terms *Pole of the heavens, Meridian, Zenith, Equator.* What two causes principally prevent the line joining the centre of the earth with a point on its surface from being, in general, the vertical line at that point? At what point on the Earth's surface is it vertical.

2. Explain the cause of the change of the seasons. In different years are they of different lengths?

3. Describe the transit instrument and the errors of adjustment to which it is liable.

Find the azimuthal deviation from the meridian of a transit instrument, from the observed superior and inferior transits of the same circumpolar star.

4. Enumerate the different methods of finding the latitude of a place on the Earth's surface.

Shew how to find the latitude and hour angle, from two altitudes of the sun and the time between.

5. What different kinds of time are employed in Astronomy?

When is it $0^h\ 0^m\ 0^s$ according to each. What is Equinoctial Time?

Given the length of the mean tropical year equal to $365^d\ 5^h\ 48^m\ 51.6^s$ find the length of the sidereal day.

6. Explain the physical causes of the Precession of the Equinoxes. And shew that the precession of a star in right ascension in t years

$$= t\,50''.2\,(\cos\omega + \sin\omega \tan\delta \sin\alpha.)$$

7. Explain the cause of Astronomical refraction and the effect produced by it on the apparent positions of the heavenly bodies.

Determine the *coefficient* of refraction from observations of circumpolar stars.

8. What is parallax? Express the parallax of a heavenly body in terms of its distance from the earth, its observed zenith distance, and the radius of the earth.

If p be the moon's parallax, find approximately the greatest proportional error which would arise in putting sin p = p, cos. p. = 1 supposing the greatest horizontal parallax of the moon to be 1°.

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9. Explain the cause of aberration. By whom was it discovered and in what manner? By what observations had the velocity of light been previously determined.

Shew how to find the aberration of a given star in latitude and in right ascension.

10. What is the equation of time? Explain the cause to which it is principally due. Shew that whatever be the position of the perihelion of the earth's orbit, it must vanish four times a year.

11. What is the reason that in tropical climates the twilight generally is very short compared with its duration in higher latitudes?

Find at what times of the year the twilight is shortest, and its duration then in London, the latitude being 51° 30′, assuming that near the equinoxes (March 21, September 22,) the sun moves with a motion in declination of 23′ daily.

Given log. tan. 9° = 9.19971 log. sin. 9° = 9.19433
log. sin. 51° 30′ = 9.89354 log. cos. 51° 30′ = 9.79415
log. sin. 7° 7′ = 9.09304 log. sin. 14° 33′ = 9.40006

SECOND CLASS.

PROBLEMS.

Afternoon Paper.

1. It is found that on mixing 63 pints of sulphuric acid, whose specific gravity is 1.82, with 24 pints of water, one pint is lost by their mutual penetration; find the specific gravity of the compound.

2. Suppose a vessel one foot long, nine inches wide, and $1\frac{1}{2}$ feet deep, to be filled with water to $\frac{1}{11}$ of the top: what sized cube whose specific gravity is $\frac{1}{8}$ heavier than water, should be placed in it to make the water reach the brim.

3. A cylinder floats in water, its base being 4 inches below the surface, when an ounce weight is placed upon it it sinks another inch; shew that its weight is 4 ounces.

4. A person employs three sets of men to pump the water from a well which is 20 feet deep and 6 feet in diameter; the pressure of the atmosphere being equal to a column of water 32 feet in height—and the pump discharges 1017.8784 cubic inches of water at every stroke. How must they divide the work so that each may do an equal share of it, supposing the well to be quite full at the commencement, and that the first

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set of men finish their work previous to the commencement of the second, and the second before the third.

5. Two conjugate diameters are produced to intersect the same directrix of an ellipse, and from the point of intersection of each one a perpendicular is drawn on the other, prove that these perpendiculars will cut one another in the nearer focus.

6. Find the locus of a point such that if from it a pair of tangents be drawn to an ellipse, the product of the perpendiculars dropped from the foci upon the line joining the points of contact shall be constant.

7. Shew that the equation to the locus of the middle points of all chords of the same length (QC) of an ellipse is

$$C^2 \frac{a^2y^2 + b^2x^2}{a^4y^2 + b^4x^2} + \frac{x^2}{a^2} + \frac{y^2}{b^2} - 1 = 0.$$

Third Class.

DYNAMICS.

Afternoon Paper.

1. State the third law of motion, and explain the several terms in it, apply it directly to the following question. Two bodies, whose masses are given, are placed on a horizontal table, at the extremities of a fine elastic string, which is stretched; determine the motion. If the bodies are inelastic and impinge on each other with the velocity acquired, what will be the motion after impact.

2. Two smooth bodies of given masses moving with given velocities strike directly against each other. It is required to find the velocity of each, after impact.

3. Prove the formulæ $v = ft, s = \frac{1}{2}ft^2$

Divide the length of an inclined plane into two parts, so that the times of descent down them may be equal.

4. Shew that the curve described by a projectile is a parabola, and the velocity at any point is that acquired by falling from the directrix.

5. To find a point where a projectile will strike an inclined plane through the point of projection, and its distance, or range on the inclined plane; find the greatest height which the projectile attains above the plane.

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6. What must be the inclination of a cannon to the horizon, and the velocity of a ball projected from it, that the latter may strike the ground at two miles distance, after having just passed over a hill 100 feet high at the distance of one mile, neglecting the resistance of the atmosphere.

7. If a body be thrown directly upwards with a given velocity, the resistance of the air being $= k v^2$ where k is small, find the height to which it ascends and the time of ascent.

8. A body oscillates in a cycloidal arc, acted upon by gravity and by a small constant retarding force (f) in the direction of its motion at every point; shew that the time of oscillation is the same as if this force had not acted, and that the decrement of the arc described in one oscillation $= \frac{2fl}{g}$

9. A perfectly elastic ball falls from a height h, on a plane inclined 30 degrees to the horizon, shew that it will strike the plane again after an interval equal to twice the time of its fall, and that its range on the plane will be 4 h.

10. A spherical particle of which ε is the elasticity, is projected with a velocity v at any angle of projection α, and at the instant of attaining the greatest altitude strikes a similar equal particle falling *downwards*, with a velocity equal to $\frac{v}{2}$ at the point of collision; to find the distance of the particles at the end of t seconds after impact.

Fourth Class.

PLANE TRIGONOMETRY.

Afternoon Paper.

1. Having given the three sides of a triangle, give the different methods of calculating the angles; and shew which is best when one side is very large compared with the other two.

2. Explain the apparent absurdity of assuming $x + \frac{1}{x} = 2 \cos \theta$

Assuming $(\cos m\theta - \sqrt{-1} \sin m\theta) = (\cos \theta - \sqrt{-1} \sin \theta)^m$ express tan $m\theta$ in terms of tan θ, and its powers, and shew clearly how you determine the sign of the last term in numerator and denominator.

ex. tan 7θ.

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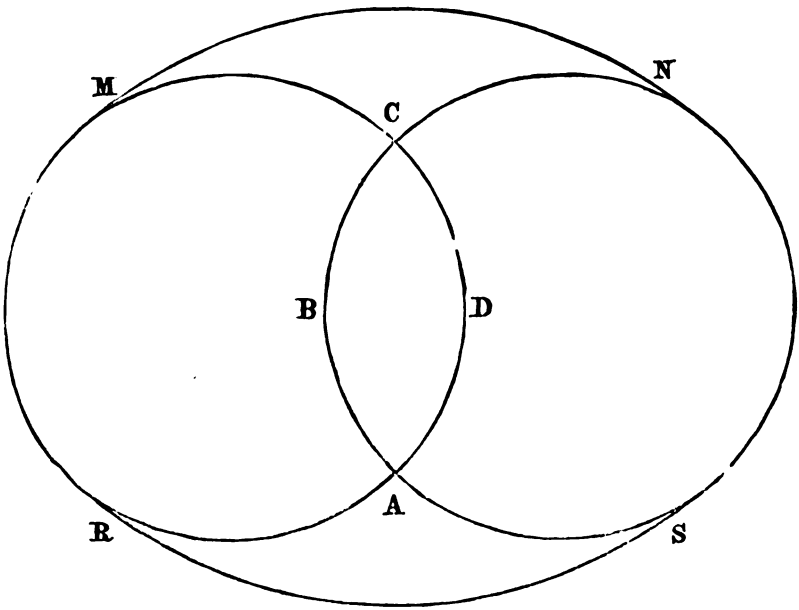
3. If a, b, c, A, B, C, be the sides and angles of a triangle then the radius of a circle described about a triangle whose sides are, $a \cos A$, $b \cos B$, and $c \cos C = \frac{1}{2}$ that described about the original triangle.

4. Two equal circles intersect at right angles, and with the points of intersection, as centres two arcs are drawn touching the circles, so as to form an oval; shew that the space common to the two circles is equal to each of the spaces exterior to both.



5. If two observers A and B, at the distance of one mile from each other, see at the same moment a large bird, directly West and North-West of them respectively, A finds the angle of elevation made by the bird and a horizontal line to be 45^0, and B finds it to be 30^0; required the distance of the bird from each of the observers, and its perpendicular height above the plane.

6. If (r) be the radius of the circle inscribed between the base of a right angled triangle, and the other two sides produced and r' be the radius of the circle inscribed between the altitude of the same triangle and the other two sides produced; the area of the triangle shall be equal to the rectangle rr'

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7. Expand $\cos\theta$ in a series ascending by powers of θ, and thence prove that

$$\cos\theta = \frac{\epsilon^{\theta\sqrt{-1}} + \epsilon^{-\theta\sqrt{-1}}}{2}$$

Deduce $\cos(\theta + \phi) = \cos\theta\cos\phi - \sin\theta\sin\phi$

8. Having given the chord of an arc of a circle; deduce an approximate rule for finding the length of the arc.

A semicircular arch is made with stones 3 feet long, the span of the arc being 40 feet, and its height 16 feet, what is the area of the front of the arch?

English Essay.

FOR ALL THE CLASSES.

On language as an instrument of civilization, with special reference to the effects which may be expected from the diffusion of knowledge through the medium of the English language in India.

Vernacular Essay.

Diligence, Industry and Honesty are the principal means of increasing national wealth.

যত্ন পরিশ্রম এবং সরলতা দেশীয় সম্পত্তি বৃদ্ধির প্রধান উপায়।

Latin Essay.

Quis inter Romanos summum Imperatoris laudem, quis boni sanctique viri præ cæteris meruerit?

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JUNIOR SCHOLARSHIPS, 1851.

CROMBIE'S ETYMOLOGY AND SYNTAX, PART II.

Morning Paper.

1. Give rules for prefixing or rejecting the article in the phrases subjoined

"*A man* considered as a moral being may be defined to be *the* responsible animal."

"Whoever has power abuses it: every page of history proves the fact:—*individual, body, the people,*—it is all the same,—power is abused."

"More I try, less I succeed."

2. In what cases does the verb precede its nominative case?

3. Certain nouns of the singular form, require sometimes a plural, sometimes a singular, verb.

Why is this? Give an example.

4. Priestley contends for the expression, "He is greater than *me*," in preference to "greater than *I*." Explain his reasons, and Crombie's answer to them.

5. Adverbs have sometimes an article (definite or indefinite) prefixed to them. State the reasons and give examples of the above usage.

6. With what cases are interjections joined?

7. What is necessary to form a complete sentence?

In punctuation how does the colon differ from the period?

8. Name the different members of the following sentence.

"Though for no other cause, yet for this; that posterity may know we have not loosely through silence permitted things to pass away as in a dream, there shall be for men's information extant thus much concerning the present state of the church established amongst us, and their careful endeavour which would have upheld the same."

9. The relative agrees with its antecedent in what particulars?

Point out the antecedents to *this* and *it* in the subjoined.

"The more methods there are in a state for acquiring riches without industry or merit, the less will there be of either in that state; this is as evident, as the ruin which attends it.

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Afternoon Paper.

1. Point out the distinction between the following expressions.

A dark, scowling, infernal face appeared.
Hither came a dark, a scowling, an infernal face.

On his landing few espoused his cause.
On his landing a few espoused his cause.

He came late. He came lately.

When I heard his speech.
When I heard of his speech.

If we do good we shall do well, but how few that do well do good!

2. When the relative *who* refers to a personal pronoun as its antecedent, explain the difference of meaning according as the verb is in the first or third person.

Example. "I am he who commands you, or command you."

3. Under what circumstances do intransitive verbs govern the objective case?

4. When would you employ the subjunctive or conditional mood after a conjunction?

5. Certain prepositions only follow particular verbs and nouns. What prepositions may follow the verb "to start," and the adjective "disappointed," and what is the meaning of the resulting phrases?

6. Briefly correct *if necessary* the subjoined sentences.

The messenger came and told Brutus that his son has just died; and that he therefore cannot perform the sacrifice.

In consequence of the inundation the price of corn rose too much, and the people suffered great distress.

By this a Newton, a Lagrange, a Laplace were famous in their age.

Troubridge having run aground, signalised to the other ships to warn them of the danger.

In this eminent danger these first principals of defence were neglected: but the governor, when the matter was investigated, ingeniously confessed his error, and saved the rest from disgrace.

"When he inquired, Will I wait on you? I answered. By no means, I shall not allow it."

Andrien pleaded earnestly that he had no right to be hanged as a spy when he had merely obeyed the instructions of his general.

That we are capable of forming to ourselves an imperfect idea even of the infinite mind is, I think, a strong presumption of our own immortality.

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"Happily to me I had retreated back from the edge of the cliff.

"The victories of Hannibal at land contrasted with those of the consul's on sea left little absolute advantage on either side."

7. Modernise the following.

"That which hath been ordained ill at the first, may wear out that evil in tract of time, and then what doth let but that the use thereof may stand without offence?

"Alcidamas the sophister hath many notable arguments to prove that voluntary and extemporal far excelleth premeditated speech."

HISTORY: STEWART'S BENGAL.

Morning Paper.

1. The date, and most remarkable circumstances of the first conquest of Bengal by the Mohammedans.

A brief account of the last expedition of the conqueror.

2. The slave viceroys of Bengal originally purchased by Altumsh and Bulbun (Balin), with the date and particulars of the revolt of the last of them.

The policy of promoting foreign slaves to the highest offices.

3. The date of the accession of the first of the independent Mohammedan Kings of Bengal; with that of the expulsion of the last of them.

What King introduced African slaves into Bengal?

The names of those who mounted the throne. By whom were they finally driven from the country; and where, and under what name, did they afterwards settle?

5. The circumstances and date of the death of the last of the Affghan Kings.

In what respects did the government of the Affghans resemble the Feudal system of Western Europe?

6. An outline of the services performed by the Rajahs Todermul and Mān Sing.

7. The name and situation of the ancient capital of Bengal.

The dates, and circumstances of the removal of the seat of Government to the following cities, viz.

Gour.	Rajmahel.
Tondah, or Tonra.	Dacca.

Moorshedabad.

8. A brief account of the expiring effort made by the Affghans to recover superiority in Bengal, with its date.

Who ruled at Dacca at the time?

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Afternoon Paper.

1. The dates and particulars of two remarkable occasions on which the East India Company were indebted to British Medical Officers for privileges obtained by them; with the nature of the privileges.

2. The dates of the establishment in Bengal of the Portuguese, the French, the Danes, and the Dutch; and the localities selected by them respectively.

3. When, and by what Viceroy, was Chittagong attached to Bengal? Whence did the expedition for its conquest set out?

4. The object of the deputation of Sir William Norris to the Court of Aurungzebe: and the result of the mission.

Trace the route pursued by him, after landing, to the Emperor's camp.

5. The changes introduced by Moorshed Kooly Khan in the collection of the revenue.

What sum did he annually remit to Delhi after paying all the expenses of his government?

6. The date of the accession, and that of the death of Ali Verdy Khan.

How was his reign for the most part occupied.

What means of protection against the common enemy did he permit the English to have recourse to?

7. The principal events which brought on the battle of Plassey; with its immediate consequences.

8. Does Stewart's History represent the life and action of a nation? For the most part do glorious actions adorn, or great crimes stain its pages? Select from it those facts which, in your estimation, are most praiseworthy.

Mathematics.

Morning Paper.

ARITHMETIC.

1. Sum up the fractions $\frac{1}{2} + \frac{2}{3} - \frac{3}{4} + \frac{4}{5}$ and reduce each fraction to its corresponding decimal fraction.

2. How many cubic feet are there contained in a ship cabin

	feet.	inch.
whose length is	7	$1\frac{1}{2}$
„ breadth	5	5
„ height	5	$11\frac{1}{2}$

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3. Multiply $(1 + \sqrt{-1})$ by $(1 - \sqrt{-1})$.

Divide 16 into two such parts that their product may be = 67.

SIMPLE EQUATIONS.

4. Express the exact times when the hour and minute hands of a watch, will form straight lines between the hours of one and four.

5. Two different kinds of metal, weighing together more than P pounds, one of which is m'' times as heavy as water, the other m' times, are to be united and to weigh m times as much as water. How many pounds must be taken from each piece?

THEORY OF NUMBERS.

6. Shew that the product of any three consecutive whole numbers is divisible by 6.

7. Prove that when a number is represented in the form $n = a^q . b^r . c^s$ &c., it will have $(q - 1)(r - 1)(s - 1)$ &c. different divisors. By how many numbers is 720 divisible?

THEORY OF NUMBERS.

Afternoon Paper.

1. Express the common number 70 in the binary scale; and reduce 123,46 of the denary to the duodenary scale.

2. The number 4504511 in the senary is expressed by 170571 in an unknown scale; find it.

Geometry.

3. Shew that similar right-lined figures are in the duplicate ratio of their homologous sides.

4. If from any point O within a triangle ABC there be drawn Oa, Ob, Oc, to the sides, and from the angles Aa', Bb', Cc', be drawn parallel to these; shew that: $\frac{Oa}{Aa'} + \frac{Ob}{Bb'} + \frac{Oc}{Cc'} = 1$

5. Planes to which the same right line is perpendicular are parallel to each other.

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Geography.

Morning Paper.

1. Give a comparative description of Great Britain, France, and Russia.

2. What republics are there in America? Give a description of each, and state of what countries they were formerly colonies.

3. Describe the courses of the Mississippi, the Paraguay, the Euphrates, the Indus, the Brahmapootra, and the Irrawady.

4. What four rivers have their sources in the Altain range, and in what lakes have the Sutledge, the Oxus, and the Oby, their sources?

5. Describe the situations of lake Chad, the desert of Shams, the Volcano Demavend, the Prairies, the Pampas, Gibraltar, Singapore, Hong-Kong and Demerara. And on what islands are Stockholm, Copenhagen, Venice and Cape Horn?

6. Give an account of the mountain chains of Asia, their situations, directions, extent, and elevations. Where is Kunchinginga, the highest known mountain?

Give a description of the Northern Provinces and States of India, their situations, chief cities, &c., name those under British protection, and those which are independent.

Afternoon Paper.

1. The day, hour, and place, being given, how may we find by the globe, where the sun is then rising or setting, and where it is noon, or midnight?

2. If the time at Greenwich indicated by a chronometer, be 2 hrs. 6 m. 30 s. at the same instant that it is 8 o'clock in Calcutta, what is the longitude of Calcutta? and for the same instant what time will it be at Bombay, the longitude of which is 72° 49′ 19″.

3. What are the trade winds and the Monsoons? In what regions do they respectively prevail? In what directions, and at what times do they occur? Where is the region of calms?

4. Make a map of the Atlantic Ocean, and put down the situation of the principal capes, seaports, islands, &c.

5. Make a map of the Malay Peninsula, including China, and the Philippine and Sunda islands.

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English Translation.

USE OF TIME—PUNCTUALITY—AND DISPATCH.

Morning Paper.

Very few persons are good economists of their fortune, and still fewer of their time; and yet of the two the latter is the more precious. Young people are apt to think they have so much time before them, that they may squander what they please of it, and yet have enough left; as the possession of very great fortunes has frequently seduced people to a ruinous profusion—fatal mistakes, always repented of, but always too late.

"Time is every man's estate."

I would earnestly recommend the care of those minutes and quarters of hours, in the course of the day, which people sometimes think too short to deserve their attention: and yet, if summed up at the end of the year, would amount to a very considerable portion of time.

Many people lose a great deal of their time by laziness, they loll and yawn in a great chair, telling themselves that they have not time to begin any thing then, and that it will do as well another time. This is a most unfortunate disposition, and the greatest obstruction, to both knowledge and business. Young persons have no right nor claim to laziness: being but just listed in the service of the world, they must be active, diligent, and indefatigable. Never put off till to-morrow what you can do to-day.

One method I will recommend to you, by which I have found great benefit in every part of my life: that is, to rise early; and at the same hour every morning, how late soever you may have sat up the night before. This secures you an hour or two, at least, before the common interruptions of the morning begin.

Our lives, says Seneca, are spent either in doing nothing at all, or in doing nothing to the purpose, or in doing nothing that we ought to do. We are always complaining that our days are few, yet acting as though there would be no end of them: and though we, in general, seem grieved at the shortness of life, we are wishing every period of it at an end. The youth longs to be of age, then to be a man of business, then to make up an estate, then to arrive at honours, then to retire.

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Bengali Translation.

Afternoon Paper.

অথ সত্যবীর কথা।

পূর্ব্বকালে হস্তিনা নগরে মহামল্ল নামে এক যবনরাজ ছিলেন তিনি সমুদ্রপর্য্যন্ত ভূমণ্ডল শাসনকরিয়া রাজ্য করেন। মহামল্লের ঐশ্বর্য্যাসহনশীল কাফররাজ সৈন্য সমূহেতে বেষ্টিত হইয়া মহা মল্লের সহিত যুদ্ধ করিতে তাহার নিকটে গেলেন। যবনেশ্বর কাফররাজকে নিকটোপস্থিত জানিয়া বাহ্লীক দেশজ এবং অন্য দেশীয় লক্ষ লক্ষ অশ্বোত্তমেতে পরিবৃত হইয়া নগরোপান্তে গিয়া সমর স্বীকার করিলেন। তদনন্তর উভয় পক্ষের যুদ্ধে যবনরাজের যোদ্ধা সকল কাফররাজের বলবান বীরগণ কর্তৃক তাড্যমান হইয়া রণভূমি হইতে পলায়ন করিল। পশ্চাৎ যেমন সিংহভয়েতে হস্তিযূথ পলায়ন করে সেই প্রকার মরণ ভয়ে পলায়মান নিজ যোদ্ধাগণকে দেখিয়া যবনেশ্বর কহিতেছেন হে আমার যোদ্ধা সকল তোমারদের মধ্যে রাজা কিম্বা রাজপুত্র এমত কেহ নাই যে সম্প্রতি অরি ভয়েতে ভগ্ন আমার সেনাগণকে নিজ বাহুবলে কিঞ্চিৎকালের নিমিত্তে স্থির করিতে পারে। যবনস্বামির এই বাক্য শুনিয়া কর্ণাটজাতি নরসিংহদেব নামা রাজকুমার এবং চৌহানজাতি চাচিকদেব নামে এক রাজপুত্র এই দুই জন রাজাকে নিবেদন করিলেন হে স্বামিন্ নীচগামি সলিল প্রায় শত্রুভয়ে পলায়মান যে তোমার সেনাগণ তাহারদিগকে সম্প্রতি কে নিবারণ করিতে পারে, যদি আপনি একক্ষণ ইতস্ততো ভ্রমণ করিয়া এখানে পুনশ্চ আসিয়া দেখেন তবে আমরা তোমার শত্রুকে খড়্গ ধারের পরিচিত কিম্বা চিতাশায়ী করি।

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যবনাধিপতি কহিলেন তোমরাই সাধু তোমাদের দুই জন ব্যতিরেকে অন্য কোন পুরুষ এমত সাহস করিতে পারে। তাহার পর নরসিংহদেব সাহস স্ফুরিতবাহু হইয়া বজ্রপাতের ন্যায় কশাঘাতে অশ্বকে শীঘ্রগামী করিয়া এবং বিপক্ষবর্গের অলক্ষিত হইয়া কাফর রাজের সৈন্যমধ্যে প্রবেশ করিলেন। পরে নরসিংহদেব অতিশয় উদ্দীপ্ত শ্বেতচ্ছত্রের তলস্থিত কাফর-রাজের হৃদয়ে শল্যাস্ত্র প্রহার করিলেন। কাফররাজ সেই অস্ত্র প্রহারে প্রাণ ত্যাগ করিয়া ভূমিতে পড়িলেন। সেই কালে চাচিকদেব ভূতলে পতিত এবং ত্যক্ত জীবন সেই কাফর-রাজের মস্তক ছেদন করিয়া যবনেশ্বরের নিকটে আনিয়া দিলেন। যবনরাজ ছিন্ন মস্তক দেখিয়া জিজ্ঞাসা করিলেন এ মস্তক কাহার। চাচিকদেব উত্তর করিলেন এ মস্তক কাফর-রাজের। যবনরাজ পুনশ্চ জিজ্ঞাসা করিলেন কোন বীর কাফররাজকে নষ্ট করিয়াছেন। চাচিকদেব উত্তর করিলেন হে রাজাধিরাজ অনুপম পরাক্রম এবং নরশ্রেষ্ঠ শ্রীনরসিংহ-দেব কাফররাজকে নষ্ট করিয়াছেন আমি তাঁহার পশ্চাৎ গমন করিয়া কাফররাজের শিরশ্ছেদন করিলাম। যবনস্বামী পুনর্ব্বার জিজ্ঞাসা করিলেন নরসিংহদেব কোথায় আছেন। চাচিকদেব কহিলেন হে ভূপাল কাফররাজের সন্নিধিবর্ত্তী এবং স্বামি সংহার জন্য কোপে কম্পিত কলেবর এমত বীরগণ কর্তৃক হন্যমান প্রায় নরসিংহদেবকে দেখিয়াছি সম্প্রতি তিনি কোথায় গিয়াছেন এবং কোথায় আছেন তাহা আমি জানি না। সেইক্ষণে যবনেশ্বর হত নায়ক পলায়মান শত্রু সেনা সকলকে দেখিয়া পরমাহ্লাদিত হইলেন এবং পলায়িত বিপক্ষ সৈন্যের পশ্চাদ্গা-মী নিজ সেনাগণকে কহিলেন হে আমার যোদ্ধাগণ তোমরা কেন শত্রু সেনাগণকে নষ্ট করিতেছ সম্প্রতি আমার রাজ্য রক্ষাকর্ত্তা এবং কাফররাজান্তক যে নরশ্রেষ্ঠ শ্রীনরসিংহদেব

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তাহাকে আনিয়া দেও। পরে যবনরাজ অনুসন্ধান করিয়া অনেক নারাচাস্ত্র প্রহারেতে ছিন্ন ভিন্ন শরীর এবং গলিত রুধিরের সহস্রসহস্র ধারাতে স্ফুটিত কিংশুক পুষ্পের ন্যায় ও অতিশয় বেদনাতে মূর্চ্ছিত নরসিংহদেবকে দেখিয়া তৎক্ষণাৎ ঘোটক হইতে নামিয়া জিজ্ঞাসা করিলেন হে নরসিংহদেব তুমি বাঁচিবা। নরসিংহদেব উত্তর করিলেন হে রাজাধিরাজ আমি যাহা করিয়াছি আপনি তাহা অবগত হইয়াছেন। নরপতি প্রত্যুত্তর করিলেন যে চাচিকদেব কহিলেন যে তুমি আমার যে শত্রু বিনাশ করিয়াছ তাহাতেই আমি তোমার সমস্ত কার্য্য জানিয়াছি। নরসিংহদেব কহিলেন আমি যাহার হিতেচ্ছাতে অতিশয় দুঃসাধ্য কর্ম্ম স্বীকার করিয়াছিলাম যদি তিনি সে সকল জ্ঞাত হইয়াছেন তাহাতেই আমার শ্রমরূপ বৃক্ষ ফলবান হইল অতএব আমি দীর্ঘ জীবী হইব। তদনন্তর যবনরাজ নরসিংহদেবের শরীরে অতিশয় মগ্নবাণ সকল উদ্ধার করিয়া এবং নানা প্রকার ঔষধ সেবন ও পথ্য প্রয়োগেতে অল্প দিনের মধ্যে নরসিংহদেবকে অক্ষত শরীর করিলেন। পরে যবনরাজ সহস্রং উত্তমাশ্ব ও লক্ষং স্বর্ণ আর ছত্র এবং চামর আর অনেক অর্থ দিয়া নরসিংহদেবের পুরস্কার করিলেন। প্রসাদ প্রাপ্ত হইয়া নরসিংহদেব যবনরাজকে নিবেদন করিলেন হে রাজাধিরাজ যুদ্ধ করা রাজ পুত্রদের স্বাভাবিক ধর্ম্ম আমি কি অদ্ভুত কর্ম্ম করিলাম যে আমার এতাদৃশ সম্মান করিলেন সে যাহাহউক যদি আমার পুরস্কার বিহিত হইল তবে চাচিকদেবের সম্মান করুন তিনি সত্য প্রতিপালনের নিমিত্তে মহারাজের নিকটে শত্রুর মস্তক আনয়ন করিয়া ও আমার যশঃপ্রশংসা করিয়াছেন স্বকীয় পুরুষার্থ প্রকাশ করেন নাই ইনি মারণ চিহ্ন যে শত্রু মস্তক তাহা আনিয়াও আমি বৈরি বিনাশ করিয়াছি ইহা কহেন নাই তন্নিমিত্তে প্রথমত চাচিকদেরের পুরস্কার কর্ত্তব্য।

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পরে চাচিকদেব কহিলেন হে রাজকুমার আমার নিমিত্তে এ প্রকার কর্ত্তব্য নহে আমি কেন তোমায় শৌর্য্যের ফল লইয়া পরের উচ্ছিষ্টভোগী হইব। তাহা শুনিয়া নরসিংহদেব কহিলেন হে সত্যবীর চাচিকদেব তুমি সাধু তোমার এই সত্যতা হেতুক বুঝিলাম যে তুমি পণ্ডিত এবং সতীপুত্র ও অতি প্রশংসনীয় মহাশয়। তদনন্তর যবনেশ্বর ঐ দুই রাজপুত্রের পরস্পরালাপে হৃষ্টচিত্ত হইয়া দুই রাজকুমারের তুল্য পুরস্কার করিলেন।

Urdu Translation.

افلاطون کي وصيتون کے بيان مين

افلاطون کہتا هی که خدا کوپہچان اور اُسکے حق کو نگاہ رکهه * اور همیشه اپني همت تعلیم اور تعلم مین مصروف کر * اور اهل علم کے علم کي زیادتي کا امتحان نه کر * بلکه شر و فساد سے باز رهنا اختیار کر اور حق تعالی سے ایسي چیز مت مانگ که اُسکي منفعت کي طرف زوال کي راه هو * بلکه جو نیکیان که باقي رهتي هین اُنکي طلب کر همیشه بیدار رہ که بدیون کے بہت سبب هین * اور جو نکیا چاهئے اُسے آرزو سے مت مانگ اور جان که بندے سے خدا کا انتقام لینا غضب کے طریق پر نہین بلکه بطریق تادیب اور تہذیب کے هی * اور زندگي پرقانع مت رہ جب تک موت نه آوے * اور زندگاني کو بہتر مت جان مگر جب کسي چیز کے حاصل کرنیکا وسیله هو * خواب اور آسایش کي رغبت نکر مگر بعد اُسکے جب تین چیز کا محاسبه آپ سے تو لے * ایک یهه که تو تامل کرے که جس دن جو تو نے کیا هی تجهسے خطا سرزد هوئي هی یا نہین * دوسري یهه که سوچ که آج کچهه کام کیا هی یا نہین * تیسري یهه که کوئي کام تجهسے بسبب قصور کے رہ گیا هی یا نہین * یاد کرکه اِس زندگي کے آگے تو کیا تها اور بعد اِسکے تو کیا هوگا * اور کسي کو ایذا ندے که عالم کے سب کام زوال اور تغیر کے

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مقام مین هین • بدبخت وہ شخص هی جو عاقبت کي یاد سے غافل رهے • اور گناہ سے نچھوٹے اور اپني پونجي اُس چیز سے جو تیرے پاس نہو متکر • اور مستحقون کو نیکي پہنچا نے مین اُنکے سوال پر موقوف نرکھہ اور اُسے حکیم مت جان جو لذت دنیاوي سے خوش هو یا کسي مصیبت کے سبب جزع و فزع کرے اور همیشہ موت کو یاد رکھہ اور مردون سے عبرت پکڑ • اور خسیس آدمیون کو اُنکے بہت بے فائدہ بات کرنے اور بغیر پوچھے جواب دینے سے پہچان • اور جان کہ شریر وهي شخص هی کہ جسنے شرارت اختیار کي هو • خوب سوچ کر بول اور کام کر • اور سب کا دوست رہ جلد غصّے مت هو تا خفگي تیري خو نہو جاوے اور محتاج کي حاجت کل پر چھوڑ تو کیا جا نے کل کیا هوگا • قیدیون کي اعانت کر مگر جو خوے بد مین گرفتار رهے • جب تک دونونکي بات نہ سمجھے اُنکے درمیان حکم نہ کر فقط قول هی مین حکیم نرہ بلکہ قول و عمل دونو مین • اِسلئے کہ حکمت قولي اِس جہان مین رهے اور حکمت عملي اُس جہان تک پہنچے اور وهان باقي رهے • اور اگر نیکي کے لئے تو رنج کھینچے تو رنج نرهے پر نیکي رهے اور جو کسي بدي کے سبب تو لذت پاے تو لذت نر هے اور بدي رہ جاے • اور اُس دن کو یاد کر کہ تجھے پکارین اور تو بولنے سے عاجز رهے کچھہ نہ سنے اور کچھہ نہ کہے اور یاد بھي نہ کرسکے •

WATTS ON THE IMPROVEMENT OF THE MIND.

Morning Paper.

1. Give a short account of the five methods described by Dr. Watts, of "improving the Mind in the knowledge of things."

2. What are the chief points requiring attention in learning a language?

3. What is meant by Memory: how does it differ from Judgment and Reasoning, and what are its uses?

4. Detail the particular rules laid down by Dr. Watts for the improvement of the Memory.

Afternoon Paper.

5. "Some effects are found out by their causes, and some causes by their effects." Explain and illustrate the meaning of these.

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6. Enumerate the advantages of reading as a means of improving the mind.

7. What is meant by study? Show that without it no one can really become learned or wise.

8. What general rules, according to Dr. Watts, ought to be observed in all debates or disputes intended to find out truth, or detect error?

Oral Examination.

PROSE.

Tuesday, September 23.

He, whose mind is engaged by the acquisition or improvement of a fortune, not only escapes the insipidity of indifference, and the tediousness of inactivity, but gains enjoyments wholly unknown to those, who live lazily on the toil of others; for life affords no higher pleasure than that of surmounting difficulties, passing from one step of success to another, forming new wishes, and seeing them gratified. He that labours in any great or laudable undertaking, has his fatigues first supported by hope, and afterwards rewarded by joy; he is always moving to a certain end, and when he has attained it, an end more distant invites him to a new pursuit.

It does not, indeed, always happen, that diligence is fortunate; the wisest schemes are broken by unexpected accidents; the most constant perseverance sometimes toils through life without a recompence; but labour, though unsuccessful, is more eligible than idleness; he that prosecutes a lawful purpose by lawful means, acts always with the approbation of his own reason; he is animated through the course of his endeavours by an expectation which, though not certain, he knows to be just; and is at last comforted in his disappointment, by the consciousness that he has not failed by his own fault.

That kind of life is most happy which affords us most opportunities of gaining our own esteem; and what can any man infer in his own favour from a condition to which, however prosperous, he contributed nothing, and which the vilest and weakest of the species would have obtained by the same right, had he happened to be the son of the same father.

To strive with difficulties, and to conquer them, is the highest human felicity; the next, is to strive, and deserve to conquer: but he whose life has passed without a contest, and who can boast neither success nor merit, can survey himself only as a useless filler of existence; and if he is content with his own character, must owe his satisfaction to insensibility.

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POETRY.

When men of judgment creep and feel their way,
The positive pronounce without dismay;
Their want of light and intellect supplied
By sparks, absurdity strikes out of pride:
Without the means of knowing right from wrong,
They always are decisive, clear, and strong,
Where others toil with philosophic force,
Their nimble nonsense takes a shorter course;
Flings at your head conviction in the lump,
And gains remote conclusions at a jump:
Their own defect invisible to them,
Seen in another, they at once condemn;
And, though self-idoliz'd in ev'ry case,
Hate their own likeness in a brother's face.
The cause is plain, and not to be denied,
The proud are always most provok'd by pride.
Few competitions but engender spite;
And those the most, where neither has a right.

N. B.—Each Junior Scholar will in turn read and explain the above passages to the Examiner, who will frame such questions connected with the grammatical construction, meaning, allusions, or references contained in them as he may consider calculated to elicit the knowledge possessed by the pupil.

The same questions are to be put to all candidates in the same school, care being taken that they are not known beforehand, or communicated by those who have been examined to those whose turn is yet to come.

The nominal value of the whole paper is 50 marks,—25 for Prose and 25 for Poetry.

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ANSWERS

OF THE

MOST PROFICIENT STUDENTS

IN THE

Presidency and Mofussil Colleges.

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ANSWERS.

Literature Proper.

HAMLET.

Morning Paper.

Answer 1*st*.—We strike it in vain, and our attempt serves merely to expose the wickedness of our intention, while we are mocked and slighted by it, being unable to do it any injury.

Answer 2*nd*.—A little before the day dawns the cock begins to crow and make a shrill noise; so that it is commonly believed that it awakes the god of day (*i. e.* the sun) who is represented as travelling in his car. It is in this sense that this bird is called "the trumpet of the morn," as giving us notice that the day is approaching.

Answer 3*rd*.—According to the pneumatology of the times, it was believed that every element was inhabited by its peculiar spirits, and that these spirits leave their respective abodes during the night to travel into a foreign element, whether ærial spirits wandering in the earth or earthly spirits ranging the air.

"Extravagant" here means, going out of its own element. It is frequently used in the sense of making an enormous expense, going beyond the just bounds of economy.

"Erring" here means, wandering from place to place. It is frequently used to signify, falling into errors and mistakes.

Answer 4*th*.—"Probation" means, proof.

The truth of which the object made "probation," is that as soon as the cock is heard to crow, all sorts of spirits, that wander about in foreign elements during the night, hasten to their respective elements where they are confined during the day: and the spirit here added a new testimony to this truth.

Answer 5*th*.—The season here referred to is the time of the Christmas.

The dove is here called "the bird of dawning."

"Against" here means, before; so that the meaning is, before that season comes, &c.—"Against" is here used as an adverb.

Answer 6*th*.—Such is the holiness and gracefulness of the season, that at that time no planets strike each other in their revolution, which is believed to forbode evil, no fairy strikes with lameness or disease as in any other time, and no witch can enchant by all her spells and charms, but every thing is serene and peaceful.

The time is "so hallowed and gracious" on account of Christ's birth being celebrated at that time.

Answer 7*th*.—But see the morning advances, which being reddened by the soft rays of the rising sun sheds its lustre from the east over that high hill, on the top of which dews are deposited.

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Milton describes it "rosy-fingured morn" that sheds her bright red hue against the high wall.

Answer 8th.—"As needful in our loves, fitting our duty," means, that we should acquaint him with all the circumstances that we have observed, for two reasons, first, as we are bound to him in friendship and love, and secondly because this appearance of his father's ghost concerns him very nearly, so that it is our duty to inform him of this as we are his subjects and therefore bound to do him any good service that we can.

Answer 9th.—It is frequently observed in individuals that for some natural defect in them, whether arising, from the time of their birth, by the growth of some additional humour, (as sanguine, phlegmatic,) which often makes them act contrary to the dictates of reason, and for which they cannot be blamed (for nothing in nature can choose its own origin so as to select for the better); or by some other hurtful defect which urges them to break the rules of society; that these men having but one defect in them, being given them by nature or acquired by the influence of some star that presided in their birth, all their virtues (though they may be as pure as if grace herself was present, and as many as may be accumulated upon man) shall in the summing up of their qualities be censured for that particular fault.

RAJINDER NAUTH MITTER, *Hindu College,*
First Class, First Year's Senior Scholar.

GRAY'S POEMS.

Morning Paper.

Answer 1st.—"Thy milder influence impart."

Here two things are compared, the *mild* and the *vigorous* influence of adversity. The poet says, "Dread godess" come not to me, clad in thy Gorgon terrors, but with a countenance benign and angelic.

"Philosophic train," &c.

The fruits of adversity which the poet calls "Her philosophic train" are these. When a man is borne away by the current of adverse fortune he ought not to be too much depressed. Because when adversity comes, it comes for his good only. He is able to bear up with future misfortunes with greater fortitude, and is able to reason with sense, on the impropriety of being dejected at the advance of adversity.

Answer 2nd.—"Teach me to love and to forgive."

Means.—Teach me to love others, and to forgive others, (i. e.) excite in me the feeling of love and genorosity. This passage is probably taken from the Scriptures. "Thou shalt love thy neighbours as well as thyself;" and—"If you forgive your enemies, God shall forgive you."

> "Exact my own defects to scan,
> What others are to feel, and know myself a man."

(i. e.) Teach me exactly to examine my own defects or failings, and give me to know, the suffering of others, that I may feel myself mortal, like all men.

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Answer 3rd.—" Celestial fire" means,—heavenly insperation.

" Or waked to ecstacy the living lyre."

(i. e.) or would have been great masters of lyric poetry, waking the trembling strings of the " living lyre," with ecstacy and rapture.

Answer 4th.—" Spoils of time" are the improvement and advancement of knowledge as time wings forward, which adorn and enrich the " ample page."

The word *ample* is here very appropriately used, it seems as if the page of knowledge was vast and various in its information, as if it comprehended all that the fertile genius of man has been able to invent.

Answer 5th.—" Left the warm precincts of the cheerful day."

Means, left behind this radiant world,—this charming spot, where the days are ever cheerful and not gloomy. Some writers among whom is the anonymus critic, say, that the " warm precincts of the cheerful day" means *the body*. Common sense however shews us the impropriety of the explanation.

" E'en in our ashes live their wonted fires."

So great is the vanity of human wishes, that we desire our friends, in fact the whole world, to remember us when we are in the tomb, as they used to do, in our absence.

" Fires" here means *desire*.

" Pleasing anxious being" means, the pleasing state of this, our present existance anxious for still greater pleasures of this world.

Answer 6th.—Gray here alludes to Queen Elizabeth, the Virgin Queen of England. She was a true Briton, for the blood of the race of Tudor ran in her veins.

The Bard refers with satisfaction to this circumstance, because he foresaw, that a long line of monarchs of Saxon descent was to rule over Britain. This was fulfilled in the house of Tudor whose first Sovereign was Henry VII.

Answer 7th.—" What strings symphonious tremble on the air" &c. Here Gray alludes to the poets who flourished in the court of Elizabeth.

" The strings trembling in the air" is a very beautiful expression. So we have in the Progress of poesy " and give to rapture all thy *trembling strings*." " The strains of vocal transport." This expression also is peculiarly elegant. How it brings before the reader, the pictures of wandering minstrels and " errant damoiselles" who were greatly patronized by the queen and her gay ministers and courtiers.

Answer 8th.—The poets here alluded to are Spencer and Shakspeare. The lines

" The verse adorn again
Fierce war, and faithful love,
And truth severe in fairy fictions drest."

Allude to Spencer, because we see it from his own writings

" Fierce war and faithful love
Shall moralize my song."

FAIRY QUEEN.

The last three lines alludes to Shakspeare because it was he, that brought on the stage the moving scenes of grief, pale and emaciated,

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pleasure, mingled with pain, to enhance the blessing, and horror "tyrant of the throbbing breast." In other words they mean, the tragedies and comedies of that immortal poet.

Answer 9th.—" A voice as of the cherub choir,
Gales from blooming Eden bear"

Means

A voice (whose harmonious and melodious strains, seem to proceede from the " cherub choir,)" describes the blooming garden of Eden, with its living fountains and gales breathing over banks of heavenly flowers.

The above lines allude to Milton, and the expressions, " cherub choir" and " Gales from blooming Eden, are happily applied, Because it was Milton who

" Passing the living bounds of place and time"

described the blooming and ever-green garden of Eden, the magnificance of the Eternal's throne, and the choir of cherubs that sing night and day the praise of the Almighty.

Omesh Chunder Dutt, *Hindu College,*
Junior Scholar, First Year, Fourth Class,
Senior College Department.

COLLINS.

1.—'In *earliest* Greece to thee with *partial choice*
The grief-full muse *addresst her infant tongue.*'

'Partial choice' means fond preference the muse preferred fear to the other passions, grief, pity &c.

'Addrest her infant tongue'—that is the tragic muse, while yet but incipient in Greece, paid homage to fear. The early tragic writers devoted themselves chiefly to the excitation of awful feelings.

'*Earliest* Greece'—Earliest, because it is there that the arts and sciences first flourished that illuminate the world—it is said to be the first country in the world which gave birth to civilization and all the polished arts of life.

2.—'For not alone he mused the poet's flame
But reached from virtue's hand the patriot's steel.'

Not only did he (Eschylus) possess the noble inspiration of a *poet* but his heart glowed also with the fire of patriotism and it was that virtuous emotion which led him to handle the sword of the warrior and fight for his country in the glorious battles of Marathon and Salamais.

3.—'Though gentle pity *claim her mingled part,*
Yet all the *thunders of the scene* are thine.'

Pity claims her mingled part in the tragedy in question viz. Sophocles' Œdipus. Though, he says, the tragedy excites *some* pitiful sensations in our hearts yet all thunders of the scence—all the dreadful portions of it which strike the reader, are thine oh fear! It is not so much to infuse in our minds tender sensations of pity as to strike us with terror and awe.

4.—But thou O hope with eyes so fair
What was thy delighted measure?

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Often would pleasing hope softly promise future pleasure and bid us expect her lovely scenes with cheerful delay,—still would her happy notes leave a lingering echo behind, such that every heart would gladly repeat and confirm.

5.—O Music, sphere-descended maid
Friend of pleasure, wisdom's aid

Music is the friend of pleasure—there is, indeed, nothing so charming to every mind as music—nothing can have such a universal effect upon mankind as music. It communicates into our soul feelings which vibrate in unison with every string of the heart and its influence is consequently felt (though in different degrees) by the rude and the learned the philosopher and the peasant by the sad and the cheerful. Even those who are sunk in the horrors of despair or dejected by grief own the soothing influence of music!

Music is wisdom's aid—because music purifies the heart through the medium of the various feelings of pity, sadness, horror &c. Indeed there is a kind of music which is dangerous to the interests of morality and religion but it must be owned on the other hand that there are species of it which disturb us by pity, enlarge our minds by sublimity and refine our hearts with purity.

RASSELAS.

6.—The reasons laid down by Johnson to account for the fact that the most ancient poets are considered as the best are as follow.

In the first place he considers it as probable that as every other kind of knowledge is acquired gradually and requires the efforts of successive generations to carry it to any degree of perfection but as poetry is a gift conferred at once—as it is born, not made that therefore the first poets of a country are generally the best.—In the next place he supposes that the first poetry of a nation surprized them as a novelty and they concurred to give it that high credit chiefly on account of its novelty, disregarding the intrinsic value of the poetry itself.

Lastly he gives it as a reason that as the province of poetry is to describe nature and passion which are invariable the first writers secured for themselves all striking images and the most probable occurrences for fiction, their followers could only tread *the beaten path* and were therefore not entitled to that veneration which their predecessors had gained by their originality and strength.

It may perhaps be stated as a reason to the fact in question that so long as a people does not wholly emerge from barbarism—so long as it does not direct its interests to the affairs of a highly civilized society—to commerce navigation &c. the people remains highly imaginative and the poets who flourish during that age are remarkable for their strength and invention. People of a highly refined society turn their thoughts to the various duties of active life—reason is always to be exerted while imagination is not called forth at all.

7.—What man would pay to beings of a higher order—to beings of the Angelic World.

Poetry is born not made.

The province of poetry is to describe the beauties of nature and paint the mysteries of the human heart. Such occurrences as are not wholly above nature and reality—such as may be seen in real life.

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8.—It is commonly found that the earliest writers are the followers of nature—they can bring forward highly picturesque images—and such striking and prominent features as recal the object of their description to the mind of every reader at the very first sight.

'Their followers of art'—poetry is now sophiscated, artificial, it wants natural vigour, it is languid, elegant and refined Dryden for instance is a manly vigorous and noble writer.

Grays poems on the other hand are artificial it possesses a methodical, borrowed dignity, He wants nature—'He is as Dr. Johnson says, 'tall by walking on tiptoe.'

Mooraly Dhur Sen, *Hindu College*,
Fourth Class, Junior Scholar, First Year,
Senior College Department.

BACON'S NOVUM ORGANUM.

Answer 1*st*.—Words are formed by abstractions, whether logical or illogical. But as they are made according to the understanding of the vulgar, many of them convey very wrong notions of things of which they are made the signs. Wise and learned men invent new words and devise new and correct definitions in order to remedy this evil, but they cannot throw off the yoke, since the mind is become very familiar with them.

The understanding is here compared to a looking glass, which is so distorted and placed in such a wrong position, as not to reflect the true image of things that are set before it.

Answer 2*nd*.—Words are generally formed according to the capacity of the vulgar, that is they are formed not by philosophical abstractions but in such a way as to be understood by all men. Now common people cannot enter so far into the nature of things as philosophers do, they only look on the surfaces of things, and consequently words, which are formed by common consent, are made according to vulgar conceptions. In the same way definitions are formed not by logical examination, but a consideration of the surfaces of things, for common people cannot enter deeper. That this opinion is true will appear clearly, when take into consideration the meaning annexed to the common phrases "the sun sets," "the sun rises." It is to philosophers and scientific persons, that the case appears to be otherwise. But common people who see that a relative change of position between us and the sun takes place, conceive and firmly believe that the sun moves, and the earth is stationary. Hence the phrases "sun rises," "sun sets," which we daily use in our conversation, were introduced in language. Again, as to definitions, let us take the term oxygen, and see what is signified by it. From its derivation, it means, "the originator of acid." When this term was formed it was supposed to be the only originator of acid but it is now found that, it is not *the* originator of acid, but *a* originator of acid

"Words cry out"—that is, when men endeavour to remove these wrong distinctions, the words, by which definitions are expressed, but which are themselves wrongly abstracted, throw obstacles.

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Answer 3rd.—That the objection that "definitions consist of words, and words generate words" does not apply to mathematics, appears clearly when we consider that essential difference there is between that science and all other sciences. In "natural and material things" words are formed from an observation of facts, how wrongly that observation may be carried on, while in mathematics the terms used of are wholly founded on *hypothesis*. But in material things, the case is quite different. Here the terms are not hypothetical, but are derived from facts, but in many cases these facts are not properly observed, and sometimes it is impossible to express in words what is observed in fact. For instance, when I am asked what is the meaning of "sensation," I cannot explain it to another who had never any sensation. I may say it is "feeling," but again I may be asked what is "feeling," and it will be impossible for me to explain it. I understand what is "benevolence" but I cannot explain what it means to a man who was never *benevolent*. This difficulty, which is derived from the imperfection of language, is not perceived in mathematical science, where the terms are definite and precise in their significations.

Answer 4th.—Bacon's philosophy itself serves as an example of fruits being the vouchers for the truth of philosophies. Many modern discoveries and inventions owe their origin to the philosophy of Bacon. Newton himself was led by the light of his philosophy, and made many discoveries by its assistance. The earlier Greeks paid some attention to experiment and observation, and made discoveries upon sound principles. The fruits which accrued from their systems are many and serve to show that the authors proceeded on true principles.

Answer 5th.—By "grapes and olives" the author means, "fruits" and utility.

By "thistles and thorns" he means, disputation among authors.

The philosophy of Aristotle was fitted for disputes, making answers by devising means of defences. The philosophies of the later Greeks were framed for the same purpose, the authors being only solicitors of raising sects, defending their favorite opinions, and consequently making contentions with each other. The philosophers of the middle ages did the same thing. They even went so far as to travel through the different parts of Europe and making disputes and altercations with philosophers and scientific men.

Answer 6th.—The kingdom of man over nature is limited by one condition, that it must be exercised in conformity with the laws of nature. "He must obey that he may command." There are many things in nature which kings cannot get possession of by means of money or force, neither can they have any account of them by their spies and intelligencers, as in civil affairs, or by the discoverers and naval officers. They may conquer an enemy by force but cannot conquer nature without a knowledge of her laws. They may command a subject to serve them, but cannot make nature serve without previously obeying her. They may get intelligences and secret accouts of foreign countries by means of ambassadors, but it is not within their power to get out the secrets of nature without closely adhering to her in person and thereby finding axioms. Their seamen and discoverers may discover lands hitherto hid from the knowledge of mankind, but they cannot make discoveries in nature without proceeding in the method pointed out in the Novum Organum. When a man begins to

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make discoveries in nature, he should constantly bear in mind that "knowledge is power," that is, without having a sufficient knowledge of the laws and axioms of nature, it is impossible for him to enter into nature.

Answer 7th.—According to Bacon the true end of the sciences is to enlarge the kingdom of man over nature and to increase the sources of his enjoyment. Other writers say that the true end of the sciences should be "truth." Of this Lord Bacon cannot be said to have been ignorant. The mark of a science founded on true principles, is utility and fruits, "for fruits are as the vouchers and securities for the truth of philosophies." In one place he says, that "truth" is undoubtedly the true end of philosophy. Truth and utility are ever consistent with each other and both are alike serviceable, nay even *utility* is of greater service, since by its means we are enabled to know that truth has been found. So that, that the object of all sciences is truth, did not escape Bacon's observation, but that he purposely kept it in the back ground.

Answer 8th.—The grand object of Bacon's philosophy was to make a reformation in the sciences that were prevalent up to his time. Now, every reformation consists of two parts, the destructive and the constructive. The former part he undertakes in the 1st part of the Novum Organum and succeeds completely in it. The grand principle of all the sciences, which he mentions in the 1st aphorism (that man, who is the servant and interpreter of nature, can understand and act as far as he has observed in the order of nature; beyond neither his knowledge nor his power extends), has not hitherto been mentioned by any philosopher. The principle which is the ground work of Bacon's philosophy, is the principle of induction. It is true the ancients made use of induction, which is natural to every mind, but their induction was not such as the thing required. They did not make sufficient number of experiments and observations, but from a small number of familiar instances, made general axioms. But Bacon's method proceed from experiments to lesser axioms, thence to middle ones, and then to axioms of greater generality and last to the most general. Again, the ancients did not collect negative instances, which, he says, are of great use, as by them axioms are tried as metals and other things by fire. The axioms of the ancients were formed for the explication of few facts, but they used to apply generally, and when any contradictory instance occurred, they used to slight and reject it under the pretext of exceptions. They ancients sought for no assistance for the mind, but left it to itself. But this Bacon says is very foolish; it is the same thing as to suppose that the hand is able to accomplish much without the aid of instruments. Aids must be supplied to the understanding, no less than to the hand, unless men wish to move continually in a circle without considerably advancing.

Bacon clearly points out the true object and end of the sciences, and points out the way in which men should proceed in discoveries. But the ancients had no determinate end in view and it is impossible to come to any certain knowledge when the end is not rightly fixed, and if the end had been fixed they chose an impassable way to proceed in.

In another place, he says, that the natural history of the ancients was formed its own sake, but if we wish to make improvement in philosophy, we ought to have such a history as shall contain it the description of animals, vegetables, &c., as also the various experiments in the mechanic arts.

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The minds of men he says beset by a great number of idols and prejudices, which he therefore proposes to remove by the raising of axioms and notions by means of induction.

The errors of the human mind are fundamental, so that it is necessary that the instauration must be begun from the very foundation, that is, from natural history. He therefore removes the idols from the mind, points out the signs of false philosophy, and enumerates the causes of errors. And in order to prevent men from despairing, gives grounds of hope, and having cleared the mirror places it in a right position as to received things in a proper manner.

RAJINDER NAUTH MITTER, *Hindu College,*
Third Class, First Year's Senior Scholar.

Mental Philosophy.

Morning Paper.

Answer 1*st.*—As a law of nature is a general proposition enunciating the order of sequence which the phenomena of the physical world observe; so a law of mind, may be defined (according to Stewart's view) to be a proposition enunciating the order of succession which the phenomena of the mental world observe. These laws express the relations between the several faculties and the several acts of the mind, as connected with one another in the order of cause and effect. Such for example are the laws respecting the association of ideas, or the law asserting the dependence of memory on that act of mind called *attention*, such again is the law of mind leading a man to believe in his own existence, the moment he is conscious of the existence of any of the sensations excited by external objects, and the law of mind leading a man to connect the belief of his own personal identity with all his reasoning operations.

The process by which these laws are to be ascertained is the same, according to Stewart as that by which the laws of the physical world are to be ascertained viz. by observation and experiment. A close attention to the objects of our consciousness will enable us to discover the relation that subsists between the operations of our mind and when we have sufficiently sifted the results of our observations, we shall at last discover the laws that regulates our mental operations. The inductive method is the means which we must make use of, in our investigations of the laws whether of physics or of mind.

Answer 2*nd.*—The following are the causes of the retardation of the progress of mental philosophy, taken notice of by Stewart. 1. A belief that the laws which regulate the operations of the human mind are beyond the reach of our faculties to discover and 2. That even were they known, they would be of no practical utility to us. 3. The lateness of the period when they first came to be successfully cultivated. 4. Inattention to the proper limits of human investigations. 5. Because analogy of the laws of matter were not used with sufficient caution so that men, engaged in the investigation of the laws of mind, often rested satisfied with their exertions, if they could find some affinity between a mental operation and the laws which regulate the phenomena of the material world.

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Answer 3rd.—The word "Reason" is used to signify that faculty of the human mind which enables us to distinguish 1 truth from falsehood, 2 right from wrong 3 and which enables us to adapt means for the accomplishment of an end. It was originally used to mark the distinctions whatever they be, which separated men from brutes and came afterwards to be limited by our notion of the obvious nature of these distinctions. Hume and others, include only the 1st and 3rd of these significations within the term "Reason." Intuition is that faculty of the mind which enables us to perceive the truth in matters which are self-evident but reasoning enables us to perceive the truth of propositions by drawing a chain of consequences and through the medium of other truths. Stewart is at great pains to show that there is no radical difference between these; but he himself confesses that reasoning involves the idea of memory together with that of intuition. Here then lies the chief distinction between these, that one is a simple uncompounded faculty, the other the combination of several, at least of two. Stewart illustrates the distinction between them by saying, that our simple judgments, are like stones prepared by the chisel, on each of which we can raise ourselves as upon a pedestal to a small elevation, but reasoning is like these stones combined together to form a staircase, in the formation of which, great skill may be necessary but in ascending it nothing more is required than a repeation of the first act. He raises the whole of his theory on the confession of Locke that reasoning consists of intuition in every step; but we have seen the distinction between them.

Answer 4th.—The axioms are the elements of our reasoning in geometry or rather in mathematics in general, and a conviction of their truth is implied in every step of our procedure but they are not the fundamental principles of that science, as we can deduce no consequences from them, for let a man pore as long as he will on these he will scarce come to know by that means that the square of the hypotenuse in a rightangled triangle is equal to the sum of the squares of the two sides. To this effect Stewart quotes a passage from Locke and he himself subscribes to its truth. Definitions on the other hand are the fundamental principles of geometry, the hypothetical truths on which the whole science depends and for the inaccuracy of which no subsequent logical rigour can compensate. On what other basis, he triumphantly asks, except on that of the definitions, is the whole fabric of the geometrical science built? The definitions of a circle, an ellipse, &c., are the only foundations on which the demonstrations of all their properties stand.

He illustrates this distinction by likening a process of reasoning to a chain supporting a weight (the conclusion,) then the definitions will form the hook, or rather the beam to which the chain is fixed, the axioms will be the successive links or concatenations of this chain.

Answer 5th.—The fundamental laws of belief are those simple truths a conviction of which is involved in all our reasoning operations, they are therefore also called essential elements of human reason. When the axioms are not included within these, they are then only such laws, a conviction of which is involved in all our reasoning concerning *probable* or moral truths. Such for example as a belief in onr own existence, in our own identity in the independent existence of the material world, and a belief in the evidence of our own memory. Two analogies or coincidences are traceable between these and the axioms of geometry. 1. That from neither of these classes of truth can any

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direct inference be drawn; abstracted from other truths they are perfectly barren and useless. As no one can by simply poring on the geometrical axioms come to any conclusion, so by simply knowing the truths, I exist, I am the same man to-day that I was yesterday, &c. we can never arrive at any conclusion respecting the order of nature. 2. The second analogy is that a conviction of their truth is involved in all our reasoning processes. In all our investigations concerning physical truths, we take for granted that there is a material world, existing beyond the world of ideas within us; and that the laws of nature will remain the same for every succeeding day. As for our belief in our existence, in our continued identity, and in the evidence of our memory, they are taken for granted in all our reasonings whether relating to mathematical or physical subjects.

Answer 6th.—Abstraction is that act of the mind by which we take into our consideration some of the properties of an object, in exclusion to all the rest.

The undistinguishing nature of our first perceptions often leads us to classify under the same general terms, all things which appear to resemble each other. Thus the names of particular objects often come to be the common appellations of species, because we are generally led to apply the names of particular things to all other things which bear a certain degree of similarity to it.

To explain the nature of the aid which general terms lead to our general reasoning, we must take into our consideration the process by which we transfer our particular conclusions to general propositions. For it is an undisputed truth that in demonstrating a general proposition we first demonstrate it with respect to a particular case and then transfer the particluar conclusion to our general proposition by means of general terms; for Stewart enunciates it as a general law of logic that whatever things have the same name applied to them in consequence of their being included within the terms of the same definitions, are included within a demonstration where the terms of that definition are the data of our reasoning. From this it is evident that without general terms all our conclusions would have been limited to particular objects as we could not have transferred these particular conclusions to species and genera. Words help us to analyze our thoughts, being themselves the monuments of an analysis, and by that means, vastly help us to carry on our reasoning processes. In the explanation I before gave respecting the formation of general terms, I pointed out the loose way in which they were formed but it is necessary that they might lead to correct results in our general reasoning (as I just now showed that they are indispensibly requisite for this latter purpose) that they be founded on a process of philosophical abstraction. Therefore we must distinguish between these two different classes of general terms.

Afternoon Paper.

Answer 1st.—The two different processes are 1 to demonstrate the proposition with regard to the individual diagram before us, in which we take into our consideration, the properties of a circle or triangle only

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as applied to that particular diagram 2 to transfer our particular conclusions, from the individual diagram before us to all figures comprehended under the same definitions. As the latter process is in all cases essentially the same, we by degrees drop it and then forgetting the successive steps, we imagine that the general conclusion is the result of a general demonstration. That the process here described really takes place will appear evident by considering, the steps over which a young geometer must pass to acquire a perfect knowledge of a geomatrical demonstration. The young tyro, has a tendency at first to make the figure in his own slate, an exact facsimile of what he sees in the margin of the pages of Euclid, he places the same letters respectively as they stand in the book and feels satisfied with respect to the truth of the proposition when he can completely follow the steps of Euclid. This shows that his whole attention is engaged in proving the proposition with respect to that particular diagram. He can easily understand any changes in point of size or magnitude but what difficulty does he feel when the figure is inverted or presented under any other position or aspect. The truth of our assumption appears more clearly when the novice has to study a proposition in which the same demonstration applies in the same words to different cases. Far from appreciating at first that the same proposition applies to all cases which are included within the terms of the enunciation, he repeats again and over again, the demonstration and applies it to one and then to the other figure and finds with a mingled feeling of pleasure and surprize that it applies equally to both. The analytical method of demonstration places the same remark in a stronger point of view. The proposition is demonstrated by general rules which serve in all cases and their extensive utility is only perceived by a subsequent process of the mind. For the purpose of establishing the truth of the last remark Stewart quotes Hally's account of his discovery of the formula for finding the conjugate foci in Optic lenses, in which the circumstance that the same formula applies to all sorts of lenses was discovered only by subsequent trial.

Answer 2nd.—This extensive utility arises in the first place from the peculiar nature of the truths about which mathematics is conversant, on account of which peculiarity real cases will turn out approximating far more nearly to those which the definitions of the mathematician describe, than can be found in any other hypothetical science. If we can be certain with respect to this particular circle that all its radii are accurately equal to one another, our conclusions with respect to it must be mathematically certain but this can never happen in practice. But in proportion to the accuracy of our data will be that of our conclusions and it fortunately happens that the same impertions which limit what are practically attainable in the former, also limits in the same proportion what is practically useful in the latter. The peculiarity in the mathematical science arises from the peculiarity of the objects (figure and magnitude) about which it is conversant, and the accuracy to which we are capable of arriving (in consequence of that mensurablity which is common to all of them, assisted by the wonderful delicacy and fineness which the instruments of the present age has attained) in calculating our data, has given a precision to our results in practical geometry, far beyond the ordinary demands of human life. This peculiarity, also which led Stewart to call magnitude and figure, the mathematical affections of matter, makes these properties, the attributes of space

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no less than of matter and therefore we can separate them in act no less than in thought and they are not liable to those accidents which vitiate our conclusions more or less in other branches of science. If we are therefore at due pains to ascertain our data our conclusions may be depended on within very narrow limits and the limits also of possible error can in every case be themselves determined. Thus in measuring the height of a mountain if our data be correct and we reason logically from them the result will be very nearly accurate. But in proving any proposition respecting the lever we must leave out in theory many considerations (as its weight) which palpably affect it in practice.

Answer 3rd.—The whole plausiblity of this opinion is derived from a play upon words; because the laws of nature and the laws which regulate the moral word, although both are called *laws*, are completely different in their significations. The agreement of the latter with the nature of things does not depend upon their being observed or not, but upon the reasonableness, the moral obligation of the laws; whereas the former being drawn from an observation of facts, in the general agreement consists the essence of the law. So that it can no longer continue to be a law of nature if any exception to it turned up. So that it is a mere quibble to say that the laws of the material world are better observed than those of the moral world.

Answer 4th.—The term *probablity* in its logical sense applies to all sorts of evidence not based upon hypothesis and definition, so that in this sense it is not opposed to what it is *certain* but to what admits of being demonstrated after the manner of the mathematicians. In its vulger sense it is applied only to those events which are expected with some degree of doubt and hesitancy. The probable evidence of the logician consists of a series beginning with bare possiblity and terminating in moral certainty which is the highest degree of evidence attainable in moral subjects and to which the term probable will be applied by no one except a professed logician. Thus the rising of the sun tommorrow, the expectation of a man's death, though certain with respect to the genarality of mankind, are classified with probablities by the logician.

Answer 5th.—Stewart defines experience to be that species of evidence in which the same effect is inferred from the same cause under circumstances exactly similar; so that where there is the slightest difference with respect to these, the evidence cannot be called that of experience but of analogy. Thus in common language we are said to infer the fall of one stone from that of another or even from that of a leaden bullet by the evidence of experience which however is inaccurate. The evidence of experience therefore leads us to infer (with respect to the future) the same effect from the same cause acting under *exactly* similar circumstances. The evidence of analogy leads us to extend our inference from one case to others which appears to be similar to it. We are led by a natural principle to classify under the same common appellation all things which appear similar to one another and it is in this manner that what are vulgarly called general terms are formed and not by any philosophical analysis of the properties of the things which they represent, they are therefore extremely loose in their signification. But general terms formed for the purpose of assisting us in our philosophical investigations ought to be founded on an accurate analysis of the nature and properties of things and by means of a very careful abstraction. We must distinguish therefore between, notions

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which are general merely on account of their vague and ambiguous signification and those which are general because they are formed by a careful abstraction of things and facts.

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English Essay

On language as an instrument of civilization, with special reference to the effects which may be expected from the diffusion of knowledge through the medium of the English language in India.

The causes which chiefly affect the progress and improvement of mankind, are so much beyond the sphere of common observation, that to comprehend them truly would require a thorough knowledge of the human mind. It cannot be doubted that the amelioration of man's state, has often proceeded from purely external causes, such as the influence of climate and religion. But religion is nothing more than education in the highest sense and the influence of climate is not so great as is imagined; for the greatest diversities of intellectual and moral character prevail among men born in the same climate. We are to acquiesce in the judgment of King Archedamus, as says Dr. Arnold, that culture and training makes the only distinction between one man and another. It is education therefore which has mainly operated in altering the condition of man. It is to the different degrees of knowledge, possessed by different nations that we are to seek for the true cause of the marked superiority of one race over another. That knowledge is power is nowhere better exemplified than in the present condition of the different nations inhabiting the globe.

Language is the chief instrument employed in imparting knowledge to another. The only medium through which we can successfully communicate our thoughts, is language. If there had been no such conventional mode of expressing the results of our enquiries, society would have been stationary and the progress of mankind would have been held desperate. Without language, experience would have been useless and information a mere matter of curiosity. What advancement can we expect in knowledge, if in the language of Lord Bacon, there be no "learned experience" or experience reduced to writing. To carry on any process of reasoning, language is the only instrument we use. The aids which it furnishes to abstract reasoning are indeed incalculable, so much so, that we often think as well as speak by means of words. The starting point from which we set out and the consequences we deduce from it, we frequently forget, but the last result remains in the form of symbolical expression of our thoughts, a living monument of the truth we have arrived at. Nay, it is not impossible to suppose (as it frequently happens in the exact sciences) the conclusion, to include conditions which we never contemplated and to comprehend in a single

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proposition, the principles of a science. The advantages derived from language in mathematics, are so great that some have been led to suppose that a progress similar to that made in it, might be effected in the other sciences, if the terms be made as perfect. A celebrated French author has not scrupled to say that reasoning is nothing more than a language well arranged. But not denying the efficiency of language as an instrument of thought, we may assert that the peculiar nature of the evidence which belongs to mathematical truths arises not so much from a correct phraseology as from another source which it would be out of place to mention here.

The abstract sciences such as political and mental philosophy, might be supposed at first by a superficial observer, to have no connexion whatever to the progress of civilization. Speculations on these subjects may seem not only abstruse but totally unconnected with the practical affairs of life. But when we reflect that what is a principle in science becomes a rule in art, that what is barren and unmeaning in itself becomes fruitful and significant in its application, then the apparent objection loses its force. Of the connexion of these sciences with language, it cannot be denied that the successful cultivation of the former depends upon the perfection of the latter. It follows therefore that society cannot advance in civilization where the sciences are uncultivated, or where the language has not arrived at a sufficient degree of precision and correctness. The English language has acquired a currency and diffusion through her vast conquests and colonies, unexampled in the history of the world. It seems to be in the progress of being made the general language of mankind. It is to be regarded as one of the wonders of this age and a manifest indication of the dispensations of providence, that in India, the language of England, is daily acquiring a more general currency. What would be its ultimate effect on the melioration of this country, the social and political condition of its inhabitants, it is yet in futurity to determine. But from the progress which it has already made in imparting sound and useful knowledge, it is possible to suppose that it's influence will be continually increasing, that the language of scholarship and science of India, would be decidedly the language of it's conqueror and that the education of it's people would be conducted through the medium of a foreign language. The advantages to be derived from the diffusion of knowledge by this means, are indeed immense.

The discoveries in science, the knowledge of the physical comforts and conveniencies of European life, the principles of Government, Institution and religion which prevail there, can all be learnt from the perusal of books in the English language, and may be thence made available by the people of this country. But the greatest effect remains to be mentioned and that is, a taste for European literature. A taste for the beautiful and sublime, a craving after truth and abhorrence of falsehood, a notion of moral beauty and deformity, these are the last and crowning effects of the diffusion of knowledge through the English language. What are external advantages compared to these! The highest earthly fortune dwindles into nothing in comparison with them. The thoughts of the greatest men, "thoughts that breathe and words that burn" would be then always present to our mind. They would take "such deep root therein" that they would form a portion of the mind itself. Milton and Shakespeare and Bacon would furnish us with

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thoughts that "reach beyond eternity" and "sentiments that lie too deep for tears." Such sentiments as,

"I care not fortune what you me deny
"You cannot bar me of free nature's grace," &c.

cannot but elevate the mind and awaken in it an aspiration after a purer state of being where all earthly distinction should cease and the ultimate triumph of virtue and truth over vice and falsehood should be consummated. If there be any such state, as the very imperfection and weakness of our nature, leads us to suppose, it is a "consummation devoutly to be wished."

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Senior Scholar, Fourth Year, First Class.

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1. The close connection subsisting between language and our thoughts can not fail to be the subject of observation to every one who has ever turned his thoughts to the operations of his own mind. In consequence of this connection, words have great influence not only on the communications of men with one another but also on their solitary speculations in private. But if this be the case even with the educated part of a nation, and if it true that words inaccurately abstracted from things would sometimes impose even upon those who are properly trained in the analysis of their own thoughts; how much more must it be the case with the vulger who have seldom the opportunity or the inclination to examine any point even with the slightest degree of attention. These, generally take, upon trust, every thing relating to faith and the other higher concerns of life. They are therefore generally misled in their opinions and thoughts, by a language carelessly formed and not expressing the real nature of things.

This is a source of general error which must remain in the language of even the most civilized nations. The reason of this, is simply because language must exist before philosophy comes to be cultivated and the corrected phraseology becomes current only among the learned but is quite unintelligible to the mass of mankind. But it is surely true that as a nation advances in civilization its language becomes more and more definite and expressive of the real nature of things.

The highest point of civilization therefore which I can conceive, is that state of a nation when its language has arrived at such a degree of precision, that every word expresses the same idea to all men and its signification corresponds with the nature of things. But this degree of perfection in a language is merely ideal.

The acquirement of the vernacular language is the only species of education (if I may be allowed to call it so) which *all* the members of a society can attain and therefore the degree of civilization to which a nation has arrived, will be always proportional to the perfection of its language.

If a person wishes to inculcate a philosophical principle in an uneducated mind his arguments are generally refuted by the assertion, that "your reasoning is contradicted by the meaning of the words you employ" and it would be an altogether fruitless attempt to convince the vulger that the meanings of words are no sure tests of the correctness of the ideas we attach to them. Thus if a person liberally educated,

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tries to convince the common people of this country, that the cause of the sun's being eclipsed, is not because he is devoured by a monster, he will immediately be answered that the very meaning of the word *eclipse* shows that it must be as they believe. The phrases "sun rises and sun sets" might also mislead the multitude and be an argument in favor of the sun's daily motion.

2. In inculcating any truth in the minds of our hearers, the force of language, has a great influence in producing conviction.

It is from this source that the whole efficacy of eloquence proceeds. It is not only necessary that what we assert should be true but if wish to bring over others to our opinion and gain their belief, we must express our sentiments in such a manner that they might strike the auditors with a conviction of their truth. Hence in educating youths (and no one will doubt the influence of education on civilization) if the vehicle by means of which the truths are conveyed, be such that they find their way directly home to the hearts of these young hopes of a nation, the work of civilization must be greatly facilitated.

That the impression which any truth makes on a man's mind, has a reference to the vehicle by means of which it is conveyed, will not be disputed by any person who reflects for a moment on the nature and uses of the arts of eloquence and poetry. Who can ever forget any of those deep truths conveyed in the impressive language of Shakespeare and Milton? Whenever we happen to reflect on these truths the words of Shakespeare immediately recur to our mind. His mode of expressing his ideas, is such that they force their way irrisistably to our hearts. Let the same truths lie expressed in any other style, and we will pass them unheeded by.

It was for this same reason that the ancients made the language of poetry, the instrument of imparting, their precepts and moral lessons, alike, to men and children. Even their histories were written in poetry.

It has been said that the great civilizers of mankind were not the legislators but the poets, and that Homer and Hesiod were greater benefactors of mankind than Lycurgus and Solon.

The degree of refinement to which a nation has arrived is always surely indicated by the state of its language. If there were no other remains of the civilization of ancient Greece Rome and India than the Greek, Latin and Sangscrete languages, these would be quite sufficient to establish their claims to the highest rank in the ancient world.

3. Those who have turned their thoughts to the successive stages through which Europe has passed in arriving to its present pitch of civilization, must have noticed the great changes brought about, by the revival of the study of the Greek and Latin languages. The age of Erasmus was a distinguished æra in the history of European civilization. It was the influence of Greek and Latin literature that changed the barbarous Goths, Visigoths, Ostragoths, Lombards, Franks and Germans, into the civilized nations of Moder Europe. If it be true that these have at present attained to the highest degree of civilization that was ever known in the world, yet it must be confessed that the first impulse to this civilization was given by the literature of Greece and Rome. If it be true moreover that the influence of the dead languages of Greece and Rome had so great an effect in changing the barbarous hordes that subverted the Roman Empire, into the most civilized nations on the face of the earth, what might not be expected from the cultivation of

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the languages of these nations whilst they are yet in the vigour of their career of improvement, unimpaired by the influence of time, I say, what might not be expected from the cultivation of these, by the inventive genius of the East. The Europeans moreover could not learn these languages from the mouths of Greeks and Romans but we have always the opportunity of receiving the knowledge of the European languages, "fresh from the fountain whence it flows." Our theoratical errors respecting them can always be corrected by our conversation with the learned to whom they are vernacular. We may "catch their manners living as they rise."

In taking a retrospective view of the condition of India, we find that though she was *once* the cradle of civilization yet the lapse of ages and the cruelty of the bigoted Mahomedans had deprived her of every token of active civilization. The Sangscrit itself has become a dead language and the different vernacular tongues have scarce begun to be the written languages of the country.

It was under these circumstances that the English language was introduced in this country and the effects have already begun to be manifest. We feel the influence of Shakespeare and Bacon upon our minds, we feel the deep impression they make, we become convinced that these impressions are not to be effaced by the lapse of time and that they must influence our actions. The Sancrete is a dead language, bringing to our minds, ideas of antiquity which bear no relation to our present life and therefore though it might afford us literary amusement yet it can not direct us in our conduct through life. Its literature might give us excellent notions of sublimity and beauty but it can give us no lessons suited to our present condition.

Our vernacular is yet in its infancy and has no literature, properly so called. We must then look up to the English language as the only means which can help us to improve our condition. It has been predicted, that the English would be the deplomatic language of this country, "that the nations of India speaking a variety of vernacular tongues shall communicate with one another in English about literary and scientific subjects." A language serving such a purpose becomes a powerful instrument of civilization to a nation. The convenience of having a common language by means of which, we can communicate with one another, about the higher concerns of life, is of high value. The attainment of that single language enables us to master the whole literature and science of the country. So that the English language will serve a very high purpose, if it enables the different nations of India to communicate with each other through its medium.

I can moreover foresee that its vernacular languages, beginning to flourish at the precise time that the English language, began to be cultivated, will take a tincture from it. This has already happened to be the case with the written Bengalli, the greatest part of its present literature consisting of translations from the English.

The consequences of the cultivation the English language are beginning to be perceived.

English notions and ideas have begun to prevail generally and the work of civilization is going forward with rapid strides. The æra of a great revolution is fast approaching. Opinions and practices that were once ignorantly held sacred are now beginning to unloose their hold on the minds of men. But so beneficial is the influence of knowledge

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under all circumstances, that this revolution is going forward unperceived, without any struggle or convulsion. It is produced not by the exercise of any external force but by the conviction of truth. The spread of English literature has taught men to think more liberally and act more generously. The impression of ideas that are noble and are therefore congenial to the mind of man when unbiassed by prejudices, and imbibed from early youth through the medium of an energetic language, cannot fail to have its desired effects, and accordingly the system of educating Indian youths in the literature of Europe has been the source of great benefit to the country. The remarkable aptitude of the Indian races coming in contact with the exertions of the vigorous intellect of Europeans promises the production of something wonderful. Their perseverence in always adhering to what they believe to be the right path when properly directed by those impressions which they derive through the medium of the English language, will one day make them capable of achieving great things.

MOHENDRO LAUL SHOME, *Hindu College,*
First College Class, Senior Scholar,
of the First Grade.

Library Examination.

Questions and Answers for Library Medal.

1. Macaulay says "the end which Bacon proposed to himself was fruit."

"This was the object of all his speculations."

Does Bacon's Philosophy consider the physical and perishable conveniences of life man's highest good?

Support your opinion by quotations from his writings.

2. Did Bacon foresee the *gradual ascent* which Science was destined to make from his time?

And shew, by an example from Whewell's Philosophy of the Inductive Sciences, that a general law includes within it all the less general laws of the same class.

3. State the objection of Hallam to the use of the English term "*idols*" from the latin "*idola*" of Bacon.

4. Did Bacon expect that Philosophy was destined to arrive at *efficient* causes?

What is Hallam's opinion of Bacon's anticipation?

And Dugald Stewart's?

Why does the latter call *efficient* causes "*metaphysical*," and "*necessary?*"

5. The difference between the "*Forms*" of Plato, of Aristotle, and of Bacon?

6. State some of the advantages for the formation of a Method of Discovery possessed by Philosophers of this age, but which were wanted by Bacon.

7. The most striking particulars in which the Logic of Bacon differs from that of Aristotle.

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8. Bacon's opinion of Plato's Philosophy as compared with that of the earlier Greeks.
Macaulay's remarks on it.
Hallam's remarks on Bacon's objection to the mixture of *final* causes in Plato's philosophy.

Answer 1st.—Bacon's Philosophy did not consider the physical convenience of man as the highest good. The contemplation of truth was a far nobler object for the satisfaction of one that was endowed with the powers of reason. That he considered the latter as superior to our physical pursuits may be gathered from many of the passages from "the Advancement," "the Novum Organum" and others of his works. In his Essays he places the Essay on Truth before all others and even in the Novum Organum, (the work which is to be considered as the great usherer of his phylosophy) the same compliment is paid to truth by placing truth before utility. Again in his Advancement when answering the objections of some of the divines against learning he plainly says that nothing can fill, much less can it swell, the mind, but God and the contemplation of God. Lastly when speaking of the object of learning he says that in it is to be sought a house for the relief of man's self, and *the glory of the creator*. Macaulay has said that the great object of Bacon's works, was the discovery of works. But in laying tress upon this he has, as Whewell well observes, left out the first and the better part of the passage. Bacon's great object was, first *ascending up to axioms* and then *descending to works*. But yet it may be asked why he laid so much tress on the discovery of works? The truth seems to be that Bacon was no less a sincere worshipper of truth than any of the ancient philosophers; but he liked to devote his time for the advancement of useful knowledge. The reason is obvious. All his predecessors have given themselves up to the contemplation of truth; in them truth has found many sincere and zealous devotees; but the temple of Nature was entirely forsaken. Truth could not lose much by the falling off of a single votary. So Bacon in a truly chivalric spirit took the neglected and oppressed beauty under his protection, fought for her and restored her to a throne from which she had been violently thrusted out.

Answer 2nd.—That Bacon foresaw the gradual ascent which science was destined to make from his time evidently appears from some parts of his writings when he positively and exultingly speaks of the advances which it was to make. He says that the work to which he was the first to direct the attention of mankind, could not be finished by the endeavours of a single individual but required the joint labours of ages to bring it to perfection. He himself acknowledges that the tables which he constructed were not perfect, nor could it expected that they should be so. Ages were to be spent in collecting materials, ages more in digesting them into tables and classifications, so that these classifications large and extensive as they are, were to be disposed of in laws of the lowest degrees of generality; and from these and other facts were to be collected laws which were next to it. In this way all the advances in the experimental sciences are but the successive steps of a great generalisation. Excellent examples of this generalisation are given in Whewell's Philosophy of the Inductive Sciences. The law of universal gravitation is a general law which has been arrived at by the successive generalisation of a variety of facts and laws less general. In the earliest dawn of

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the Greek Philosophy the motions of the heavenly bodies were considered as subject to no definite law; after the Greeks made some progress in it they found that all of them appeared to move round the earth, some in an equal, others in an unequal and varying interval of time. But even their irregular motions were classified by them, and Ptolomy supposed that they moved in epycycles. Here was a law which seemed to explain a great variety of phenomena; but though it succeeded in explaining a great many facts, the retrograde, stationary and direct motions of the planets could not be occounted for. So when Copernicus flourished he supposed the whole system to revolve round the sun and not round the earth. This was in his time merely a hypothesis which was afterwards confirmed by facts. But although Copernicus rightly supposed the whole system to revolve round the sun he could not explain how these bodies were retained in space. Neither did his successors Galilio and Keplar, (the former of whom supposed the moon to be attracted by the earth, and the latter discovered their laws, of the elliptic motions of the planets, the equal description of areas in equal times, and the periodic times of the planets,) arrive at a general law by which the whole system of the world was regulated. It was left for Newton who from the observations and laws found out by his predecessors, and also from his own observations proved the universal law of gravitation. So in this law all the former laws, those of the elliptic motion, the description of areas and the periodic times of the planets were included.

Answer 3rd.—The chief objection of Hallam to the use of the English word *idol* for *idola* seems to be that the English word does not express the same thing which the author means to be signified by idola. Of this distinction the author himself was perfectly conscious; but the error into which some of the later writers have fallen renders it necessary that the distinction between these words should be sufficiently explained. The idolas or the false appearances of the mind are those by which we are misled not knowing that they exist. They deceive us unknowingly. But the term idol signifies a false deity to which we bow down and offer our worship in preference to what is true. The idea of a idol seems to signify that we are conscious of its existance though we take it in a mistaken sense. But the existance of the idolas or the false appearances is never known to us. The one seems to deceive us unconsciously, the other by its appearance though in a false dress.

Answer 4th.—Bacon it seems inclined to the opinion that the enquiry and the discovery of the efficient causes of things was within the province of human knowledge. In his advancement he says that the enquiry about the final causes is useful, but the enquiry about the forms of things, that is, their internal organizations and formations, was useful in the production of works. According to this view of the question he seems to think it possible that we may know the internal structure of gold, and thus produce gold, that we may find out the forms of motion, heat, &c.

To this opinion Hallam consents. He says that though we have not yet arrived at what is called the efficient causes of things, the discovery of the modern philosophers have advanced much nearer to what was so sanguinely anticipated by Bacon; so that though it has not yet been done the possibility of such a work may be entertained. To this Stewart objects saying that Bacon was led too much beyond the limits of the physical sciences by an uncommon success in his speculations; a fault which as we know great intellects are liable to fallin.

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We may mention the name of Lebnetz as having the same turn of mind. But to proceed, efficient causes as Stewart observes, cannot be exactly explained. Physical causes are what we may be said to know; but they do not explain the phenomena. Physical causes are but forerunners of particular events; we see them constantly conjoined; but how they are so linked together, whether the connection is necessary, we know nothing about. Hence they cannot be called necessary causes. The idea of an efficient cause exists in the mind only. When we see an action we necessarily and as it were, by the constitution of our mind, think there must be a cause of that action; but what that cause is we cannot determine. Hence efficient causes are called metaphysical causes since they exist in the mind alone.

Answer 5th.—The forms or ideas of Plato were the architypes of things. "The idea of a thing," says Plato "is that which makes one of many, which running into and mixing with things infinite, preserves its integrity and nature, so that under whatever disguise it may be concealed we may find it out." According to Plato there were some perfect models made by the Divine Hand which the things in nature partook. These models were called by Plato the ideas of the Divine Mind; so that there were ideas of beauty, greatness, wisdom, &c., and the things which partook of these ideas were called by these names. Things which partook of beauty were called beautiful, things, partaking of greatness great, and those of wisdom and nobleness, wise and noble. The forms of Aristotle were the architypes of natural things. The ideas and *forms* of Plato and Aristotle may be at first thought synonymous. But there was this distinction among them. The ideas of Plato did not exist in things; they had an independant existance; but the forms of Aristotle were impressed in matter. They existed with matter but they were not eternal like the Platonic ideas; matter could exist without form, but form could not exist without it.

The forms of Bacon were quite different. By the word form Bacon meant laws of nature. "When we mention form" says Bacon, "we mean nothing more than laws in subjects of simple nature capable of having them; so that the forms of heat, weight and light are the laws of heat, weight and light" Bacon's Novum Organum, part II. as quoted by Stewart part II. sec. VII.

Answer 6th.—The advantages which philosophers of the present day possess are various. Bacon in forming a method of discoverying the laws of nature had none to assist him. Nay he could not disclose his design to any body without meeting with a sure rebuke for his presumption. In his times science was not formed so he could not take a single example to prove the truth of his rules but was obliged to find out the rule and the example himself.

At present great discoveries have been made in the different branches of science by different persons, so one may just refer to the works of these without much difficulty; and these discoveries are the principal things which throw light on a rational system of logic. So fully has the prophecy of Bacon been fulfilled that the art of discovery will grow with the arts themselves.

Answer 7th.—The Inductive logic of Aristotle and that of Bacon agreed in one thing that both referred the discovery of the laws of nature to observation; but otherwise they differed greatly. The method of Aristotle collected laws from the simple innumeration of a great

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many instances without rejections of those which seem contradictory. But Bacon would not be satisfied with such a system of logic. He required a method which would sift nature by proper examinations and rejections, guard the senses, from giving false reports, and correct their incompetency by substitution and rectification. He would then proceed gradually from one law to another always considering the negative instances as of greater authority than the affirmatives, till he arrived at laws of the highest degree of generality. But with Aristotle the case was otherwise. He took some vague and imperfect notions from external natures, formed laws according to his own conceptions, and applied them to explain all the phenomena of nature. But if any phenomenon happened which seemed to overset these laws, he instead of correcting them would endeavour to strain it to these or save them by subtle distinctions to preserve the first authority of his choice. Well might a philosopher say that the induction which proceeded this way by simple enumeration is a childish thing.

Answer 8th.—The philosophy of Plato which aimed at the contemplation of final causes, was not a philosophy destined to produce fruits, but like a virgin devoted to the contemplation of God, remained barren.

All the Greek schools of philosophy except his, had some thing which smelled of natural philosophy. The atoms of Luceppus and Democritus, the Hoiememora of Anaxagoros, the amity and enmity of Empedocles, the heaven and earth of Permenides, all bespoke something of natural philosophy. But the philosophy of Plato was not of that kind. Undoubtedly if the tree, which, as Macaulay well observes, Socrates planted, and Plato watered and cherished, is to be judged by its flowers and blossoms it is the most beautiful and pleasing, but it did not produce much good fruits.

Bacon says that the contemplation of the final causes cannot be of any use in the discovery of the laws of nature; but in this Bacon, it seems, was somewhat mistaken. The consideration of final causes as Stewart and Hallam have shewn, led to some of the most important discoveries. The discovery of the circulation of blood by Dr. Halley was made by the consideration of the final cause of the valves in the veins and arteries. The consideration of the final causes as Stewart has shewn by a great number of quotations and examples is of great use in animal anatomy.

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History.

ARNOLD'S LECTURES.

Answer 1*st*.—The fall of the Western Empire, according to Dr. Arnold is the separating limit between Ancient and Modern History; and in my humble opinion he is perfectly justified in the selection. The present state of affairs existing in Europe commences from this period. "History so far" says our author "is the biography of the living, beyond it it is the biography of the dead." At no other period before or after it, can the four great elements of Modern nationality in Europe be found to have met together. Successive ages have used and disposed these elements differently but they have added no new one to them; so that the fall of the Western Empire divides the broadest line those two periods of the history of the European nations which are designated by the names of Ancient and Modern History. By the four great elements of nationality I mean race, language, institutions and religion. The births of the different nations in Europe, will perhaps afford much light on the subject. The English nation whose power is now acknowledged in every quarter of the globe do not owe their origin to the Romans who first conquered Britain. They were strangers to Greece and strangers to Israel; not one drop of their blood has been borrowed from any but the Saxon source. The same is the case with their neighbouring nation of France. Though there is a mixture of the Gallo-Roman origin in them yet the stamp is predominantly German. Clovis and his followers had the greatest share in forming the population of France. If we take to our consideration the origin of other nations we shall find that it is after the downfall of the Western Empire that these nations were born. The limit assigned by Dr. Arnold therefore is not arbitrary. It is not mere chronological but is founded upon a very solid and tangible basis.

Answer 2*nd*.—Mosheim in his classical history quoted a passage, which by mistake he attributed to Elgius Bishop of Eloy, regarding the depraved state of morals in the seventh century of the Christian era. It is to this effect that any man who in the period above alluded to did not try his main and might to add to the influence and riches of the clergy was accounted as the most wretched and impious of all mortals. Robertson in his notes to Charles V. without taking the trouble of referring to the text quoted the remark from Mosheim; and at length Dr. Waddington adopted the selfsame passage in his works. But being led to inquire further into the matter, Waddington after many fruitless attempts found the whole passage not in Elgius but in Dácheri one of the Benedictive writers. Thus we find that three writers of the greatest celebrity have been led to a strange error from one garbled extract.

Answer 3*rd*.—Italy consists of number of low valleys pent up between many steep hills and mountains. These valleys have an existence quite independent of each other, in so much that many of the inhabitants of one of them are foreigners to one another; so that it will not appear very strange to say that when two of the Neapolitan naturalists wentto visit an erruption of the Majella in Abruzzi, they found there many medicinial plants which their countrymen were in the habit of importing from distant

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countries. The Appenine chain running down from the north to the south of Italy, the Alps on the north, the arteries and veins of the Tiber—the river on whose banks stood that seven hilled city whose name is still cherished by all the nations of the world as the parent of arts institutions and civilization—the basin of the Po, all present a very grand picture to the mental eye of the observer. "Italy" says Dr. Arnold "is like a great backbone thickly set with spines." Steep hills and mountains rise on all sides, and low pieces of habitable lands are intercepted between them. The salubriousness of the climate, in some parts of this peninsula, where every gale is odour and every breath is peace, large tracts of land lying uncultivated and uninhabitated; and the beautiful valleys of the Campana teeming with olives and roses, all prepare a most delightful banquet for the patient observer. Washed by the Mediteranean and Adriatic, on three sides, Italy appears like a long strip of land intersected by mountain sceneries of unusual grandeur and sublimity. The physical resources of the country, the majestic range of mountains running down through the middle, the fecundity of some parts, the beautiful cornfields smiling with emerald verdure, and gladdening the heart of the innocent peasant at every undulation of the green blades, the citron groves spreading their luxuriant branches, all all inspire the mind with delight and joy. But Italy is unhinbated in many parts, a circumstance which has given rise to occasional robber habits of the inhabitants. Here ends our faint description of a land which at one time gave law to the world, but which now is entirely fallen from that enviable position she once occupied in the annals of mankind.

Answer 4th.—In the study of Modern History the first thing that attracts our notice is the consolidation of small independent states into large kingdoms during the last three centuries. The incorporation of England and Scotland, and subsequently that of Ireland into the vast kingdom of Great Britain is of modern date. The acquisition of Franche Compte and Provence and the subsequent addition of Bretaign, Avignon Alsace and Vosges, are works of later times, Spain and Portugal were united under one sovereign; and the coalition of the Spanish and Austrian territories is the grandest illustration of the tendency above alluded to. The destruction of the free cities of Germany with the exception of Bremen, Frankfort, and Lubeck, and their formation into a vast kingdom, the kingdoms of Bohemia, and Hungary, the rise of Russia into the most collossial of empires, the kingdom of Sardina which absorbed into itself Venice and Milan, all clearly demonstrated the undoubted tendency which the last three centuries had to the annihilation of petty independent states, and their consequent coalition into vast empires. Venice destroyed the independence of Padua and Verona, Florena of Pisa and the territories of Ferrara and Urbino were included with the dominion of the Popes.

Answer 5th.—First of all the rise of the Austro-Spanish power which threatened the independence of the other European states presents itself to our view. The marriage of the heiress of Burgundy with the Arch-Duke Maximillian added Franche Compte and the Netherlands to the Austrian dominions. The subsequent marriage of Philip, Maximillian's son with Joanna of Spain daughter of Ferdinand and Isabella, gave to Austria the whole inheritance of the crown of Spain to which were added the kingdom of Naples which had fallen under the grasp of the Spanish monarch by the termination of the struggle between the lines of Anjou and Arragon; so that when Charles V., grandson to Maximillian ascended the throne of

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his father in 1519 he found himself in possession of a vast empire scarcely parralelled in the annals of modern Europe. But this power did not go unchecked. It was first opposed by France, kept at bay by Francis I., humbled by the successful alliance of Henry II. with the German Protestants and finally dissolved by the abdication of Charles V. in 1555. His son Phillip succeeded to his Spanish dominions, and to the sovereignty of Naples; his brother Ferdinand to his Austrian territories. Thus passed away the first tempest of universal dominion without producing any serious injury to the affairs of Europe.

But Phillip by the extent of his possessions which were still considerable, the subsequent conquest of Portugal by the death of King Sebastian in Africa, and the vast possessions and riches which fell into his hands by the discovery of America and the conquests made there, excited fresh cause of alarm. France was now very much distracted by civil and religious wars, and the danger of his power became imminent. But it was finally checked by the revolt of the Netherlands, the opposition of England and the return of France from the civil wars which raged among her sons.

The dominion of Ferdinand 2nd again, excited general alarm. The conquest of the Palatinate in 1622, threatened the permanence of all the independent states. The power which principally opposed this was that of Sweeden. Austria was driven out of Lombardy by the peace of Westphalia in 1648 and after the conclusion of the peace of Pyranees in 1659, Spain retired for ever from the foremost place among European states.

The dominion of Louis 16th rather that of Richelieu now took the most formidable aspect. His possessions were not very extensive, but the forts of Lisle and Dunkirk furnished him with a very great advantage. The French navy has now risen to the sovereignty of the seas. The opposing power now was England. William the third checked the power of Louis; Marlborough and Eugene overthrew it. Louis was now at once laid prostrate before England and he was only saved by a party revolution in his favour in English ministery. Though the peace of Utretcht in 1713 gave to the French prince Phillip the succession of the crown of Spain, the terms which it actually involved were extremely humiliating to Louis.

Then followed a peace of nearly 70 years; after which England became in some measure the "principal centre of action." The possession of the different states of North America, the high pretensions of her naval code, and the vast extent of her colonal territories again excited general alarm. Not only France and Spain but her old ally Holland took part against her in the American war, but the enmity against her did not survive the loss of some of her valuable pessessions in America.

But the most violent crises was in the beginning of the present century. The most military people in Europe became engaged for their very existence. The French Republic cradled *a origine* in war, was became now engaged in the accomplishment of a grand scheme of universal dominion, scarcely parralelled in the history of any other continent. "The ordinary relations of life" says Dr. Arnold "went to wrack" and every Frenchman became a soldier. "At length as if Providence seemed at first to further the ambitious views of France, her forces were at length furnished with a commander whose military abilities made him fitter to undergo all the privations of war and to carry on the grandest scheme of universal empire. This commander was *Napolean* of whom Lord Byron has so finely said.

"Conqueror and captive of the earth art thou"
"And thy wild name, &c."

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He assembled his mighty host of 4050000 efficient soldiers and at every way of his advance swept away a kind. Though the coalesced powers of Europe were eventually succeeded against him, yet the preservation of Europe from the hands of this wonderful genius Dr. Arnold has very justly attributed to the immediate interference of God and God alone. We give to Prussia, all the glories she achieved, to England, the honour of the crowning victory of Waterloo in 1815 but we cannot still deny that had not the signal failure of Napolean's expedition against Russia been not occasioned by a memorable frost, Europe perhaps would have still groaned under the thraldom of French tyranny.

Answer 6th.—The study of history both ancient and modern does by no means justify the belief that some nations are inherently superior to others. The judgment of King Archedamus is the best. According to him one man differs little from another, but training and culture constitute the entire difference. Nor does our past experience any way justify the truth of that Calvanism in matters political, which many have so strenuously supported. Judging from the experience of European history in the 18th and 19th centuries we find that France was actually superior to Austria and Spain in warlike habits and abilities, the successes on both sides were admirably balanced. While we find that Napolean was uniformly victorious, Frederick the Great gained many victories. The conquests of Napolean in Italy were equally balanced by the defeats of Moreau and Jourdan. The victories of Rosbach and Jenna counterbalanced one another. The military character of the Italians is now low yet without going to the Roman times, we find that Italy has still given birth to a Spenola, a Montecuculian Alexander and to the Prince of Parma. If we weigh the victories and defeats which the English have sustained in all their struggles with France we find that they are almost equally balanced. The defeats sustained by King Jhon are neutralized by the successes of Henry V; and the uniform victories of Marlborough are counterpoised by the successes of Marshall Saxe and the Duke of Luxemburg over King William and the Duke of Cumberland.

Anwer 7th.—It is impossible to conceive the unpardonable evils which generally accompany an irregular warfare. The cruel outrages of the irregular troops sparing neither sex nor age, the violent deaths and agonies of innocent sufferers, the terrible destruction of houses, and temples, in fact all the other inhuman actions committed by a set of ruffians let loose to revel in the boundlessness of rapine and carnage, cannot be justified by any means whatever. Even when a people's country is invaded, they have no right whatever to depart from the pale of civilized warfare. Battles must be fought at the country of either of the beligerents and it is an accident merely when the territories of a third party are made the scene of action. The invader of the country invades it with the prospect of an honourable peace; this is the true theory of the case. Are we justified in such cases to adopt the habits of a guerilla warfare, to shoot at stragglers and to rise promiscuously against the individuals of the invading army? But by no means if the invader wishes to complete the entire annihilation of a people he cannot now complain if his soldiers be promiscuously massacred. But even now if we consider the inefficacy of irregular army as a general rule in driving an invader from our country, and then weigh carefully the unspeakable horrors and attrocities which inevitably accompany these irregular risings we will find that the necessity of a standing army is absolute, and that all those irre-

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gular outbreaks of the multitude which many philosophers have so highly commended, cannot be allowed as they are generally found to be productive of more positive evil than of good.

Answer 8th.—Considering the feelings of the revolutionary party in France, whose political principles were thoroughly opposed to the anti-popular, towards the names of Brutus and Cassius, we are at a loss to find with what consistency were these names cherished by the members of the party alluded to, with all the honours of glorious martyrs to the popular cause? Critically annalizing the different parties which existed in Rome during the times of Brutus and Cassius, we find that they were far from being the staunch advocates of the popular cause. They belonged to the high aristocratical party—the party which headed the proscriptions of Sylla—which played the most conspicuous part in the destruction of the Grachei—which strenuously opposed the communication of the Roman franchise to the other Italian states, and which resisted with great warmth and bitterness the enactment of the Agrarian laws. The rights and privileges of the ancient democracy of Rome were trampled by them to the dust and their honour and properties most eggregiously outraged. Far from being the true friends of the popular cause, the other members of the party Brutus and Cassius belonged to, were living examples of that iniquitious tyranny, which having bound hand and foot the quarter of the poorer population doomed them to all the miseries which grim-faced poverty and dishonour can entail upon mankind. On the contrary the individuals whom they opposed were thorough favourites of the republican party. Julius, Ceaser, an opposition to whose ambition and glory immortalized the names of Brutus and Cato in the minds of the revolutionary party in France, was not as he has been supposed to be a member of the high aristocratical party; he was the darling of the populace and the lord of their hearts. I do not mean to say, that in his affection for democracy and its principles was the genuine offspring of a sincere and cordial heart, but that all his leanings and actions were apparently republican. When he entered Rome with his well accomplished legions the ostensible purpose which he held out was the support of the Tribunitian power; and it was his affection for the multitude rather than any extraordinary degree of disinterested patriotism which actuated Brutus and Cato in the violent struggle which they waged with him. To all the parties who are strongly of a popular cast such names cannot be cherished with great inconsistency as the beaux-ideals of true commoners; so that the revolutionary party in France were sadly mistaken in the conjectures that were made in this case.

Answer 9th.—The coincidence of a popular and a movement party is purely accidental. They disagree as often as they are found to agree. Phillip of Macedon whose extensive and unbounded ambition leads us at the first sight to infer that he belonged to the anti-popular party, is on the contrary found from experience to have headed the party of the movement while Demosthenes, who was strongly attached to the popular case, whose blood boiled at the very name of liberty and equality, was opposed to it. The Macedonian monarch, contributed though unintentially to alter the condition both civil and political of the different Greecian states while Demosthenes would have kept it quite unimpaired. Add to this the example of Pericles. Though he was a member of the aristocratical party, he might be truly said to have headed the party of the movement

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in as much as he endeavoured to change entirely the face of political affairs existing in his time; and to raise Athens at the very summit of her glory and power. Thus we see that the popular party is not always identical with a party of movement; on the contrary the pages of history both ancient and modern furnish us with innumerable examples which have impaired this coincidence in no scant a measure.

Answer 10*th*.—The influence of time in changing the character of political affairs and parties is paramount and undeniable. That which once wore a very fair and promising aspect becomes by the lapse of ages a thing of a quite different mould; bad changes into good, and those that are wholesome and salutary gradually lose all the beauty and excellence of their character. Time as the proverb says is the greatest innovator. But we are very often mistaken in our estimate of political affairs and parties. The party which once possessed a very high character is still considered by some in the same noble light even where time has operated most successfully in altering it to the worst—and it is of this sad mistake, which we guided by an implicit assent to the dictates of our past experience, are so apt to fall into even when exceptions prove greater than the rule,—that Dr. Arnold so justly complains by the sentence alluded to. To illustrate this let us consider the different changes which have been successively rought in the characters of the Ghwelfs and Gheberlines—the two celebrated parties which so strongly advocated the papal and kingly authorities in the different states of Germany, Italy &c. Considering with accuracy these two characters at the very beginning of the strongly we cannot refrain from detesting as cordially the Ghebellines as we cherish and magnify the names of the Guelphs. The Pope stood at this time in the place of a moral and religious teacher authorized by a high commission to watch over the impressions and assosiations of the untaught multitude, to shew them the true path for attaining eternal bliss and contentment, to instil into their breasts such lessons of morality as would enable them to perform skillfully, justly and magnanimously the duties which they owe to God their Supreme Creator and to all their fellow creatures; to assail their ears with the voice of morality and warn them constantly from forsaking the path of *virtue*. On the other hand the king stood in the place of a worldly despot, corrupt and tyrannical, entirely careless of the welfare of his subjects and totally unscrupulous in the selection of means for the satisfaction of his carnal ambition. Such was actually the case of the heads of the two parties above mentioned at the very begining of our historical notice of them. But they entirely changed their characters as time and circumstances began to alter. The Pope degenerated into a religious despot, entirely versed with the crafts of his profession and quite at home with the purposes of his sordid and cold self interest. The king stood in the place of "Gods vicegerent in earth" as Lord Bacon has called him, invested with one of the divine attributes,—the power of punishing the guilty and rewarding the innocent and virtuous—and morally bound to the furtherance of the welfare of the subject population. Who can now forbear from changing his side? Who will now be inclined to the Guelfs? It is to him and him alone that Dr. Arnold's censure is peculiarly applicable.

Answer 11*th*.—At the close of the 16th century England was distracted by three great parties—consisting first of those who were the supporters of the established Church as already reformed—second those who wished to

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carry the reformation further, and third of those who were entirely averse to all changes whatever, but were strongly attached the Pope and his Church. The followers of the reformed Churches, though disagreed with one another in many points of minor importance, unanimously concurred in asserting the national independence in matters of religion and concience, in excluding the dominion of the Popes, and in acknowledging the King or the Queen of the Realm as the head of the Church. The second party i. e. the party of the Puritans strongly advocated a further reform in the Church—they complained bitterly of an unpreaching ministery, strongly protested against the reading of a fixed liturgy, denied the supremacy of the monarch in matters of Church government and insisted upon a litteral interpretation of the scriptures in all religious questions, as the only solution of the puzzle. But the other party i. e. the party of the Roman Catholics, could not act openly for themselves as the mass of the nation belonged to the party of reformation. They agreed with the Puritans in denying the royal ascendancy but differed too widely from them in considering the Pope as the supreme governor in all matters of religion. A very celebrated author has described these parties by the names of the "active Romanists," the "peacable Protestants" and the "restless nonconformists" but Dr. Arnold has very justly remarked that the character of peaceable meekness assigned to the members of the second party cannot be considered as truly admirable. They had no temptation to be otherwise; therefore they are not entitled to any positive share of commendation.

Answer 12th.—The French revolution was a revolution not only in political affairs, but introduced great changes in the social relations of the people of that country. The government was not only changed but all the distinctions between the rich and the poor, the great and the law went to "wrack." Every freeborn citizen was levelled as it were in the great theatre of the world. It was this which made it the darling of the common multitude, who anticipating the useful advantages that would accrue them from a system of government, whose principle will be *liberty*, *equality*, and *fraternity*, hesitated not in the least to lend all their assistance to the coming movement and to strain every nerve for the accomplishment of so grand a purpose. With the exception of the poorer classes of Lavendee, they all hailed with joy the hour which promised them an equal enjoyment of rights, privileges and honours, with those proud worthies who before trampled upon them as creatures not endued with rationality; and tried their main and might to aid the abolition of the seigneuorial dominion in France—a dominion which at one time denied them privileges which every human creature is entitled to claim. But the case was entirely different with the revolution of 1688 in England. It was a contest about principles which is not very intelligible to the "hydraheaded multitude" of Shakespeare. The English revolution introduced no changes in the affairs of social life—changes which every one can appreciate; and though by increasing the power of the Parliament the great strong-hold of British liberty, and by lessening the power of the monarch, it did confer on all the most everlasting advantages, yet the communication of these advantages was indirect; consequently the people whose "eyes" as Shakespeare says "are more learned than their sense" were utterly inadequate to understand and appreciate them fully. They found the old relations in which the stood to the higher classes were still the same; and that over and above this

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additional taxes which were imposed upon them for the accomplishment of the Revolution involved them in greater poverty and misery. They paid and suffered, as they thought for no real advantage. It was these feelings combined with that peculiarity in the constitution of the popular mind by which it is led to haste the existing state of things. which estranged them from the cause of the Revolution of 1688, in England.

Answer 13*th*.—In the year 1703 the popular party in England supported the war against France because they suspected the French king and his subjects to be in close and secret alliance with their political rivals at home. The secret negotiations with the French power, which were carried on by the party opposed to them, and the succession of a person whom they *did* not like in the place of Marlborough gave them true cause of alarm. Like the Council of the Four Hundred in Athens, who though they were willing to maintain the power and influence of that celebrated city, were yet firmly resolved to surrender her into the hands of the Lacedemonians rather than bear the triump of their adversaries at home, the aristocratical party in England held secret communications with the French sovereign with the hope of depressing their political rivals in their own country. But in 1793 the state of parties in the two countries was entirely changed, The English party which advacated the popular cause found that the mass of the French nation was inclined to their side; they therefore very consistently supported the French war in 1703 as they deprecated it in the present case.

Answer 14*th*.—The first great qualification in an historian is an earnest craving after truth and utter impatience not of falsehood merely but of error. Our author very justly ovserves that truth when sought can always be found; an well intentioned man, who is a sincere votary of truth and who not only hates falsehood but is utterly impatient in detecting the tricks which falsehood garbled in the shape of truth generally plays with mankind is a person whose credebility is indisputable. Many of the modern historians being deceived by one of the usual flourishes of Barrere have furnished us with a very false account of the striking of the French ship LaVengur. Even Mr. Carlisle in the first edition of his celebrated work adopted this erroneous account of the valour of the French crew in that ship. But his strong and vigourous mind which was quite impatient of all errors, being led to enquire further into this matter, he found from sources of great credibility that the case was actually the reverse. The detection by the celebrated Mr. Waddington of that celebrated misquotation by Mosheim, Robertson and other writers of great note sufficiently illustrates the necessity in an historian of an earnest craving after truth and utter impatence not of falsehood merely but of error. Had not the enquiring and speculative mind of Mr. Waddington been led to this discovery, the world would have been perhaps still imposed upon by a strange misunderstanding of the state of men's mind with respect to religion at the beginning and end of the 7th century. A passage of D'Acheri one of the Benidictine writers would have been falsely attributed to the Bishop of Elloy, so important therefore is this qualification in an historian that this ought to stand in the first and most prominent place.

DWARKANAUTH MITTRE, *Hooghly College,*
First Class, College Department.

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Appendix B.

SANSCRIT COLLEGE.

SCHOLARSHIP QUESTIONS.

SENIOR SCHOLARSHIPS, 1851.

Literature.

Morning Paper.

अवलोकयत एव क्षपतेः स्म दूरतो
रभसाद्रथादवतरीतुमिच्छतः ॥
अवतीर्य वान् प्रथममात्मना हरि
र्विनयं विशेषयति सम्भ्रमेण सः ॥
वपुषा पुराणपुरुषः पुरः क्षितौ
परिपुञ्जमानपृथुहारयष्टिना ॥
भुवनैर्नतोऽपि विहितात्मगौरवः
प्रणतानां नाम तनयम्पिदध्वसुः ॥
मुकुटांशुरञ्जितपरागमग्रतः
स न यावदाप शिरसा महीतलम् ॥
क्षितिपेन तावदनपेक्षितक्रम
म्भुजपञ्जरेण रभसादुदूहृत ॥
न ममौ कपाटतटविस्तृतन्तनौ
मुरवैरिवक्षउरसि क्षमाभुजः ॥
भुजयोस्तथापि युगलेन दोर्घयो
र्विकटीकृतेन परितोऽभिषस्वजे ॥
गतया निरन्तरनिवासमध्युरः
परिनाभि नूनमवमुच्य वारिजम् ॥
कुररीजनिर्दयनिपीडनाभया
म्मुखमध्यरोहि मुरविद्विषः श्रिया ॥

एषां व्याख्या लिख्यताम्।

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Afternoon Paper.

विदूषकः । राजानं चालयित्वा । भं भणामि कीस एसा ओग्गदमुट्ठी आलिहिदा।

राजा । वयस्य सारिकयैव सकलमावेदितम् ।

सुसङ्गता । सहि दंसिदं सारिआए अत्तणो मेहावित्तणम्।

विदूषकः । अवि सुहाअदि दे लोअणं णवत्ति ।

सागरिका । स्वगतम् । किं एत्थ भणिस्सदि जं सव्वं एव्व मरणजीविदाणं अन्तरे वट्टामि ।

राजा । वयस्य सुखयतीति किमुच्यते।

लब्ध्वादूरयुगं व्यतीत्य सुचिरं भ्रान्त्वा नितम्बस्थले
मध्येऽस्याश्चिवलीतरङ्गविषमे निष्पन्दतामागता ।
मद्दृष्टिस्तृषितेव सम्प्रति घनैरारभ्य तुङ्गौ स्तनौ
साकाङ्क्षं मुखरीक्षते जघनवप्रस्यन्दिनी लोचने ॥

सुसङ्गता । सहि सुदं तुए।

सागरिका । तुमं एव्व सुणु जाए आलेक्खविण्णासो वण्णीअदि।

विदूषकः । पसण्णं निर्वर्ण्य । भो वअस्स जस्स उण हदिसी ओवि एव्वं पिअं समागमं वञ्चन्ति तस्स वि उवरि अत्तणो को पराहवो जेण एत्थएव्वताए आलिहिदं अत्ताणअं ण पेक्खसि।

राजा । निर्वर्ण्य । वयस्य अनया लिखितोऽहमिति यत्स्वमात्मन्येव वर्तमानस्तत् कथं न पश्यामि।

भाति पतितोलिखन्त्यास्तस्यावाष्पाम्बुघनीकरकणौघः
खेदोद्गमइव करतलसंसर्गादेव मे वपुषि

अस्य सन्दर्भस्य व्याख्या लिख्यताम् ।

Rhetoric.

Morning Paper.

अप्रतीतदोषस्य किं स्वरूपं किमुदाहरणं । किञ्च तपस्विभिर्या सुचिरेण साध्यते प्रयत्नतः सञ्चिभिरिष्यते च या । प्रयान्ति

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तामास्तु गतिं यद्गखिनोरश्वमेधे पशुतामुपागताहत्वत्र कस्मिन्नंशे किमभिधानोवा दोषः।

गुणानां किं स्वरूपं कान्युदाहरणानि कति भेदाश्च। किञ्च कीदृशस्थले न्यूनपदस्य दोषत्वं कुत्र वा गुणत्वं कुत्र वा नोभयतेति।

अप्रस्तुतप्रशंसायाः प्रतिवस्तूपमायाश्च लक्षणतदर्थोदाहरणानि लिख्यन्तामिति।

व्यभिचारिरसस्थायिभावानां शब्दवाच्यता।
कष्टकल्पनया व्यक्तिरनुभावविभावयोः॥
प्रतिकूलविभावादिग्रहोदीप्तिः पुनः पुनः।
अकाण्डे प्रथनच्छेदावङ्गस्याप्यतिविस्तृतिः॥
अङ्गिनोननुसन्धानं प्रकृतीनां विपर्य्ययः।
अनङ्गस्याभिधानञ्च रसे दोषाः सुदीदृशाः॥

अस्य कोऽर्थः।

Afternoon Paper.

यस्य किञ्चिदपकर्तुमक्षमः कायनिग्रहगृहीतविग्रहः।
कान्तवक्त्रसदृशाकृतिं क्षती राऽरिन्दुमधुनापि बाधते॥
आद्यकोलतुलिताम्भ्रकम्पनैः कम्पिताम्भुऽरनीदृगात्मनि।
वाचि रोपितवतामुना महीं राजकाय विषयाविभेजिरे॥
तत्सुराज्ञि भवति स्थिते पुरः कः क्रतुं यजतु राजलक्षणम्।
उद्धृतौ भवति कस्य वा भुवः श्रीवराहमपहाय योग्यता॥
हसितुं परेण परितः परिस्फुरत्कैरवाणकोमलरुचावुपेक्षितैः।
उत्कर्षि यत्र जलशङ्कया जनैर्मुऽरिन्द्रनीलभुवि दूरमम्बरम्॥
गर्ज्जति वारिदपटली वर्षति नयनारविन्दमबलायाः।
भुजवल्लीमूलसेको विरहजता पल्लवं सूते॥

एतेष्वलङ्काराः सलक्षणोपपत्तिकमुद्भाव्यन्ताम्।

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Mathematics.

Morning Paper.

পোনের হাত রজ্জুকে এমত দুই খণ্ডে বিভক্ত কর যাহাতে রজ্জুর এক অংশ অন্য অংশের ত্রিগুণিত পঞ্চমাংশ হইবে।

সম্প্রতি পিতার বয়স পুত্রের বয়সের ত্রিগুণ কিন্তু দশ বৎসর পূর্ব্বে পিতার বয়স পুত্রের বয়সের পাঁচগুণ ছিল এ স্থলে জিজ্ঞাস্য পিতাপুত্রের বয়স কত।

কোন রাশি স্বকীয় চতুর্থাংশদ্বারা গুণিত হইলে ৭৮৪ হইবে।

পিতাপুত্র উভয়ের বয়স ৯৫ বৎসর কিন্তু পুত্রের বয়স তিনগুণ করিলে পিতার বয়স অপেক্ষা ৫ পাঁচ বৎসর অধিক হইবে।

ষোল টাকা মূল্যের ১ এক তোলা স্বর্ণে কত রৌপ্য মিশ্রিত করিলে এক টাকা লাভ হইবে।

Afternoon Paper.

৯০ নবতিকে কিরূপ দুই অংশে বিভাগ করিলে এরূপ দুই খণ্ড হইবে যাহাতে অল্প অংশকে দ্বিগুণিত করিয়া তাহাতে অধিকাংশের অর্দ্ধ যোগ করিলে ৯০ হইবে।

কিরূপ ভিন্ন অঙ্কের ভাজ্যে ১ এক যোগ করিলে ১ একের তৃতীয়াংশ হইবে ও ভাজকে ১ এক যোগ করিলে ১ একের চতুর্থ ভাগ হইবে।

২০ কুড়িকে এমত দুই খণ্ড কর যে এক খণ্ড অন্য খণ্ডের বর্গমূলের সহিত সমান হইবে।

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এমন কি দুই রাশি আছে যে তাহাদের পরস্পরের ঘাত তাহাদের বর্গান্তরের সহিত সমান হইবে ও তাহাদের বর্গযোগ পরস্পরের ঘনান্তরের সহিত সমান হইবে।

Law.

Morning Paper.

কস্মিদ্‌ব্রাহ্মণঃ সত্যপি ব্রাহ্মণীপুত্রে বৈশ্যাপুত্রায় প্রতিগ্রহস্বত্বাং ভুবং দত্তবান্। অথোপরতে পিতরি ব্রাহ্মণীপুত্রে বলাদ্ভোক্তুমুপক্রমমাণে বৈশ্যাপুত্রোনরপতয়ে ব্যজিজ্ঞপৎ। অথ বিজ্ঞাপিতেন রাজ্ঞা কীদৃগ্রোব্যবহারঃ প্রবর্ত্তনীয়ঃ।

সভ্যৈরন্যায়ং বোধিতোঽপি নরপতির্যদ্যন্যথা করোতি তদা রাজ্ঞোদোষোভবত্যুত সভাসদামুতানিযুক্তানাম্।

কস্যচিদ্‌ব্রাহ্মণস্য চত্বারঃ পুত্রাঃ সন্তি তেষ্বেকঃ পরিণীতায়াং ব্রাহ্মণ্যামুত্পন্নঃ দ্বৌ ক্ষত্রিয়াসম্ভবাবন্যঃ শূদ্রাসমুদ্ভূতঃ কন্যাস্বাসংস্কৃতা স্ত্রিস্ত্রাস্বেকা স্বজাতীয়ায়ামুত্পন্না ইতরে চ বৈশ্যায়ামুত্পন্নে পরলোকমুপগতে ধনিনি তদীয় ধনে কীদৃগ্রংশক্রমকল্পনা মিতাক্ষরাসম্মতা।

দেবদত্তকৃতং নষ্টং সেতুং সংস্কর্ত্তুকামস্য হরিদাসস্য কিং কর্ত্তব্যং অথ কস্যচিদনিবেদ্য সেতুং সংস্করোতি তদাসৌ সেতুফলভাগ্‌ভবতি ন বা। কিঞ্চানিবেদ্য ক্ষেত্রস্বামিনে যদি কস্মিংশ্চিত্ক্ষেত্রে সেতুং প্রবর্ত্তয়েত্তদা ক্ষেত্রস্বামিসেতুপ্রবর্ত্তকয়োঃ কঃ সেতুফলভাগ্‌ভবতীতি।

Afternoon Paper.

রাজ্ঞা কীদৃগ্রোদূতোনিযোক্তব্যঃ দূতবিনিযোগস্য কিং প্রযোজনং। কিঞ্চ কামসমুত্থানি ব্যসনানি কিযন্তি কিযন্তি বা ক্রোধজানি কানি বা তেষামভিধানানি।

কৃত্স্নঞ্চাষ্টবিধং কর্ম্ম পঞ্চবর্গঞ্চ তত্ত্বতঃ।
অনুরাগাপরাগৌ চ প্রচারং মণ্ডলস্য চ॥
ইত্যস্য কুল্লূকভট্টসম্মতা ব্যাখ্যা লিখ্যতাম্।

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केनोपायेन प्रतिबोधनामन्तःपुरस्त्रीणाञ्च चेष्टितमवगन्तव्यं किञ्च स्त्रीजनोऽपि न्यायानुवर्त्ती नरपतिः श्रोत्रियात्करमादातुमर्हति नवा।

कस्यित् किञ्चिदृणं कृत्वोपरतः। अथोत्तमर्णविज्ञापितेन राज्ञाधमर्णपुत्रपौत्रयोर्विद्यमानयोर्मध्ये कस्मात् दापनीयः।

Logic.

First Class.

Morning Paper.

सांख्यमते प्रधानं चेतनमचेतनंवा तस्य चेतनत्वे त्रिगुणमविवेकि विषयः सामान्यमचेतनं प्रसवधर्म्मि। व्यक्तं तथा प्रधानमिति कथं सङ्गच्छते अचेतनत्वे च कथमस्य प्रसवधर्म्मित्वं प्रसवधर्म्मितायाहि चेतनप्रयत्नसापेक्षत्वात् चेतनारहितो च प्रयत्नस्यासम्भवित्वात् नहि चेतनप्रयत्ननिरपेक्षा मृत्तिका घटादिकमुत्पादयतीत्युभयथापि दोष स्तत् किमिह समाधानमिति।

सवा एषपुरुषोऽन्नरसमयइत्यादिश्रुतेः स्थूलोऽहं कृशोऽहं गौरोऽहं खञ्जोऽहमित्यादिप्रतीतेश्च कायाकारपरिणतोभूतविशेषएवात्मा तथाच नासौ नित्योनापि विभुरिति चार्व्वाकविप्रतिपत्तौ किमुत्तरं नैयायिकानाम्।

न्यायमते कर्त्तृत्वादीनामात्मवृत्तित्वस्वीकारात् प्रकृतेः क्रियमाणानि गुणैः कर्म्माणि सर्व्वशः अहङ्कारविमूढात्मा कर्त्ताहमिति मन्यतइत्येतद्भगवद्वाक्यं कथं सङ्गच्छते नहि नाभ्युपगमआप्तवचनस्य।

सांख्यमते उपमानस्य प्रामाण्यमस्ति न वा अस्ति चेत्तदुक्तावसरे कथं नोल्लिखितं नास्ति चेद्गोसादृश्यज्ञानानन्तरं कथं गवयपदवाच्यताग्रहइति।

Afternoon Paper.

के नामेश्वरसाक्षात्कारस्य मोक्षहेतुत्वं मन्यन्ते के च परमात्मनः सुखसम्बन्धाभावमभिदधानाः स्वात्मसाक्षात्कारस्यापवर्गहेतुतां स्वीकुर्व्वन्ति नैयायिकैरेतन्मतमाहृतं न वा नोचेत् किं कारणमनादरस्य।

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अविद्यारूपोपाध्यवच्छिन्नस्य ब्रह्मणोऽविद्यारूपोपाधिविगमएव कैवल्यमिति केषां मतं कथं वा तन्मतमनादृतं नैयायिकैः।

सिद्धयः किंस्वरूपाः कतिविधाश्च कानि वा तासामभिधानानि विनोपदेशादिना प्राग्भवीयाभ्यासवशात्तत्त्वस्य स्वयमूहनं यत् सा सिद्धिरूहइत्यादि दानञ्च सिद्धिहेतुः धनादिदानेनाराधितोऽग्नी ज्ञानं प्रयच्छतीत्येतदन्तं यावत् कस्य व्याख्यानं कथम्वा वाचस्पतिमिश्रेनास्मिन् ग्रन्थे कटाक्षः किमिति वा न तत्रोद्घाटितोदोषः।

दृष्टवदानुश्रविकः सह्यविशुद्धिक्षयातिशययुक्तः तद्विपरीतः श्रेयान् व्यक्ताव्यक्तज्ञविज्ञानादित्यस्य वाचस्पतिमिश्रसम्मता व्याख्या विलिख्यताम्।

Second Class.

Morning Paper.

नैयायिकैरर्थापत्तेः प्रामाण्यं कथं न स्वीक्रियते तदनभ्युपगमे यज्ञ ज्योतिःशास्त्रादेवदत्तस्य शतवर्षजीवित्वमवगतं तत्र शतादासतोऽस्य बहिः सत्त्वं केन प्रमाणेन साधनीयम् अनुमानेनचेत् कीदृशोऽत्रानुमानप्रकारइति।

शब्देोपमानयोर्नैव पृथक्प्रामाण्यमिष्यते। अनुमानगतार्थत्वादित्यस्य कोऽर्थः। किञ्च लक्षणायाः किं लक्षणं का च युक्तिस्तत्स्वीकारे नैयायिकानां कक्षाबहिष्कारिकाभिमतलक्षणातोऽस्याविशेषः।

दीर्घशष्कुलीभक्षणादौ प्राशस्त्यासनस्यार्थनत्वाच्चुषश्रावणत्वज्ञानानां यौगपद्यान्ननैकमित्यत्र किमुत्तरं नैयायिकानाम्।

अनिमित्ततोभावोत्पत्तिः कण्टकतैक्ष्ण्यादिदर्शनादिति चार्व्वाक विप्रतिपत्तौ काचिदस्ति किमपि समाहितं भगवद्भिरक्षपादैः।

Afternoon Paper.

केनाक्षरसेन भ्रमभिन्नं ज्ञानमिति प्रथमलक्षणपरिहारपूर्व्वकं तदिति तत्प्रकारकं ज्ञानमिति द्वितीयलक्षणानुसरणं द्वितीयलक्षणा-

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नुसरञ्चे च कपालादौ संयोगादिना घटादिज्ञानेऽतिव्याप्तिः कथं वार्य्यतइति।

साध्यवदन्यावृत्तित्वमिति व्याप्तिलक्षणे समवाय सम्बन्धेन वह्निमतोवह्नेरवयवादन्यस्मिन्महानसादौ धूमस्य सत्त्वादव्याप्तिः धूमवान्वह्नेरित्यत्र च साध्यवदन्यस्मिन् ह्रदादौ वह्नेर्वृत्तित्वाभावादतिव्याप्तिश्च ते कथं वारणीये द्वितीयलक्षणानुसरणस्य वा किं प्रयोजनम्।

चेष्टेन्द्रियार्थाश्रयः शरीरमित्यस्य सूत्रस्य विश्वनाथभट्टाचार्यसम्मता व्याख्या लिख्यताम्।

तदत्यन्तविमोक्षोऽपवर्ग इत्यस्य सूत्रस्यार्थो लिख्यतां किञ्च एतत्सूत्रस्थतत्पदेन किं परामृश्यतइति।

Essay.

रोषक्षमयोर्दोषगुणौ गद्येन वर्णय।

Poetical Essay.

लोभसन्तोषयोर्दोषगुणौपद्येन वर्णय।

Bengali Essay.

দেশীয়ভাষায় পরিশ্রমের ফল বর্ণনা কর।

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JUNIOR SCHOLARSHIPS, 1851.

Alankar Class.

Literature.

Morning Paper.

सुतान यूयं किमु तस्य राज्ञः सुयोधनं वा न गुरुैरतीताः ।
यस्त्यक्तवान् वः स वृथा बलाद्वा मोहं विधत्ते विषयाभिलाषः ॥
जहातु नैनं कथमर्थसिद्धिः संग्रथ्य कर्णादिषु तिष्ठते यः ।
असाधुयोगाद्धि जयान्तरायाः प्रमाथिनीनां विपदां पदानि ॥
यथास्तुतायां समितौ रिपूणां धर्म्यां दधानेन धुरं चिराय ।
त्वया विपत्खप्यविपत्तिरन्यमाविष्कृतं प्रेम परं गुरुषु ॥
विधाय विध्वंसमनात्मनीनं भ्रमैकहेतोर्भवतश्छलेन ।
प्रकाशितत्वन्मतिशीलसाराः कृतोपकारा इव विद्विषन्ते ॥
लभ्या धरित्री तव विक्रमेण व्यायांस्त्र वीर्य्यास्त्रबलैर्विपक्षः ।
अतः प्रकर्षाय विधिर्विधेयः प्रकर्षतन्त्राहि रणे जयश्रीः ॥

एषां व्याख्या लिख्यताम्।

Afternoon Paper.

राजा । अर्थ कस्मादिक्रम्य न गृह्णीतः ।

चाणक्यः । दृषल राक्षसः खल्वसौ विक्रम्य निगृह्यमाणः स्वयं वा विनश्येत् युष्मद्बलानि वा विनाशयेत् एवं सत्युभयथापि दोषः ।

पश्य ।

सहि भृशमभियुक्तोयद्युपेयादिनाशं
ननु वृषल वियुक्तस्त्वादृशेनासि पुंसा ।
अथ तव बलमुख्यान्नाशयेत् सापि पीडा
वनगजमिव तस्मात् सोऽभ्युपायैर्विनेयः ॥

राजा । न शक्नुमोवयमार्य्यस्य वाचा वाचमतिक्रमितुं सर्वथा अमात्यराक्षसएवात्र प्रमाणीक्रियते ।

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चाणक्यः । सक्रोधं । न भवानिति वाक्यशेषः मा तावदेवं भो वृषल तेन किं श्रुतम् ।

राजा । यदि न श्रूयते तदा श्रूयताम् ।

तेन खलु महात्मना ।

जन्यायां पुरि यावदिच्छमुषितं श्रुत्वा पदं नो गजे
व्याघातोजयघोषवादिषु बलादस्मद्बलानां श्रुतः ।
अत्यर्थं विपुलैः खनीतिविभवैः सम्मोहमापादिताः
विश्वास्येष्वपि विश्वसन्ति मतयो न स्वेषु वर्गेषु नः ॥

चाणक्यः । विहस्य वृषल एतत् श्रुतं राक्षसेन ।

राजा । अथकिम् एतत् श्रुतममात्यराक्षसेन ।

चाणक्यः । वृषल मया पुनर्ज्ञातं नन्दमिव भवन्तमुद्भूत्य भवानिव भूतले मलयकेतुरधिराज्यमारोपितः ।

एतस्य सन्दर्भस्य व्याख्या लिख्यताम् ।

Rhetoric.

Morning Paper.

दर्पश्रमते दोषस्य किं स्वरूपं कति भेदाः । किञ्च गाण्डीवी कनकगिरिजानिभं भुजाभ्यामाजघ्ने विषमविलोचनस्य वक्षःस्थलञ्च कस्मिन्नंशे किमभिधानोवा दोषः । १ ।

करुणविप्रलम्भस्य किं लक्षणं कश्च लक्षणार्थः किञ्चोदाहरणम् । किञ्च स्मरदशाः कति कानि वा तासामभिधानानि । २ ।

करुणरसस्य किं लक्षणं कश्चात्र स्थायी भावः कश्च वा आलम्बन-विभावः के वा अनुभावव्यभिचारिणः । किञ्च पौरुषाः सात्त्विकगुणाः कति कानि तेषां नामानि । ३ ।

ओजःप्रसादो माधुर्यं सौकुमार्यमुदारता । तदभावस्य दोष-त्वात् क्लीष्टताश्चर्थगाम्भीर्यादित्यस्य व्याख्या लिख्यताम् । ४ ।

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Afternoon Paper.

মধুশ্চ তে মন্মথ সাহচর্য্যাদসাবনুক্তোঽপি সহায়এব।
সমীরণস্তোদয়িতা ভবেতি ব্যাদিশ্যতে কেন ঋতায়নস্য ॥
অপমেঘোদয়ং বর্ষমদৃষ্টকুসুমং ফলম্।
অতর্কিতোপপন্নং বো দর্শনং প্রতিভাতি মে ॥
অবৈমি পূতমাত্মানং দৃষ্যেনৈব দ্বিজোত্তমাঃ।
মূর্দ্ধ্নি গঙ্গাপ্রপাতেন ধৌতপাদাম্ভসা চ বঃ ॥
ন কেবলং দরীসংস্থং ভাস্বতা দর্শনেন বঃ।
অন্তর্গতমপাস্তং মে রজসোঽপি পরং তমঃ ॥
অনন্যভাজং পতিমাপ্নুহীতি
সা তথ্যমেবাভিহিতা ভবেন
নহীশ্বরত্বাহৃতয়ঃ কদাচিৎ
পুষ্ণন্তি লোকে বিপরীতমর্থম্ ॥
ইতীঙ্গিতজ্ঞাঃ সলতাস্তরাত্মা তথেত্যথান্তাম্।

Mathematics.

Morning Paper.

যে ত্রিভুজক্ষেত্রের এক ভুজ চতুর্দ্দশ ও অন্য ভুজ ষোড়শ এবং ভূমি পঞ্চদশ সে ক্ষেত্রের লম্ব অবাধা ও ক্ষেত্রফল কত। আর যদি ঐ ত্রিভুজক্ষেত্রের ভূমি ত্রিশ হয় তবে কিরূপ ক্ষেত্র হইবে।

কোন্ রাশিকে পাঁচগুণ করিয়া তিন দ্বারা ভাগ দিয়া বর্গ করিলে একশত হইবে।

এক উদ্যানে কতক গুলি বৃক্ষ আছে তাহার মধ্যে আম জাম কাঁঠাল এই তিনের সংখ্যা ২২০ কিন্তু আমের তিনগুণ জাম জামের দ্বিগুণ কাঁঠাল কিন্তু আম জামের অন্তর করিলে যে রাশি হইবে তদ্দ্বারা কাঁঠালের সংখ্যাকে ভাগ দিলে কত ও আম জাম কাঁঠালের প্রত্যেকের সংখ্যাই বা কত।

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যে বৃত্তক্ষেত্রের ব্যাস ৩৫ তাহার স্থূল পরিধি কত সূক্ষ্ম পরিধিই বা কত এবং ক্ষেত্রফলই বা কি।

Afternoon Paper.

এক দিবসে এক ব্যক্তি ৮ আট ক্রোশ অন্য ব্যক্তি দশ ক্রোশ চলে। যে ব্যক্তি আট ক্রোশ চলে তাহার ১২ বার দিন চলিবার পর অন্য ব্যক্তি গমন করে। দ্বিতীয় ব্যক্তি কত দিন চলিলে প্রথমপ্রস্থিত ব্যক্তির সহিত মিলিতে পারিবে।

ভজেচ্ছিদৈঃ শ্লৈরথ লৈর্বিমিশ্রৈরুদ্যং ভজেৎ স্যাৎ যদিযুর্দ্বিকাদ্যঃ।

এ লক্ষণে অংশ দ্বারা ছেদবিভাগের ও মিশ্রদ্বারা রূপবিভাগের উপপত্তি প্রদর্শন কর।

যে কর্ম্ম রাম ও শ্যাম উভয়ে ১২ দিনে হরি ও তারক উভয়ে ১৪ দিনে কৃষ্ণ ও ব্রজ উভয়ে ১৬ দিনে সম্পন্ন করিতে পারে সেই কর্ম্ম প্রত্যেকে করিলে কে কত দিনে পারিবে।

ক্ষত্রিয়ের তৃতীয় ভাগ ব্রাহ্মণ, ব্রাহ্মণ ও ক্ষত্রিয়সংখ্যার অন্তরিতরাশির ষড়্গুণিতপঞ্চমাংশ বৈশ্য, বৈশ্য ও ক্ষত্রিয়সংখ্যার অন্তরিতরাশির পঞ্চগুণিততৃতীয়াংশ শূদ্র; কিন্তু সকলের সংখ্যা ৭৪। এস্থলে জিজ্ঞাস্য এই যে কোন কোন বর্ণ কত কত পরিমাণে ছিল।

Translation—Sanscrit into Bengali.

স নথৈনি ছৃষ্টতরস্তূর্ণমগমৎ অহন্তু ঘোষস্থানে বিশ্বাতৃষ্ণং ঘনতরবিপুলগ্রাখমারুহ্য গূঢ়তনুরতিষ্ঠম্ আরুঢশ্চ লোকো যথাযথমুচ্চৈঃ স্থানানি উচ্চাবচপ্রলাপাঃ প্রস্তুতাঃ তাবন্মে পিতরং তস্করমিব পশ্চাদ্ভুজমুদ্ভুরধ্বনি মহাজনানুযাতমানীয় মদভ্যাসস্থ এব স্থাপয়িত্বা মাতঙ্গস্তিরঘোষয়ৎ হয় মন্ত্রী কামপালোরাজ্যলোভাদ্ভর্ত্তারং যশঃসিংহং যুবরাজং যশঃঘোষঞ্চ বিষান্নেনোপাংশু হত্বা পুনর্দেবোঽপি

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सिंहघोषः पूर्व्वयौवनहत्वमुन्मिन् यामयामाचरिष्यन् विश्वासाद्दस्यभूमौ पुनरमात्यं शिवनागमाहूय खूत्तमस्कारवर्षञ्च राजवधायोपजप्य तैः स्वामिभक्त्या विहतगुप्तः राज्यकामुकस्यास्य ग्राम्यस्यान्धतमसप्रवेशो-न्याय्यहति प्राड्विवाकवाक्यादभ्युद्धरणाय नीयते पुनरन्योऽपि यदि स्यादन्यायवर्त्तिनमपथेनमेव यथार्हेण दण्डेन योजयिष्यति देवहति सुनैतद्दस्युकलकले महाजने पितुरङ्के प्रदीप्तशिरसमाशीविषं वक्षिपम् ।

भाषयानुवाद्यताम् ।

Translation—Bengali into Sanscrit.

সোমদত্ত কিয়ৎক্ষণ বিবেচনা করিয়া কহিল আমি পরকীয় মহিলার সহিত আলাপ করিবনা। শাস্ত্রে তদ্বিষয়ে অনেক অধর্ম্মনির্দ্দেশ আছে। যাহাহউক তোমার বাক্য নিষ্ঠা ও তোমার পতির ভদ্রতায় অতিশয় প্রীতি প্রাপ্ত হইলাম। অকপটহৃদয়ে কহিতেছি তুমি অবসিতপ্রতিজ্ঞাভার হইলে এক্ষণে যাও নির্ব্বিঘ্নে পতিশুশ্রূষায় প্রবৃত্ত হও।

তদনন্তর মদনসেনা প্রত্যাবর্ত্তনকালে মল্লিমূচের নিকট উপস্থিত হইল। সে তাহাকে ত্বরায় প্রত্যাগত দেখিয়া কারণ জিজ্ঞাসিলে মদনসেনা সবিশেষ সমস্ত বর্ণন করিল। চোর শুনিয়া প্রীতিপ্রফুল্লনয়নে অশেষপ্রকার প্রশংসা করিয়া কহিল আমার অলঙ্কারের প্রয়োজন নাই তুমি অতি সুশীলা ও সত্যপরায়ণা। ধর্ম্মে ধর্ম্মে তোমার যে সতীত্বরক্ষা হইল তাহাই আমার পরম লাভ। তুমি নির্ব্বিঘ্নে আপন আলয়ে গমন কর। অনন্তর মদন-সেনা স্বামিসন্নিধানে উপস্থিত হইলে সে আর তাহার প্রতি পূর্ব্ববৎ সম্ভাষণ না করিয়া অপ্রসন্নমনে শয়ান রহিল।

সংস্কৃতেন লিখ্যতাম্ ।

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Sahitya Class.

Poetry.

Morning Paper.

मरणं प्रकृतिः शरीरिणां विकृतिर्जीवितमुच्यते बुधैः ।
क्षणमप्यवतिष्ठते श्वसन् यदि जन्तुर्ननु लाभवानसौ ॥ १ ॥
उदता कुतएव सा पुनर्भवता नानुमृतापि लभ्यते ।
परलोकजुषां स्वकर्म्मभिर्गतयो भिन्नपथाः शरीरिणाम् ॥ २ ॥
अवगच्छति मूढचेतनः प्रियनाशं हृदि शल्यमर्पितम् ।
इतरस्तु तदेव मन्यते कुशलोद्धरणतया समुद्धृतम् ॥ ३ ॥
स्वशरीरशरीरिणावपि क्षणसंयोगविपर्य्ययौ यदा ।
विरहः किमिवानुतापयेन्नृप वाह्यैर्विषयैर्विपश्चितम् ॥ ४ ॥
न पृथग्जनवच्छुचोवशं वशिनामुत्तम गन्तुमर्हसि ।
द्रुमसानुमतां किमन्तरं यदि वायौ द्वितयेऽपि ते चलाः ॥ ५ ॥

एषां व्याख्या लिख्यताम् ।

Afternoon Paper.

अलं विवादेन यथा श्रुतं त्वया तथाविधस्तावदशेषमस्तु सः ।
ममाच्च भावैकरसं मनः स्थितं न कामवृत्तिर्वचनीयमीक्षते ॥ १ ॥
निवार्य्यतामालि किमप्ययं वटुः पुनर्विवक्षुः स्फुरितोत्तराधरः ।
न केवलं यो महतोऽपभाषते शृणोति तस्मादपि यः स पापभाक् ॥ २ ॥
इतीगमिथ्याध्यथवेति वादिनी चचाल बाला स्तनभिन्नवल्कला ।
स्वरूपमाख्याय च तां शुचिस्मितः समाललम्बे वृषराजकेतनः ॥ ३ ॥

तं वीक्ष्य वेपथुमती सरसाङ्गयष्टिः
निक्षेपणाय पदमुद्धृतमुद्वहन्ती ।
मार्गाचलव्यतिकराकुलितेव सिन्धुः
शैलाधिराजतनया न ययौ न तस्थौ ॥ ४ ॥
अद्य प्रभृत्यवनताङ्गि तवास्मि दासः
क्रीतस्तपोभिरिति वादिनि चन्द्रमौलौ ।
अक्षाय सा नियमजं क्लममुत्ससर्ज्ज
क्लेशः फलेन हि पुनर्नवतां विधत्ते ॥ ५ ॥

एषां व्याख्या लिख्यताम् ।

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Grammar.

Morning Paper.

यतेऽपायभीजुगुप्सापराजयप्रमादादानभू ग्राम्यविरामान्तर्द्विवारञ्जं पी इत्येतस्य सूत्रस्य अपायादेश्च प्रत्येकमर्थोलिख्यताम् ।

तपोयोगबलेनैव मुनिराक्रमते नभः ।
राज्यं त्यक्त्वा वनं रामः प्रतस्थौ सह सीतया ॥

अस्थिपृष्ठेऽधिशेतेऽसौ हरिर्दैत्यनिसूदनः ।
शूनैः शीतोऽनिलोवाति सुगन्धिर्देहतर्षहम् ॥

गन्तुं कामो भव सक्थिः क्रोशं यातुं न च क्षमः ।
प्रतिजानन् हि यः शक्तो न करोति सपामरः ॥

अमुद्विप्रदर्शनपूर्वकमेताः संज्ञायः संशोध्य लिख्यन्ताम् ।

ज्यायान् गरीयान् कनिष्ठः कद्रोच्चः मद्री तदानीं राजवर्चसम् ।

सूत्रनिर्देशपूर्वकमेतानि पदानि साध्यन्तामिति ।

Afternoon Paper.

क्रोपाऽर्धान्नवासेच्छे चतुष्पादौ सुम् च इत्यस्य सूत्रस्य कोऽर्थः किञ्च आदाजोऽखप्रसारे इत्यत्र खशब्देन किमभिधीयते ॥ १ ॥

सदृत्तिकस्य जिः कल्यादेरित्येतस्य सूत्रस्यार्थोलिख्यताम् । प्रौष्ठा सम्भावने इत्यत्र च प्रौष्ठिपदं सम्भावनस्य कस्यार्थस्य वाचकम् ॥ २ ॥

सदृत्तिकस्य संज्ञो ऽमृतावित्यस्य सूत्रस्य किमुदाहरणं कस्यार्थः ॥ ३ ॥

संख्यासूपमानात्मात्मादेऽङ्ख्यादेः डाज्लोऽहितादेः यच्च इत्येतयोः सूत्रयोरर्थउदाहरणञ्च लिख्यताम् । यच्चाऽऽलं दास इत्येतस्य च कोऽर्थः ॥ ४ ॥

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Mathematics.

Morning Paper.

যে ত্রিভুজক্ষেত্রের এক ভুজ চতুর্দ্দশ ও অন্য ভুজ ষোড়শ এবং ভূমি পঞ্চদশ সে ক্ষেত্রের লম্ব অবাধা ও ক্ষেত্রফল কত। আর যদি ঐ ত্রিভুজক্ষেত্রের ভূমি ত্রিশ হয় তবে কিরূপ ক্ষেত্র হইবে।

কোন রাশিকে পাঁচগুণ করিয়া তিন দ্বারা ভাগ দিয়া বর্গ করিলে এক শত হইবে।

এক উদ্যানে কতক গুলি বৃক্ষ আছে তাহার মধ্যে আম জাম কাঁঠাল এই তিনের সংখ্যা ২২০ কিন্তু আমের তিনগুণ জাম জামের দ্বিগুণ কাঁঠাল কিন্তু আম জামের অন্তর করিলে যে রাশি হইবে তদ্দ্বারা কাঁঠালের সংখ্যাকে ভাগ দিলে কত ও আম জাম কাঁঠালের প্রত্যেকের সংখ্যাই বা কত।

যে বৃত্তক্ষেত্রের ব্যাস ৩৫ তাহার স্থূল পরিধি কত সূক্ষ্ম পরিধিই বা কত এবং ক্ষেত্রফলই বা কি।

Afternoon Paper.

১৬ ষোল জন লোকে যাদৃশ একটা কর্ম্ম ২৫ দিনে সম্পন্ন করিতে পারে তাদৃশ ২৮ আঠাইশটা কর্ম্ম ২০ কুড়ি জন লোকে কত দিনে সম্পন্ন করিতে পারিবে।

কোন রাশি স্বকীয় দশমাংশের সহিত মিলিত হইলে ৮২৫ আট শত পঞ্চবিংশতি হইবে।

দুই পাত্রে সমসংখ্যক ফল ছিল এক পাত্রের ফল এক টাকায় নয়টা করিয়া অন্য পাত্রের ফল সাতটা করিয়া ক্রয় করে দুই ফল মিশ্রিত করিয়া এক টাকায় আটটা করিয়া বিক্রয় করাতে দুই টাকা ক্ষতি হইল এ স্থলে জিজ্ঞাস্য এই যে এক এক পাত্রে কত কত ফল ছিল।

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রামধন ও হরিদাস উভয়ে মিলিয়া যে কর্ম্ম তিন দিনে সম্পন্ন করিতে পারে তাহা রামধন ও শ্রীধর মিলিয়া করিলে চারি দিনে আর হরিদাস ও শ্রীধরে মিলিয়া করিলে ছয় দিনে সম্পন্ন হয় তাহারা তিন জনে মিলিয়া করিলে কত দিনে সে কর্ম্ম সম্পন্ন হইবে এবং প্রত্যেকে করিলে কে কত দিনে পারিবে।

Translation—Sanscrit into Bengali.

मयोक्तं कथमेतत् यच्छिशवः कथयन्ति कदाचिदपि वर्षासु वृष्टेरभावात् तृषार्त्तोगजयूथोयूथपतिमाह नाथ कोऽप्युपायोऽस्माकं जीवनाय नास्ति क्षुद्रजन्तूनां निर्ज्जलस्थानं वयञ्च निमज्जनस्थानाभावान्मृतार्हाइव किं कुर्म्मः क्व यामः। ततोऽस्तिराजोनातिदूरं गत्वा निर्म्मलं ह्रदं दर्शितवान्। ततोदिनेषु गच्छत्सु तत्तीरावस्थिताः गजपादाहतिभिर्भूर्णिताः क्षुद्रग्रग्रकाः। अनन्तरं झिल्लीमुखीनाम ग्रग्रकश्चिन्तयामास अनेन गजयूथेन पिपासाकुलितेन प्रत्यहमत्रागन्तव्यं अतो विनग्रग्रक्षयात्कुलं ततो विजयोनाम क्षुद्रग्रग्रकोऽवदत् मा विषीदत मयात्र प्रतीकारः कर्त्तव्यः ततोऽसौ प्रतिज्ञाय चलितः गच्छता च तेनालोचितं कथं गजयूथसमीपे स्थित्वा वक्तव्यं यतः

स्यूग्रन्नपि गजोहन्ति जिग्रन्नपि भुजङ्गमः।
पलयन्नपि भूपालः प्रहसन्नपि दुर्ज्जनः।

देशीयभाषया लिख्यताम्।

সোমদত্ত কিয়ৎক্ষণ বিবেচনা করিয়া কহিল আমি পরকীয় মহিলার সহিত আলাপ করিবনা। শাস্ত্রে তদ্বিষয়ে অনেক অধর্ম্মনির্দ্দেশ আছে। যাহাহউক তোমার বাক্য নিষ্ঠা ও তোমার

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পতির ভদ্রতায় অতিশয় প্রীতি প্রাপ্ত হইলাম। অকপটহৃদয়ে কহিতেছি তুমি অবসিতপ্রতিজ্ঞাভার হইলে। এক্ষণে যাও নির্ব্বিঘ্নে পতিশুশ্রূষায় প্রবৃত্ত হও।

তদনন্তর মদনসেনা প্রত্যাবর্ত্তনকালে মলিম্লুচের নিকট উপস্থিত হইল। সে তাহাকে ত্বরায় প্রত্যাগত দেখিয়া কারণ জিজ্ঞাসিলে মদনসেনা সবিশেষ সমস্ত বর্ণন করিল। চোর শুনিয়া প্রীতিপ্রফুল্লনয়নে অশেষপ্রকার প্রশংসা করিয়া কহিল আমার অলঙ্কারের প্রয়োজন নাই। তুমি অতি সুশীলা ও সত্যপরায়ণা ধর্ম্মেধর্ম্মে তোমার যে সতীত্বরক্ষা হইল তাহাই আমার পরম লাভ। তুমি নির্ব্বিঘ্নে আপন আলয়ে গমন কর। অনন্তর মদনসেনা স্বামিসন্নিধানে উপস্থিত হইলে সে আর তাহার প্রতি পূর্ব্ববৎ সম্ভাষণ না করিয়া অপ্রসন্নমনে শয়ান রহিল।

সংস্কৃতেন জিজ্ঞাসিতম্।

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Appendix C.

MEDICAL COLLEGE.

EXAMINATIONS.

Questions for Final Students.

SURGERY.

State briefly what you understand of the pathology of ulceration and of its ordinary pre-disposing and exciting causes.

Name a few of the varieties of the ulcers and the situations in which they are most commonly met with in practice. Describe in a few words their characteristic appearances, and detail the method of treatment, constitutional and local, recommended in each variety.

Is there any difference between sloughing phagedœna and Hospital gangrene? What are the circumstances or conditions usually considered to favour the production of Hospital gangrene? Mention the methods of treatment, constitutional and local, most successful in this form of ulceration.

Were Hospital gangrene to make its appearance in a ward or Hospital under your charge, detail at length the steps you would take to prevent it from spreading and to ensure its eradication.

MEDICINE.

State what you know of Rheumatism; of the species or forms into which it is usually divided; of the tissues or structures understood to be the seats of these forms; and of the pre-disposing and exciting causes of the disease. Give the diagnosis of acute articular Rheumatism.

What is the most formidable complication or metastasis usually met with in practice and is it of frequent occurrence in a tropical climate? What are the symptoms of this metastasis, and are they always early and easily distinguishable?

Detail the constitutional and local treatment of the several forms of the disease, and especially of the kind of metastasis alluded to.

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Honor and Test Examinations.

PHYSIOLOGY.

1. Trace the fibres of the columns of the spinal cord to their destination in the encephalon.
2. The functions of the medulla oblongata with an account of such experiments as are calculated to elucidate them.
3. Describe the choroid membrane of the eye, annulus albidus, ciliary processes and iris.

DESCRIPTIVE ANATOMY.

1. Describe the limits of the perineal region, and in the order of their appearance, all the parts successively exposed in a dissection down to the prostrate anteriorly, and to the bottom of the ischio-rectal fossa posteriorly.
2. What nerves are found in the orbit, how are they distributed in the orbit?
3. What muscles steady the pelvis and prevent its rolling upon the head of the femur? What are their attachments?
4. Where are the synovial membranes situated, connected with a dorsal vertebra; and what ligaments are found in connection with this vertebra?

BOTANY.

1. Describe the origin and anatomical structure of stipules.
2. What are the principal kinds of estivation in flower buds? and describe them respectively.
3. What are the leading divisions of inflorescence? Name and describe the different kinds.
4. Describe the structural formation of albumen, and state the different kinds.
5. Describe the raphe and chalaza, and explain the relation of the latter to the embryo in the ripe seed.
6. What is the meaning of a "species" in plants?
7. What is the Calyx, when developed, in the Compositæ?
8. What kind of fruit is the Papaya? What is the structural nature of the edible part of an Orange?
9. In what respect do the organs of fructification in the Coniferæ and Cycadeæ differ from the ordinary structure of Dicotyledonous plants?
10. What is the nature of the vitellus of a ripe seed?

CHEMISTRY.

1. State in what particulars consist the essential parts of the construction of the common electrical machine, the theory of the production of electricity by friction, the theory of its accumulation in a coated glass jar, and the general effects which it is capable of producing?
2. Detail the properties of lead, of its oxides, and of its most notable saline compounds, and give its tests?
3. How is quinine prepared, what are its properties and tests?

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MATERIA MEDICA.

1. What is ergot of rye? What are the effects of its continued use as an article of food? What is its therapeutical use? How is it administered?

2. What is the mode of preparation of bichloride of mercury? In what diseases is it used? What are the effects of excessive doses?

3. Name the principal constituents of opium? State how morphia is obtained? What are the physiological effects of opium? What is the proportion of opium in each of the pharmacopœal preparations?

4. What changes do the neutral vegetable salts undergo in the system?

SURGERY.

1. What are the symptoms of a fracture of one or more ribs, with penetration of the cavity of the thorax and wound of the lung? How is such a case to be treated?

2. Describe the causes and treatment of fistula in perineo.

3. Describe the different dislocations of the head of the thigh bone. How is a fracture of the neck to be distinguished from a dislocation of the head of this bone?

4. What are the symptoms of inflammation of the iris? How would you treat a case of idiopathic iritis?

5. What are the symptoms of stone in the bladder?

6. How would you treat a wound of the deep palmar arch of arteries?

MIDWIFERY.

First.—What are the constitutional and local peculiarities of the newly-born infant?

Second.—State the facts and arguments in support of the ovular theory of menstruation.

Third.—What are the anatomical peculiarities of the cervix uteri, and what changes does it undergo during pregnancy?

Fourth.—What is the ordinary position of the fœtus in utero? At what period of pregnancy is it assumed, how is it maintained, and what circumstances tend to disturb or derange it?

Fifth.—What are the sources and causes of hemorrhage in placental presentation, and what is the treatment best suited to different cases?

Sixth.—What is the condition of the uterus immediately after a natural delivery, and what changes take place in this organ during the ten following days?

MEDICAL JURISPRUDENCE.

First.—Give the symptoms, treatment, morbid appearances and tests for arsenious acid in the solid and liquid state.

Second.—Explain the manner in which poisons enter the system, and give examples.

Third.—What are the chief circumstances to be noticed in cases of death produced by wounds?

Fourth.—Tell me the means you would adopt to distinguish the stains of blood from spots resembling it, on cloth as well as steel.

Fifth.—Give the tests for corrosive sublimate and the carbonate of lead.

Sixth.—The treatment for oxalic acid.

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MEDICINE.

Question 1*st*.—What are the essential and contingent elements of cancer? Describe the process of development of cancerous growths? Mention the three ordinarily recognized varieties of cancer? Describe the manner of grouping or arrangement of the elements that compose each variety, and the appearance of the different forms to the naked eye?

2*nd*.—Mention the symptoms, diagnosis and progress of aneurism of the front part of the arch of the aorta.

3*rd*.—What are the symptoms of paralysis of the portio dura and of the fifth pair of nerves? Give the diagnosis between them. What symptoms would indicate that the disease is of cerebral origin or otherwise?

4*th*.—What is the appearance of alkaline urine? What are the forms of alkalinity, and in what diseases are they found? What is the treatment proper to the particular form?

5*th*.—What are the symptoms and signs of the different stages of acute pleurisy, what is its course? Describe the post mortem appearances in fatal cases.

N. B.—It will be sufficient for the students to answer any four of the above questions in medicine.

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ANSWERS.

SURGERY.

Final Students.

Answer.—Before; the process of ulceration was considered to be exclusively a work of absorbent vessels; but now it is nearly established to be a work of true inflammation, though secondarily the ulceration may be increased by the absorbents to some extent.—To the proof of which may be brought forwards, such as 1. Ulceration never occurs without the true inflammation having occurred first.—2. When the ulceration is found at its height, the absorbent vessels remain quite inactive, proved by experiments; strong solution of opium having been applied to ulcers without producing any effect of opium on the system, though it was applied in a form most favourable for its being taken up by them. 3. Some structure is very liable to take up ulceration, and seldom or never can be absorbed, as cartilage.—4. The best proof of ulceration being an act of inflammation may be found in primary syphelitic ulcers, which when left alone are in the majority of cases followed by secondary symptoms, (as cutaneous eruptions, sore throat, &c.,) but should they be seen early and well cauterised by nitrate of silver, then the secondary symptoms in the majority of cases are prevented from occurring. Then what it shows? Why! it shows that if the ulceration there occur would have been the work of absorbents, then most probably the system might have been contaminated by virus and would have not prevented the secondary symptoms from appearing.—

I. *Causes.—Predisposing causes* of ulceration may be those which predispose inflammation,—such as 1. *Local plethora* inducing inflammation, suppuration and ulceration.—2. *Local debility* of the capillaries of certain parts. If any part being any way lost its tone is very apt to take up inflammation and subsequently ulceration. 3. *Nervous debility* also predisposes individuals to take up inflammation and ulceration in different parts, especially those which are far from the circulation, ulceration in limbs paralised are very common occurring. 4. Obstruction to venous return may predispose to inflammation and hence also to ulceration.

II. *Exciting causes.*—1. *Mechanical injury* such as blows, pricks or wounds, &c., may induce inflammation and hence also ulceration if it reached its third stage—the stage of true inflammation, or the mechanical injury may be so violent as to cause death of a part which when is removed by the process of sloughing, exposes a raw granulating surface.—2. *Chemical agents* such as strong mineral acids, and alkalies when applied must induce inflammation followed by ulceration. Besides these whatever are the exciting causes of inflammation may also be the exciting causes of ulceration,—among which may be enumerated, excessive heat, cold.

2. These are the different forms of ulcers—

1. Simple or Healthy Ulcer.
2. Weak.
3. Irritable.
4. Inflamed.
5. Indolent.
6. Sloughing.
7. Sloughing-Phagidina.
8. Phagidina.
9. Scrofulous.

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These ulcers will occur in every part of the body such as limbs, trunk, &c., but generally speaking in practice I have seen more cases of ulcers of the extremities (especially of the lower ones) than of any other part.

But the scrofulous ulcers are more commonly seated in the neck implicating the lymphatic glands.

Now I will describe each of these ulcers as briefly as possible—

I. *Healthy Ulcer* is characterised by the following phenomena. Granulations are numerous, red, small even and on a level with the surrounding skin; discharge from it is thick, yellow, neither profuse nor too scanty but sufficient to cover and protect the raw surface from the external source of irritation. It is not offensive.

Treatment.—Constitutional treatment consists only in keeping up the digestive function in order, by mild purgatives and nutritious but unstimulating diet; should the patient be weak and cachectic we may safely administer tonics beginning with milder ones, such as infusion cherytta, or columba, and if required we may next give bark or quinine. We may give opiates at night if his sleep be disturbed and unrefreshing. With regard to the local treatment we are not required to do more than to assist nature by keeping the sore free from any kind of irritation.

Therefore we may dress it with cold or tepid water dressing according to the feeling of the patient which may be both soothing and protective. Evaporation of water may be prevented by covering it with a piece of silk cloth or fine thin guttapurcha.—If the granulations become pale and large, we may mitigate the water dressing with some mild stimulants such as sulphate of copper—grains ij. in ℥j of water or nitrate of silver grains ij. in an ounce of water. Lastly when the granulations rise up and become higher than the surrounding skin, we safely use slight pressure such as by sticking plaster and bandages, the pressure being equal and gentle.

II. *Weak Ulcer* is known by its presenting large, few, irregular, pale granulations, attended with thin rather icherous discharge; the surface of the sore is uneven.

Treatment.—Constitutional treatment should be at first directed for the mischief generally lies there, unless the primi via is corrected, the local measures adopted should be of no avail and use. Therefore the patient should take a good dose of purgative medicine say calomel and jalap or calomel and collocynth followed by senna and salt. He should be allowed to take nourishing diet, and tonics as bark or quinine may be given:

℞ Quinæ Disulph,..... grains iij.
Opium, ... grain j.
3 times a day,

I have seen generally prescribed in this hospital with good effect. Wine or beer in small quantity may also be allowed if the patient be of a very delicate constitution and weak. With regard to the local treatment, it will be same as in the other form, except strong stimulating lotions such as of copper, zinc, or nitrate of silver, may be applied. And when it takes the character of healthy sore then the treatment of it already noted will be recoursed to.

III. *Irritable Ulcer.*—Weak sore often when not well treated or when left without any treatment it passes into an irritable form, characterised, by excessive pain in the sore and round it, skin surrounding it red and tender and the surface of the sore devoid of granulations looks red and as if it were polished and if rudely touched bleeds most profusely.

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Treatment.—Constitutionally the patient should be treated antiphlogistically. He should be purged and kept on low diet for some time, if much febrile heat which is apt to be present some saline mixtures containing tartar emetic may be given to favour perspiration, as

℞ Magnesia Sulph,..... ℥j.
Tartar Emetic, ... grs. ij.
Aqua, ... ℥viij.

An ounce of this every or every two hours. Nothing will be more soothing than full dose opium say ℥j. of laudanum at bed time. Locally we may apply cold water dressing, which is said to have a very soothing effect upon the sore. Often I have seen solid nitrate of silver applied to the sore until it is blackened which I have seen many times soothed the pain so much as the patient fell asleep, because nitrate of silver when applied externally is also a sedative.

IV. *Inflamed Sore.*—This is an irritable sore in a degree higher still,—the sore looks very red, bleeds profusely if touched any way rudely, devoid of granulations or granulation small, few and scattered, the surrounding skin is red, hot, and highly sensitive as well as swollen. Of course the constitution suffers at the same time also; high inflammatory fever lights up characterised by very hot, pungent, dry, skin, frequent rapid pulse, furred tongue, &c.

Treatment.—Of course antiphlogistic first of all a dose of good purgative medicine should be given, diet should be lowered and will not be allowed to take more than sago and arrowroot for a couple of days. General blood-letting is seldem recoursed to, at least I have never seen. Locally we are recommended to apply leeches around the sore or even on the surface of the sore, number of which may be regulated according to the intensity inflammatory action and to the extent of the sore inflamed. Scarifications with the point of a knife or a lancet may be used in the case where leeches cannot be had, after these, mild emmolient poultices or cold water dressing may be applied, when the inflammation subsides and the sore takes the characters of one or the other of them already described and then the treatment proper to it will be recoursed to or the inflamed sore will merge itself into a sloughing kind. The characters and treatment of which will be hereafter mentioned.

V. *Indolent Ulcer.*—It is that form of ulcer which neither enlarges nor takes up the healthy character, but remains as if it were stationary, It is characterised by a hard cartilagenous ring-like margin, sensibility elevated from the surrounding skin,—the surface of the sore looks pale devoid of granulations and deeply excavated, it is neither painful nor bleeds when touch how so rudely,—discharge is thin and icherous.

Treatment.—First thing to do is to set in order the digestive functions by occasional mild purgatives and tonics, because this kind of ulcer in the majority of cases occurs in weak and debilitated constitutions. Locally we recommended to cut off the rounded cartilagenous margin by a knife or to destroy it by the application of potassa fusa, next to this the treatment of that sore of which it takes the characters, should be applied.

VI. *Scrofulous Ulcer.*—This variety of ulcer begins with induration of, and deposition of tuberculous matter in the lymphatic glands, (generally found on the neck) which soon suppurate under the skin, and the matter makes its passage out by eating through the skin; which first looks livid and purple but soon gives way in different places through

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which the thin icherous fluid with sloughs of cellular tissue and tabercular matter passes—these small openings soon coallase and form one or more large ulcers, devoid of granulations. The margin of the sore is generally thin and the skin there undermined, and livid. This variety of ulcer generally occurs in clusters.

Treatment.—Constitutionally we may first set the digestive function in order if not and then give idodine to take. Iodine of potassium is the form in which it is used. Generally I have seen it given in 4 or 5 grs. doses with 2 or 3 ℥ of sarsaparilla or Indian hemedismis.

Locally we are recommended to lay open all the sinuses which may exist and the bottom of the sore well destroyed by caustic, either in the form of caustic potash or nitrate of silver, the latter generally may be sufficient. By these means, if circumstances favourable the sore will be converted into a simple healthy sore, then the proper treatment of which may be recoursed to; but iodine is the best thing for this kind of ulcer, it will never be omitted.

VII. *Sloughing.*—This is characterised by its rapid enlargement, throwing sloughs after sloughs and never taking up (until the system be regulated) a healthy action; there is a thin very copious, highly offensive discharge mixed with sloughs, it is highly painful and the patient suffers from irritative fever.

Treatment.—Constitutionally we may give the patient if weak tonics and stimulants as opium and quinine with nourishing diet and beer or wine, but these stimulants should not be given in excess.

Locally we are recommended to apply escharotics to destroy and sloughs for which purpose I have generally seen strong nitric acid applied, and the, separation of sloughs favoured by stimulating poultices such as port wine, poultice and sometimes when very fetid charcoal poultices or chloride of lime in solution may be applied,—and sloughs if possible will carefully dissected away by a fine pair of scissors, under this form of treatment it generally takes up healthy characters and granulates freely.

VIII. *Phagedinic Ulcer.*—This, like sloughing ulcer, progressses very rapidly, but like it, it does not throw off sloughs after sloughs and enlarges, but it enlarges by molecular disentegration. It is in fact an eating ulcer. It is devoid of granulations, its margin is rugged and uneven, as if it were bitten off by some animal. It is a very difficult thing to arrest its progress. The discharge from it is very copious thin fetid and offensive. Treatment is just the same as in the preceding variety.

IX. *Sloughing Phagedina* is nothing more or less than a sore having both the characters of sloughing and sloughing phagedina; that is to say it enlarges both by throwing off sloughs and molecular disentegration,—therefore it throws sloughs after sloughs floating in thin icherous discharge.

Treatment.—Is the same as in the other two. It is very difficult to arrest its progress,—tonics and stimulants should never be forgotten.

If the sore be very fetid and offensive it may be washed with chloride of calcium and charcoal poultice applied to destroy the odour which will be very disgusting to other patients, &c.

There is no difference strictly speaking between a phagedinic sloughing ulcer and hospital gangrene. Sloughing phagedina when occurs in the Hospital attacking many of the patients at a time then it is called Hospital gangrene. There is only this, that phagedina never occurs in unbroken skin while the Hospital gangrene occur as afterwards mentioned.

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The circumstances or conditions favourable to the occurrence of the Hospital gangrene are the following:

1. *From too much* crowding in the Hospital of patients with sloughing ulcers.
2. *Ill dressing, &c.*—Want of changing the dressing oftener especially in hot seasons, which causes the accumulation of bad matters and thereby affects the atmospheric air.
3. *Certain noxious atmospheric influence.*
4. *Mercurialism.*—Also favours the hospital gangrene to occur.
5. *Application of sponges* and bandages, used in dressing of a sloughing and unhealthy ulcer to a healthy and simple ulcer.
6. *Accumulation* of dirt and filth in the Hospital by the carelessness of the attendants and swipers attached to it.
7. *Peculiar constitution.*—Weak and delicate are more apt to take up Hospital gangrene than the plethorics and robusts.
8. *Peculiar susceptibility* which certain individuals have to the influence of this horrible disease.

Hospital gangrene when occurs, it seises on a wound or ulcer already existing or appear in a part unbroken in the form of a pustule with small dark marks around it accompanied with sharp stinging pain, next cuticle gives way and then the ulcer thus formed will begin to take up the sloughing process and extends both continuously and contiguously.

Treatment of Hospital Gangrene.—Locally we are to apply escharotics even repeatedly if necessary, followed by poultices and water dressing till all the sloughs separate, and granulations appear at least until it takes a healthy character. Constitutionally at first we will clear out the bowel say by calomel and jalap,—sometimes if the stomach be full emetics may be given. But when the typhoid symptoms appear the great thing to do is to support the patient with bark, quinine, wine and beer with good nourishing diet, and at the same time we will favour the separation of sloughs by mild stimulating poultices as already told.

The measures, to be taken to prevent the Hospital gangrene from spreading when it occurs in any Hospital, should be the following.

1. The patients attacked with this formidable disease should be placed far from other patients.
2. The sponges and bandages used in dressing that sore should be burnt or used after they have been well washed and cleansed,—better not to use them at all.
3. The Hospital should be opened from all sides to prevent the bad air accumulating and to favour well and thorough ventilation.
4. Chlorine gas is a remedy much recommended to be evolved in the hospital in order to destroy the poison from the air, should it exist there. (The best way of obtaining it is to act upon common salt and peroxide of manganese by dilute sulphuric acid.)

If Hospital gangrene have occurred in any Hospital, best measure to eradicate it will be not to allow any patient more to enter it until the disease is stopped and then to keep the hospital open and empty for some time, well fumigated with chlorine gas and the furniture well washed and kept in the sun, and the clothes well washed and dried, and the things which are not capable of being washed should be recommended to be burnt to ashes.

April 15, 1851. MAHOMED JAUN.

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MEDICINE.

Rheumatism is a disease produced by the accumulation of certain morbid matters in the blood which should have been eliminated by the skin, what this may be is not as yet precisely ascertained. It has been said, because the function of the skin is arrested, lithic acid or lithate of soda accumulates in the blood and produces the disease. Rheumatism is closely allied to gout and some forms of the disease can hardly be distinguished from gout. It is a disease most likely to attack the poor, but this only because the poor are most exposed to its great exciting cause.

The forms or species into which the disease is usually divided are 1, Common Articular Rheumatism.

A. Acute—B. Sub-Acute—C. Chronic. There is no direct line of distinction between these subdivisions, but they are useful in practice.

2. Gonorrhœal Rheumatism.

3. Rheumatism complicated with, a—Peri and Endo Carditis, b, with inflammation of the membrane of the brain, c, with inflammation of the membranes of the spinal cord—the two latter are very rare complications.

Again Rheumatism has been divided according to the structures which it chiefly affects, thus we have

1. *Synovial Rheumatism* attacking the synovial membrane, this is a more rare form than the next.

2. *Articular Rheumatism* affecting the fibrous tissues belonging to the joint.

3. *Fascial Rheumatism* when the disease attacks the fasciœ covering muscles, or

4. *Muscular Rheumatism.*—The disease is said to attack muscle, but it is probable that the disease never affects the proper muscular tissue, but confines itself to the fibrous tissue which may invest muscles; in fact, it is a disease peculiar to fibrous tissue.

No reason can be given why Rheumatism so rarely terminates in suppuration, even in its most severe forms. Rheumatic inflammation sometimes affects the sclerotic coat of the eye, forming one of the varieties of sclerotitis.

The predisposing causes of rheumatism are those which tend to produce debility—too great exertion of mind and especially of body—accumulation of morbid secretions and excretions, a moist miasmatous climate, vicissitudes of climate, &c. Of the exciting causes cold combined with wet, particularly when they act on an exhausted frame, are the most undoubted, and probably then are the only exciting causes, others acting as predisposing ones.

I forgot to state that when rheumatism affects the loins, it is called *lumbago*, when the intercostal muscles—*pleurodynia*.

Acute Articular Rheumatism can rarely be mistaken for any other disease. It may be distinguished from Acute Synovitis by rarely confining itself to one joint, most frequently the corresponding joints are affected—the joint is often red in the surface, and always exquisitely tender, the slightest motion aggravating, the joint is swollen from effusion into the areolar tissue, and also into the cavity of the joint if the synovial membrane is inflamed. There is high inflammatory fever, the pulse is full, bounding and hard, skin hot and generally moist, often the perspiration is profuse and of a peculiar acid nature—the appetite is lost, thirst very great—bowels generally confined, urine pretty copious, very high coloured,

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and depositing a large sediment. The blood drawn is always buffed and cupped, even when the patient has been bled frequently and perhaps too much. Acute Articular Rheumatism rarely, very rarely terminates in suppuration. One case has been noticed in the College hospital; in this also it differs from synovitis.

The most formidable complication of Rheumatism is inflammation of the Pericardium and Endo-cardium. This disease or rather this complication is much less frequent in tropical climates than it is in Europe—altho' probably Rheumatism, particularly its chronic forms, is as frequent in India as anywhere else. Symptoms of Rheumatic Pericarditis are pain in the left shoulder, shooting from the cardiac region, and often extending down to the elbow and even the wrist. A peculiar expression of countenance and singularity of manner is often noticed, a feeling of heaviness or weight about the epigastric region—sometime a difficulty of lying on the left side—pain the cardiac region, increased, it may be, by pressure. Fever is generally present; as the disease proceeds delirium often sets in either mild and muttering or fierce—this very rarely depends on any a rheumatic affection of the membrane of the brain. But the most marked signs of the disease are the physical.

Lymph being thrown out on the surface of the pericardium, the alternate movements of the heart produce a *to and fro* sound by the rubbing together of the rough surfaces of the pericardium—this sound may change its character—It may sound like a new saddle, or like a nutmeg grater, but its peculiar characteristic is its being *to and fro;* but this sound often subsides altogether for two reasons, either because the opposed surfaces of the inflamed pericardium have adhered as in pleurisy, or because the two surfaces are separated by an accumulation of fluid other sounds may be present. The Bruit-de-soufflet or bellow's murmur when the Endo-cardium is inflamed and particularly that portion lining the valves. Nodules of lymph are deposited on the valves in the form of double festoons—This peculiarity being due, as Dr. Watson has shown, to the anatomical structure of the semilunar valves. The Aortic valves are most frequently affected, other portions of the Endo-cardium may also be inflamed—especially that portion covering the fleshy columns and tendinous cords.

The bellow's murmur is often drowned by the to and fro sound, and it may be heard when the latter subsides.

This disease seldom terminates fatally in the early stage—but, nevertheless it produces change which at last bring about most dangerous and ultimately fatal effects.

Thus the heart's action may be clogged by the adhering of the pericardiac surfaces, or, as is most frequent—we have the long series of affections produced by valvular disease, terminating at some future time in dropsy and death.

But the disease in a few cases has terminated fatally in the early stage, coma preceding death. In these severe cases there is generally very great restlessness and the utmost anxiety.

This complication is often very obscure, but when we have the slightest suspicion we should examine carefully for the physical signs, especially for the to and fro sound, also for the bellow's sound, and on applying the hand over the heart, we sometimes feel a purring thrill or tremour which has been likened to the feel produced by passing the hand over a cat's back whilst she is purring.

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Treatment of Rheumatism.—Of the acute form occurring in a robust subject—in this case we bleed by a large orifice, and according to Dr. M. Hall's plan, approaching to syncope, we are sure to find the blood buffed and cupped, but we are not to repeat the bleeding merely on this account. In a few rare cases a repetition may be required.

In the Natives of India venesection is seldom required.

Calomel and opium is then generally administered, say grs. viij. of calomel, grs. ij. of opium and gr. ¼ of Tartar Emetic or grs. vi. of James powder. This may be given at noon, repeated at bed time, and a black draught given in the morning.

During the day Colchicum xx. m with Carbonate of Potash 2 ℈ j and decoction of Cinchona every 6 hours.

The Calomel and opium may be repeated in a smaller quantity with James's powder at night, and the bowels kept open with Senna mixture.

With regard to Colchicum, many rely on it chiefly, others deny its efficacy and say it is most efficacious in gout.

If the patient is much debilitated during convalescence Quinine and opium is very useful.

Local treatment.—In the acute form cold applications are dangerous—Leeches may be used with benefit around the joint or cupping to other parts, fomentations may also be used. When redness and acute pain has subsided blisters are by for the most useful—frequently repeated this is preferable to keeping them open.

Sub-Acute Rheumatism.—General bleeding is not required: calomel and opium, one or two doses may be given at first with smart purgatives and then Colchicum, with Acetate of Potash and decoction of cinchona, or Dover's powder grs. viij with Nitrate of Potash grs. x thrice daily.

Locally, Leeches are most useful, application of Nitrate of Potash lotions—sometimes, and above all blisters in the latter stages.

Chronic Rheumatism.—The Cod liver oil has been found very useful, given in a tea spoon increased to a table spoon thrice daily—Compound tincture of Guiacum as a stimulant diaphoretic, Dover's powder at night.

Warm baths are also useful, and this remedy is also very useful in the acute form. If the patient is emaciated Quinine, Iron, and other tonics, Iodine and Iodide of Potassium with Sarsaparilla and above all change of air.

But little is known of the treatment of the Head and Spinal complications, we treat according to general principles.

Gonorrhœal rheumatism is a very obstinate affection and less amenable to treatment than the other forms, but this in no way differs from that already mentioned for Acute Rheumatism. Warm baths containing Sulphuret of Potassium will be found useful.

Of the treatment of Rheumatic Endocarditis and pericarditis.—bleeding is seldom useful except in the most robust—for it produces a tendency to coagulation in the blood, on the irregular internal surface of the heart. Cupping or leeching to the Cardiac region and repeated as often as thought necessary. Calomel with small doses of opium repeated frequently, mercurial inunction, and as to bring the system rapidly under the effects of mercury—later in the disease we use blisters, which may be repeated, stimulants may be required if there is much exhaustion, but they must be carefully given.

JAMES HINDER.

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Honor Examinations.

DESCRIPTIVE ANATOMY.

Answer 1.—The perineal region is bounded anteriorly by the pubic symphosis, posteriorly by the coccyx, and laterally by the rami of the Ischium and pubis and the sacro schiatic ligaments. This region is divided by an imaginary line drawn from one tuber ischii to the other into two parts; an anterior or urithral peræneum and a posterior or anal peræneum.

In dissecting this region, we come *first* upon the skin. The skin in this situation is thinner than elsewhere, and covered with hairs. In front and extending from the anterior part of the anal opening to the under surface of the penis is a raised fold of skin called the Raphe.

Next.—Superficial fascia. This is continuous with the superficial fascia of the neighbouring parts. That covering the upper part of the Urethral perinæum is free from fat, and likewise thinner than that covering the anal perinæum. By this time we have got to the superficial sphincter muscle. This muscle arises from the fibrous band which is attached to the apex of the coccyx and divides anteriorly into two parts which surround the opening of the anus. On the anterior part of this opening, the fibres reunite into one band aud is entered into the central point of the perinæum. The surfaces of this muscle are superior and inferior; and the borders are external and internal. The broadest part of the muscle is near the tuber ischii which latter they touch in a well developed muscular subject.

Next.—We come upon a thin glistening and transparent Membrane. Through this membrane, the muscles which it covers can be plainly seen.

Some authors have named this membrane the *deep* pereneal fascia. Others reserve this name for another which is situated deeper, and give this the name *deep layer of the superficial fascia.* Whichever of these names is adopted, it is found to be inserted to the rami of the ischium and the pubis. Posteriorly it does not extend much being lost in the anterior layer of the triangular ligament.

Next.—After this layer is removed we come upon the following parts Erector penis, Accelerator Urine and transversus Perenæci Muscles. These three muscles enclose a triangular space, the base being directed backwrrds. Through this space the operator sinks his knife in the lateral operation of lithotomy. The Erector penis Muscles arises from the tuberosity and the ramus of the ischium and is inserted into the corpos-cavernosum penis which latter it in a manner encircles.

The transversus pereini muscles arises from the surface of the ramus of the ischium and is inserted into the central point of peræneum. The origin and insertion of the accelerator Urine Muscles is differently described by different authors. The easiest method is to study it thus. It arises along with its fellow of the opposite side from the mesial raphe of the corpus spongeosum. The lower fibres are inserted into the triangular ligament and the ramus of the ischium, the middle fibres encircle the bulb of the Urethra and unite with its fellow of the opposite side on the upper surface of the bulb between it and the grooved surface of the corpora cavernosa. The upper fibres end in a long thin tendon which is continuous with the suspensary ligament of the penis.

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The internal sphincter muscle is likewise exposed. It is nothing more than an aggregation of the circular fibres of the Rectum, and as such has no points of origin and insertion. Unlike the external sphincter its surfaces are external and internal and its borders superior and inferior.

The transverse and the superficial arteries of the peræneum and likewise the superficial peræneum nerves are likewise exposed. The transverse peræneal artery passes inwards from the internal pudica artery along the upper border of the transverse peræneal muscle. The superficial peræneal artery passes upwards through the triangular space already described, to its destination in the scrotum.

Having taken off the muscles we come upon the Corpora Cavernosa and the corpos spongeosum, the lower part of which is enlarged and is called the *bulb*. As these parts essentially belong to the organs of generation, and cannot be fairly brought in the description of the peræneum we leave them aside.

When the bulb and the corpos cavernosum is drawn asunder from one another the anterior layer of the triangular ligament is brought into view. This layer is attached on either side to the rami of the ischium and pubis, superiorly to the symphasis and the subpubic ligament. Inferiorly or posteriorly it is continuous with the anal fascia, with the central point of peræneum, and with the deep layer of the superficial peræneal fascia.

This layer being taken we expose the compressor urethræ, transverse compressor urethræ muscles, the arteries of the bulb and cowper's glands the compressor urethræ muscles arises from the pubic symphases and is inserted into the membraneous portion of the urethræ between the two layers of the triangular ligament. The transverse compressor muscle arises from the ramus of the pubes and passes transversely to be inserted into the same point as the former, and encircling like it the canal of the urethra. Cowper's glands are two little glandular bodies situate behind the bulb and beneath the membranous portion of the urethra.

After these are removed we come upon the posterior layer of the triangular ligament. This layer is more extensive than the preceding, above it is attached to the posterior surface of the pubic symphasis and subpubic ligament, latterally to the rami of the ischium and pubis, and is likewise continuous with the Rectal fascia. Inferiorly it is continuous with the true ligaments of the bladder and the Recto vesical or Tyrell's fascia. After this is removed we come upon the prostrate gland which we have been searching for.

We must speak few words about the ischio—rectal fossa and its contents.

This is a conical cavity between the Ischium and the Rectum. Its apex is pointed upwards and the base is in the opposite direction, and is covered in by the skin and superficial fascia. In the natural state of the parts it is filled in by areolar tissue containing a large quantity of fat.

When these are removed the boundaries are well seen. It is the seen to be bounded internally by the levator ani muscle covered in by the anal fascia, externally by the internal obturator muscle covered by the obturator fascia. Its base is covered in as before said by skin and superficial fascia: while the dense fibrous ring where the Recto obturator fascia divides into two, marks its apex. Along the outer wall of this fossa and lying about two lines above the margin of it, is seen the internal pudic vessels and nerve running upwards.

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Answer 2.—Nerves distributed in the cavity of the orbit.

Names.	Distribution.
Optic nerve, ...	Retina of the eye ball.
3rd nerve, ...	Levator palpebræ muscles. Superior Rectus ——— Inferior ——— Internal Rectus ——— Inferior oblique ———
4th nerve,..	Superior oblique ———
6th nerve, ...	External Rectus.
Short ciliary nerves of the anticular ganglion, ...	Iris.

Nerves passing out of the orbit and giving branches to its contents.

Supra Orbital, Supra Trochlear,	Cartilage and muscles of the eyelids.
Nasal,.... Infra Trochlear, ..	Conjunctiva.
	Caruncula Lachrymalis.
	Lachrymal sac.
	Tartial cartilages.
Long ciliary nerves,	Iris.
Lachrymal, ...	Lachrymal gland.

Mohesh Chunder Ghose.

BOTANY.

Question 1st.—Describe the origin and anatomical structure of stipules?

Answer.—The stipules are formed by the lateral separation of the elements that compose the petiole; in structure it consists of a network of fibro-vascular bundles the interstices of which are filled with parenchyma —The fibro vascular bundles consist from within outwards of first Tracheœ second striped or dotted fibres surrounded by dotted cells sometimes lengthened into fibres third laticiferous vessels and 4 fibres analogous to those of the liber.

Question 2nd.—What are the principal kinds of aestivation in flower buds; name and describe them respectively?

Answer 1st.—Valvate—Margins touching each other without overlapping Ex: Calyx of Guazuma ulmifolia.

2nd.—Induplicate—External surfaces folded inwards and touching—Ex: Corolla of the same.

3rd.—Reduplicate—Internal surfaces folded outwards and touching Ex: Calyx of Althea Rosea.

4th.—Contorted—Floral whorls on the same level and overlapping each other Ex: Corolla of the same—Apocyneæ convolvalaceæ &c.

5th.—Imbricate—Floral whorls on different levels overlapping each other like lites.

6th.—Conduplicate—Margins of a single floral leaf folded laterally the apex and midrib remaining immovable.

7th.—Convolute—rolled upon itself in the form of a horn.

8th.—Involute—Margins of a single leaf rolled inwards.

9th.—Revolute—the same rolled outwards.

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10*th*.—Quincunnial—consisting of five parts two of which are external two internal and one overlapping the internal ones and is itself overlapped by the external ones—some Rosaceœ.

11*th*.—Vexillary—Consisting also of five parts one of which is large and overlaps the others—named the standard or vexillum—two lateral called the wings and two uniting to form a single piece called the Carina enclosing the essential organs Ex: pea, &c.

Question 3rd.—What are the leading divisions of Inflorescence; name and describe the different kinds?

Answer.—Inflorescences are of two primary kinds, namely, Axillary—indefinite or centre-petal and terminal definite or centri-fugal;—there is a third kind which is a mixture of the last two.

A raceme is that in which the pedicels are of nearly equal length, each supporting a single flower—The pedicels in this case are secondary ones—Hycinth currant &c.

A panicle is a raceme with tertiary axes—Yucca Gloriosa.

A thyrsus is that in which the pedicels in the centre are longer than those at the extremities—Lilac &c.

A Corymb is that in which the pedicels proceeding from the bottom are longer than those at the top all reaching at the same level. It may be simple or compound. All these forms of inflorescenes are mere modifications of the raceme.

A spike is one in which the flowers are sessile arranged in other respects very much in the same manner as the raceme—Plantago—Verbena officinalis.

A Spadix is a spike enclosed in a spatha—Aroidœ plantain, &c.

A *Copitulum* is a cluster of sessile flowers arranged in a head—Daisy &c.

A Glomerulus is formed by several of these Capitula.

An *Amentum* or *catken* is one in which the sessile flowers are usually staminiferous, the whole falling off by an articulation.

When the flowers arranged on an axis are sessile and at the same time pistilliferous the inflorescence is called a cone or Strobilus. The last is met with in the hop the first in the fir.

When the peduncle is hollowed out enclosing the sessile flowers the inflorescence is called an *hypanthodium* Dorstenia, Fig &c.

All these are arranged on an elongated axis.

An *umbel* is one in which the pedicels proceed from the same point in a flattened axis and are of equal length. It is either simple or compound; in the latter case the partial umbels are called umbellules—Umbelliferœ.

All these forms are centripetal or indefinite.

All centrifucal inflorescences have been named cymose but these are varieties of the cyme—It is called scorpoidal or belicoidal or gyrate when the axis on one side of the raclies are only developed—It is seen in the forget-me-not. It has been thus named on account of its resemblance to the tail of the scorpion.

Cymose flowers arranged in a cluster are named verticillasters.

The fascicle of Xylœphylla longifolia consist also sessile flowers with centrifugal expansion on a flat peduncle.

Mixed inflorescences are seen in the Compositœ Labiatæ &c—In the first the heads of flowers taken as a whole is developed centrifugally and the single florets centripetally. In the second the arrangement is reverse.

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Question 4th.—Describe the structural formation of albumen, and state the principal kinds?

Answer.—When the embryo does not fill the cavity of the nucleus, the cells of the nucleus and of the embryo-sac become filled with matter either starchy nitrogenous oily &c. This constitutes the albumen. It may be either farinaceous or mealy, horny, ruminated fleshy or cartilaginous.

Question 5th.—Describe the raphe and Chalaza and explain the relations of the latter to the embryo in the ripe seed?

Answer.—The raphe is a fibro-vascular cord connecting the Chalaza with the hilum and is developed only when the former is apposite to the hilum as in an anatropous ovule or seed—The Chalaza is a fibro vascular membrane situated at the base connecting the integuments of the ovule or seed and nucleus together at the hilum—The Chalaza and integuments generally are joined at the base as is the normal arrangement of all, particularly at the early stage of developement—The Chalaza is sometimes pushed to one side as in a campylotropous ovule or seed sometimes as in an anatropous ovule the Chalaza is at the extremity opposite the hilum.

Question 6th.—What is the meaning of a species in plants?

Answer.—When plants agree so closely in their characters as to render them seem to proceed from the same parent they form a species plants of the same species differ from each other in very unimportant characters such as size colour &c—This is the simplest form in which plants are grouped.

Question 7th.—What is the Calyx when developed in the Compositæ?

Answer.—The Calyx when developed in the Compositæ appears in the form of hairs—It is called pappus. It may be either simple or feathery.

Question 8th.—What kind of fruit is the papaya?

Answer.—It is a pepo or peponidum.

Question 9th.—What is the structural nature of the edible part of an orange?

Answer.—The edible part of the orange consists of cells filled with juice enclosed in processes of the endocarp.

Question 10th.—In what respects do the organs of fructification in the Coniferæ and Cycadeæ differ from the ordinary structure of dicotyledonous plants?

Answer.—In these orders the flowers are pistilliferous, the seeds are naked—In the Cycadæ there are no floral envolopes the bracts enclosing the essential organs—In the Coniferæ the inflorescence is a cone.

Question 11th.—What is the nature of the Vitellus of a ripe seed?

Answer.—The Vitellus is an occasional coat of the seed formed by the embryo sac when the last remains distinct from the nucleus.

BEHARRY LALL GHOSE.

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Answer 1*st*.—A common electric machine consists essentially of a glass cylinder, or a circular plate of glass, supported upon an axis at one end of which is a handle, by turning which the glass plate or cylinder revolves upon its axis—a cushion or rubber of silk stuffed with flannel and covered with amalgamated zinc—the prime conductor made generally of brass and is placed in such immediate proximity of the glass cylinder or plate that the electricity produced by the friction of the glass on the rubber is taken up by it—and a brass chain to connect the whole machine, (which is supported upon legs made of glass or of some other non-conductor) with the ground. Now on turning the machine electricity is produced, 1, by the friction of the glass cylinder or plate on the rubber, 2, by the oxidation of the amalgam on the surface of the rubber. By the revolution of the glass cylinder or plate upon its axis a large extent of surface is exposed to a continual friction, by means of which a large quantity of vitreous or positive electricity is produced, which goes to the prime conductor in its vicinity; the rubber is at the same time charged with electricity of the opposite kind, according to the law, that when two substances are rubbed together, so as to electrify one of them, the other, if in a state to retain electricity will be charged with electricity of the opposite kind.

This explains why is it that if we wish to have a large quantity of positive electricity we are required to connect the rubber side or the negative side of the machine with the ground by means of the brass chain above described? and why, in a similar manner, one, wishing to have negative electricity from the negative of the machine, is required to connect the prime conductor with the ground.

Before explaining the theory of accumulation of electricity in a coated glass jar or leyden jar, it is necessary to premise the two following laws of electricity viz. 1. When a non-electrified body is brought in *contact* with one electrified, the non-electrified body is similarly electrified with the electrified body with which it is brought in contact. 2. When a non-electrified body is brought in close *proximity* of one already electrified, the electrified body *induces* on the non-electrified body brought near it, a state of electricity opposite to itself.

Now when the knob of a leyden jar is brought in contact with (take for instance) the prime conductor of an electrical machine, the inside of the jar becomes positively electrified, because in the first instance the knob becomes positively electrified by its contact with the prime conductor and then (the knob being connected by means of a metallic wire with the inside of the jar which is coated with tinfoil) the inside of the jar become positively electrified. At the same time the outside of the jar which is also coated with tinfoil becomes negatively electrified by induction. This will explain the fact that if there be the least crack in the glass of a leyden jar, electricity cannot be accumulated in it. The particles of opposite electricities attract each other; and the particles of similar electricity repel each other. Now the outside and the inside of a leyden jar are oppositely electrified; now if a communication is established between them, as is the case when the class is cracked, the electricities of the two sides of the jar rush into one another and are neutralized and thus it becomes impossible to get a spark from a fractured leyden jar.

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The effects that electricity is capable of producing are so numerous that I feel myself at a loss and incapable how to arrange them properly and bring them together—I shall however here enumerate some of them.—The grandest and the most terrible phenomena in nature, the lightning and thunder are the effects of electricity.

Electricity produces chemical combination and decomposition. Thus when equal volumes of hydrogen and chlorine are mixed together and exposed to the electric spark they combine with explosion to form hydrochloric acid. Similar phenomena takes place when hydrogen and oxygen are mixed in proper proportion and exposed to an electric sparks the product in this case being water. The decomposition of water by galvanism may be adduced as another example; for what is galvanism, but electricity in a current. The effects depending on the attraction and repulsion between the particles of electricity itself and between them and matter, are so numerous that I give up writing feeling my incapacity to do so.

Answer 2nd.—Lead is a metal of a bluish white colour and high metallic lustre. It is however tarnished on exposure to the air. It is very heavy, its specific gravity being about 11·864. It melts at a moderate heat. Its equivalent number is 103·6. When exposed to air and moisture especially if in contact with pure water such as rain water, it soon tarnished with a film of carbonate which is highly poisonous. Hence leaden cisterns are improper if intended to keep pure water. But water charged with saline impurities may be kept in leaden cisterns with impunity as in this case the lead is coated with an insoluble film. When lead is burned to 600° or 700° F ht. for sometime, the well known pigment red oxide of lead is produced. The metal is soft. It is highly ductile and malleable but is of inferior tenacity. Its principle ore is the sulphuret, known as galena or lead glance from which it is obtained by heating so as to drive the sulphur and oxidise the lead, and the oxide is reduced by heating with charcoal. It forms three compound with oxygen, the protoxide, the peroxide and the red oxide.

The protoxide of may be obtaied by fusing the metal at proper temperature and is known as massicot. When partially fused as in the process of cupellation it is called litharge. It is a base and forms salts with acids which are generally colourless and have a sweetish taste. The peroxide of lead is not very important. It is obtained from the red oxide of lead by the action of heat.

The red oxide of lead is produced when lead is burned to 600° or 700° F ht. for sometime. It is a red powder and is a well known pigment.

Of the salts which protoxide lead forms with acids the most important are the acetate of lead, the carbonate of lead, the nitrate of lead and sulphate of lead, the formiate the meconate of lead, the bicarbonate. The acetate is produced by the action of acetic acid on litharge. It has a sweetish astringent taste. When to a solution of this salt a caustic alkali a white precipitate of hydrate is formed. When an alkaline carbonate is fine white precipitate of carbonate of lead is formed known as the paint white lead.

Any solution containing a salt of lead may be easily detected by the following characteristic tests. 1. If sulphuretted hydrogen gas be passed through the solution the dark coloured precipitate of sulphuret of lead is formed. 2. If hydriodic acid gas is passed through the solution or if iodide of potassium be added to the solution the beautiful bright yellow iodide of lead is formed. 3. Iron reduces metallic lead from the solution.

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Answer 3rd.—The alkaloid quinine occurs abundantly in the bark of the *Chinchona Flava, China Regia,* &c. It is obtained by adding lime water to a decoction in dilute hydrochloric acid of the bark then treating this with hot alcohol, which dissolves both quinine and cinchonine another alkaloid formed in the bark. On evaporating the cinchonine crystallises out and quinine remains dissolved, and may be obtained in crystals by further evaporation or by adding water when quinine falls down.

Quina forms beautiful white crystalline grain. It is very bitter and is much used in medicine as febrifuge and tonic. It has basic properties and forms with acids crystallizable salts. The most important of these salts are the sulphate—disulphate, acetate, nitrate and others.

DOORGA DOSS KERR.

MATERIA MEDICA.

Question I.—What is Ergot of Rye? What are its effects of *its* long continued use? What is its therapeutical use? What is the mode of administration?

The Ergot of Rye is the seed of the plant Secale Cornutum. The effects may be divided under two heads.

I.—Its effects on the different organs.

II.—Its effects as an article of food.

1*st.*—The effects on the different organs may be arranged under four heads, viz., 1st. On the cerebro-spinal system, 2nd. On the Uterine system, 3rd. On the circulating system, 4th. On the other parts of the body.

1*st.*—On the cerebro-spinal system, it produces delirium, giddiness, dilatation of the pupil stupor, in a word Narcotism. Its effects are known within 24 hours.

2*nd.*—On the Uterine system Ergot of Rye produces contraction of the uterus and thereby facilitates the propulsion of the fœtus.

3*rd.*—On the circulating system some say that Ergot of Rye diminishes circulation. But according to Dr. Peira, it increases the frequency of pulse for he says that when it is administered in parturition the face becomes flushed which cannot occur until circulation is increased in frequency.

4*th.*—Its other effects are giddiness, nausia, vomitting and purging on the system.

II.—The effects of Ergot of Rye as an article of food may be divided under two heads, viz. 1st. Its convulsive effects. 2nd. Its gangreneous effects. Its convulsive effect is characterised by delirium, loss of appetite, nausia, vomitting, convulsion, purging, voraceous appetite—and lastly formication, *i. e.*, a feeling by which the person feels that insects are passing over the body. The gangreneous effects are characterized by the above effects followed by gangrene.

The thrapeutical uses of Ergot of Rye are the following:

1*st.*—It is used in contraction of uterous, and thereby facilitates the expulsion of the fœtus. It is contra-indicated, 1st. In early labour, 2nd. Where there is disproportion between the pelvis and the head of child, 3rd. Where the child is not presenting naturally, Ergot of Rye is advisable

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to be administered in, 1st. Protracted labour, 2nd. Where the life of the patient is endangered by hemorrages whether puerperal or otherwise, 3rd. Where the fœtus is presenting naturally, 4th. Where there is confirmation between the head of the child and the pelvis.

2nd.—It is used for the expulsion of the placenta which is retained by the want of the contractive power of the uterus and also to expell sanguinous clots, polipi. It is also used in Leuchoria, Gonorrhœa, Gleet and in excessive Hemorrages from the uterous and lastly it is used in procuring early labour and aborsion. In unimpregnated women Ergot produces contraction of the uterous and also it is used where there is much difficulty in menstrual discharge.

Ergot is administered either in the form of Powder, Tincture, Oil, or Infusion—or Decoction. The dose of Powder is grs. x to ℥ss to be given at intervals of half an hour—Oil mi to miii, tinct. tea-spoonful, Infus. ℥j, Decoc.

Question II.—What is the mode of the preparation of Bichloride of Mercury? In what diseases is it used, and what are its injurious effects?

The following are the modes of the preparation of the Bichloride of Mercury.

1st.—It is prepared by the action of Hydrochloric acid on binoxide of Mercury the following equation shows the change—

$Hg\ O_2 + 2\ HCL = Hg\ CL_2 + 2\ HO$. Here the two equivalents of the Oxygen of Mercury combining with two equivalents of Hydrogen of Hydrochloric acid and this forms two equivalents of water and mercury combining with two equivalents of Chlorine of Hydrochloric acid which forms Bichloride of Mercury.

2nd.—It is also prepared by the action of Bisulphate of Peroxide of Mercury with Chloride of Sodium or Common Salt.

The following equation shows the change:

$Hg\ O_2\ 2\ S\ O_3 + 2\ Na\ CL = Hg\ CL_2 + 2\ Na\ O\ S\ O_3$. Here the Sodium of Chloride of Sodium combines first with Oxygen of Bisulphate of Peroxide of Mercury forming two equivalents of Soda which combines with Sulphuric acid of $Hg\ O + 2\ S\ O_3$ and form two equivalents of Sulphate of Soda. The Mercury of the Bisulphate of Binoxide of Mercury combines with two equivalents of Chlorine of Salt and forms Bichloride of Mercury.

The Bichloride of Mercury in small doses as from $\frac{1}{8}$ to $\frac{1}{4}$ of a grain is beneficial to the system, thus it is used in venereal diseases. It is also used as alterative in articular Rheumatism, chronic skin diseases. It is also used in scrofulo in psorasis, impetigo.

As sorbifacient it is used in dropsy, as an external application. Bichloride of mercury is used as a caustic in the bites of rabid animals.

The injurious effects of Bichloride of Mercury in somewhat larger doses than $\frac{1}{4}$ to $\frac{1}{16}$ of a grain produce symptoms of poisoning characterized by vomiting, purging, spitting of blood, dry cough (and hence it should never be given in diseases of chest) convulsion, and ulceration and sloughing of mouth.

Question III.—Name the principal constituents of opium? State how morphia is usually obtained? What are the Physiological effects of opium? What is the proportion of opium in the different Pharmacutical preparation.

The principle constituents of opium are Morphia, Codeia, Paramorphia, Narceine, Meconine Meconic Acid, Sulphuric acid &c.

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The preparation of Morphia is the following—

1*st.*—Take of Hydrochlorate of Morphia and add to this solution of Ammonia, when Morphia precipitates and Hydrochlorate of Ammonia remains in solution.

2*nd.*—It is also prepared by dissolving the opium in aqua distillata and taking thereby the soluble parts of opium, concentrate this by evaporation, to the consistence of a syrup and then add to this chloride of lead when water and chloride of lead are decomposed, thus forming sulphate and meconate of lead and Hydrochlorate of Morphia is held in solution. Take this solution and evaporate it to the consistence of syrup and press in cloth when much of the impurities would be removed, and then dissolve this in spirit and add to this solution of Ammonia when Morphia would be precipitated and Hydrochlorate of Ammonia is held in solution. The precipate is to be dried and washed with animal charcoal when all the coloring matter would go up and pure morphia remains.

The physiological effects of opium are divided under three head, 1st. Its effects as medicinal doses, 2nd. Its habitual use, 3rd. Its effects on the different organs.

I.—The effects of medicinal doses of opium may be divided under three degrees of operation.

In the first degree of operation opium from ¼ of a grain to a grain, acts as a stimulant to the vascular system, the person is exhilarated, a pleasurable sensation is felt through the whole system, the person is disposed to exercise, these effects are followed by sleep and slight costiveness.

In the second degree of operation opium from 2 grs. to 4 grs. first acts as an excitant, this excitement is soon followed by depression as into a state of profound sleep the person is indisposed to labour or exercise. He is insensible to the impressions that are made on the different organs of his body these effects are followed by costiveness, headache and nausea.

In the third stage of operation a ʒ dose or fatal dose of opium brings on at once coma without being previously excited. The person becomes motionless, he is dead to all external impression and if care be not taken, the person dies.

II.—The effects of habitual use of opium; are that the physical characters and mental faculties are all depraved there is loss of memory, the appetite is depraved and vitiated the person becomes immaciated and bent on one side. He becomes impotent, and lastly brings on premature death.

III.—The physiological effects of opium on the different organs are the following—

1*st.*—On the cerebro spinal system. In small doses opium is an excitant, in large doses it brings on coma owing to the congestion of vessels.

2*nd.*—On the alimentary canal opium diminishes secretion and exhalation, it solidifies the liquidity of stools and destroys appetite and hunger.

3*rd.*—On the circulating system, it is first a stimulant to the vascular system then it diminishes the circulation.

4*th.*—On the respiratory system opium first increases respiration then in large doses the respiration becomes slow, and lastly person dies in oppressed respiration.

5*th.*—On the urinary system opium produces the loss of the contractile power of the bladder and consequently voids urine involuntarily.

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6th.—On the genital system, on the male opium acts as an aphrodisiac, on the female opium produces the loss of the contractile power of uterus.

The different Pharmacopia preparation of opium and the quantity of opium in each are the following—

1st.—Prepared opium or purified extract of opium, this is pure opium, this is not combined with any thing.

2nd.—Thebaic pill, gr. v. contain one grain of opium.

3rd.—Pillulæ Saponis Composite gr. v. contain grj. of opium.

4th.—Pillulæ Storaces Composite or Storax pill gr. v. contain one grain of opium.

5th.—Pillulæ Callomelis et opii or Calomel and opium pill gr. jjj. contain grss. half a grain of opium.

6th.—Pillulæ Plumbi opii, this pill contains gr. ½ of opium in three grains of pill.

7th.—Pillulæ Ipecacuanah Composite, this pill contains $\frac{1}{10}$ grain of opium.

8th.—Pulvis Cretæ Composite Cum opii 40 gr. contain grj. of opium.

9th.—Pulvis Kino Composite gr. xx. contain grj. of opium.

10th.—Pulvis Ipecacuhana Composite or Dover's powder gr. x. contain grj. of opium.

11th.—Tincture opii mxx. contain grj. of opium, 11 Vinum opii.

12th.—Tinctura Ammonata Composite, or Scotch Paregoric 80 drops contain grj. of opium.

13th.—Tinctura Camphora Composite or English Paregoric, ℥ss. contain grj. of opium.

14th.—Acetum opii. This is three times less than Tinctura opii.

15th.—Emplastum opii. This is used as Plaster.

16th.—Enema opii ℥ss. contain one grain of opium.

JUGGERNATH SEN.

SURGERY.

Answer 1st.—The symptoms of fracture of the ribs with wound of the lung are, difficult and oppressed breathing, the respiratory acts being accompanied with pain, there is tenderness to the touch, crepitus is felt on making pressure over the broken bones, the external parts, corresponding to the wound made by the ribs, are swollen and emphyematous from the escape of air through the wound caused by the rib, there is a troublesome cough from irritation in the wounded lung, expectoration consists almost entirely of blood mixed with air—the pulse quick, full and sometimes hard.

Treatment.—In the first place you should try and replace the offending bone or bones in as natural a position as possible, if they be still projecting into the Lung. The treatment should be strictly antiphlogistic, you take blood from the arm, the quantity being regulated according to the strength &c of the patient, it should generally be carried to Syncope and repeated if necessary as the lung is such a delicate organ that destruction in it is very rapid. The repetitions should be in smaller quantities, besides generally bleeding you have recourse to local bleeding by means of Cupping and Leeching, more especially in those cases where the general bleeding is contraindicated—The Leeches are to be

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applied freely over the seat of injury—The bleeding is to be followed by Tartar Emetic in doses of grs. $\frac{1}{8}$ to $\frac{1}{4}$ every two or three hours—this remedy may be conveniently combined with opium—Calomel is also given but not at first, it may be given in doses of grs. iij. to iv. every three or four hours, it may also be combined with opium, the effect of Calomel is to subdue inflammation prevent effusion and effect the absorption of any effusion that has taken place—Strict rest should be enjoined and the ribs supported by means of a broad bandage, allowing as little motion as possible in them.

Answer 2nd.—The principal cause of Fistula in Perineo is stricture of the permanent kind—In stricture of long standing, there is generally a dilated portion of the Urethra behind it, this always contains some urine —this urine irritates the surface of the Urethra, it takes on inflammation and an ulcer is formed through this ulcer a small quantity of urine escapes into the neighbouring tissue it produces irritation and inflammation, more quantities escape, the parts give way before the irritating fluid, till an opening is formed in the skin—By degrees this canal-like opening takes on a Chronic nature and a Fistula is established.

Rupture of the Urethra may in like manner produce Fistula.

An Abscess in the Perineum may also produce Fistula, by first opening into the Urethra—this is followed by the escape of fluid into the cavity of the abscess and an external opening is formed in the same way as in the first case.

The Treatment of Fistula depends upon the nature of the cause. In Fistula arising from stricture you must depend upon the Catheter, because as long as the stricture remains, the Fistula will never close. In your use of the Catheter you must be patient and persevering as the removal of a stricture, perhaps of long standing, is not the work of a few days, nay weeks may elapse before you succeed in passing the Catheter.

You should commence with a small sized one and on the first day of trial you should be satisfied, with the passage of the smallest point of the Catheter into the stricture. It sometimes happens that you cannot effect the slightest entrance in the stricture for some days. You should however day by day use the Catheter, keeping it firmly pressed against the stricture, but not using force nor violence, till dilatation begins to take place and once dilatation having commenced its complete cure is easy.

When you have succeeded in passing the Catheter, once the next time after its withdrawal you try and pass one, a size larger, and so on every day or every second day, increasing the size of the Catheter, leaving them in the Urethra for a short time at each introduction, till the Urethra has become of its natural size. The Urethra having assumed its normal size, and the urine passing freely from it, the Fistula begins to contract, till it completely fills up. You should take care in the healing of the Fistula that the external opening does not heal before the internal, as the urine, will gather there and having no channel of escape will give rise to troublesome sinuses and perhaps sloughing of the parts.

In the other case you must also have recourse to the Catheter, keeping the Catheter in the Urethra as long as the system will permit, to try and effect the closure of the openings in the Urethra.

Answer 3rd.—The different dislocations of the Hip joint are I. Upwards on the Dorsum Ilii. II. Backwards into the ischiatic notch. III. Downwards into the foramen ovale. IV. Forwards on the pubis.

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I. In this dislocation there is shortening from one inch and-a-half to two inches, the foot is inverted, and the toe rests upon the instep of the opposite foot, the large trochanter is felt nearer to the anterior superior spinious process, than natural, the head of the bone may be felt or the Dorsum Ilii, in a lean person.

II. In the dislocation into the ischiatic notch there is shortening from half an inch to an inch, the foot is inverted, the toe rests upon the ball opposite toe, the trochanter or the head of the bone is felt much lower than the natural position.

III. In Dislocation downwards there is lengthening from one inch and-a-half to two inches, the foot is neither inverted nor everted, it is thrown forwards, in the erect position the body is slightly bent, in the recumbent position of the body be kept straight, the thigh is slightly flexed, and on straightening the thigh, the loins are arched. The Psoas and Iliacus muscles are made tense and can be felt distinctly on the stretch, the head of the bone may be felt in the perineum.

IV. In this dislocation there is shortening from half to one inch, the foot is *everted*, the bone can be distinctly felt resting on the pubis, a little external to the Femoral vessels—the thigh is inclined backwards and cannot be flexed.

The distinguishing marks between fractures of the neck of the Femur and the Dislocations of the head of the Femur are. In Fracture of the neck within the capsule there is eversion of the foot, but very seldom inversion. On making extension and then rotating crepitus is felt, and on rotating the Trochanter it moves on its own axis, on making extension the bone becomes of natural length, on dropping the extension it becomes short again—there is unnatural mobility.

In Dislocation downwards, there is no crepitus, the Head of the bone is felt on the Dorsum Ilii, and after making extension and reducing it it remains so and does not become shorter, the foot is always inverted and the big toe rests upon the instep of the opposite side. Mobility is less than natural.

In the Dislocation Backwards, the foot is turned inwards, the big toe rests on the ball of the opposite big toe, there is no crepitus, on reduction the limb is the same length as the opposite side, and after it has been reduced it does not return to the former condition. Mobility is less than natural.

In the Dislocation downwards, the limb is lengthened, the foot is neither inverted nor everted, but straight; no crepitus, the head is felt in the Perineum. Mobility is less than natural.

In the dislocation forwards the limb is never inverted always everted, the head is distinctly felt on the pubis there is no crepitus. In all these dislocations the trochanter may or does not move on its own axis, but in a circle the centre of which circle is the head of the bone.

The same characteristics apply to fracture of the neck external to the Capsule viz., unnatural mobility, crepitus on extension and rotation &c.

Answer 4th.—The symptoms of Iritis are, pain in the eye, chiefly in the eyebrows, Globe of the eye is tender to the touch, slight lachrymation. On looking into the eye a pink zone is observed round the Cornea, the vessels of this zone are deep seated, they are not tortuous nor do they innosculate freely. The Iris is seen to be dull having lost all its lustre and reflecting power, if light coloured in the healthy state, it becomes greenish, if dark it assumes a brownish muddy colour, the edges of the pupil are irregular and there is slight impairment of vision. There may or may not be constitutional symptoms.

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Treatment.—If the patient be strong and robust, you may bleed from the arm till the pulse be distinctly affected, and repeat it if necessary but in less quantity, blood should be abstracted locally by Cupping from the temples, or leeches may be applied round the eye,—But your sole dependance must be on Mercury.

It seems to have a specific effect on the iris besides it reduces inflammations and prevents effusion, the following formula may be given :

℞ Calomel, ... gr. iij
Tartar Emetic, ... gr. ¼
Opium, ... gr. ½
ft. pil : j to be taken every three hours.

The bowels are to be freely purged, cold or tepid applications may be employed, just as one or the other is more soothing to the patient and the eye is to be secluded from light and kept quiet. Diet should be low.

Answer 5th.—The symptoms of stone in the bladder are, constant desire to micturate, attended with excruciating pain in the bladder. Urine passes in drops or in a small stream which is suddenly stopt, by the closure of the opening of the bladder by the stone, there is a constant itching of the prepuce and glans penis, on account of which the former is always long and somewhat swollen from continual pulling by the patient, this symptoms is peculiarly observable in children. The pain during micturation is so severe that the patient puts himself in all positions to ease it. The pain is also excruciating after the bladder has been emptied —Extraction of the testicles is said by some to be a symptom but I believe it is more a symptom of Renal Calculus. The urine is always loaded with mucous, the cause of the unusual quantity of this is the following, the stone comes in contact with the mucous membrane and irritates it, it takes on a kind of passive conjestion and its secretive powers are heightened and consequently a greater quantity of mucous is secreted. The surest sign of stone in the bladder is afforded by what is called "*sounding.*" The sound is an instrument like unto a Catheter, made with polished steel, with a greater curve, and straighter body, the handle is broad and flat. In introducing it you either make the patient stand up or lie down, in the former position it is introduced into the Urethra with the concavity downwards and when the point of the instrument comes to the arch of the pubis the instrument is turned half round in the recumbent posture, you lay hold of the instrument by the broad end between the thumb and the index and middle fingers of the right hand, the right hand should be just over the anterior superior spinous process at the commencement, it is then introduced into the urethra, the prepuce being drawn down &c. by the left hand; you keep this position till the instrument is about to pass the arch of the pubis, you then approximate it to the mesial line, gradually raising it till it slips into the bladder. After the introduction you shake the handle, when if the stone be present, a peculiar "click" will be heard, if all the other symptoms are present and on introducing the sound no "click" is produced, you grope about with the instrument, and change the position of the patient, till the stone strikes against it. By the means of this instrument you can tell, whether the stone is large or small, whether it is smooth or rough and whether there be one stone or many.

Answer 6th.—In a wound of the deep palmar arch, I would first apply, cold and pressure, the latter by plugging up the wound with lint in a

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conical form and then bandaging it up firmly. If these fail some surgeons recommend you to take up the bleeding vessel, this however is frequently impossible on account of the small size of the vessel, the great depth at which it is situated and principally on account of the nature of the wound, as it happens that troublesome bleeding generally follows punctured wounds. Others recommend you to take up the radial or the ulnar artery or both. The bleeding however may stop for a while, by this operation but it will generally come on after a short time because the interosseal artery freely inosculates with the Palmar arches through the Anterior and Posterior Carpal branches. I have been taught, in such cases, to take up the Brachial Artery at the usual place viz.: about the middle of the arm internal to the Biceps. A case of this kind lately came into Hospital, pressure and cold failed, when the Professor successfully took up the Brachial Artery.

The man left Hospital about two weeks after quite well. The wound was caused by a knife and was somewhat of a punctured nature.

G. H. Daly.

MIDWIFERY.

(1.) The constitutional and local peculiarities of the newly-born infant may be described under the following heads:

(a.) Of the vascular system.—(A) of the Heart. The foramen ovale and the ductus arteriosus have not yet, as a general rule, been obliterated. According to bernt this change is, in the great majority of cases, completed within the first week. (B) of the blood vessels.—The Hypogastric artery and the umbilical Vein with its branches are pervious.

(b.) Of the Respiratory system.—If the process of respiration has been, as is generally the case, fully established, no peculiarity is then observed under this head. If otherwise the lungs do not exhibit or exhibits to a slight extent in case of imperfectly performed respiration. The usual changes in situation, colour, volume, weight, density, consistence and according to a French Chemist in the amount of fat which enters into their composition, that take place when the fœtus has been expelled from the uterus and commences respiratory life.

(c.) Of the Digestive system.—The *teeth* are, as is well-known, absent at this period of extra-uterine life. They do not make their appearance until after the sixth or seventh month. The *small intestines* are not provided with valvulæ conniventes to the same extent that they are in adult life or when the food does not entirely consist of mother's milk and the process of digestion has been fairly established. The *large intestines* are filled with meconium. The peculiarities of the liver shall be considered under the head of the Glandular system.

(d.) Of the Glandular system.—The *thymus gland* continues of pretty good size and has not yet degenerated into mere areolar tissue and fat.

The same state of things obtains with respect to the *supra-renal capsules.* The *thyroid body* is proportionally of greater size than in the adult. The two lobes of the *liver* are almost of equal size and the organ itself occupies a large portion of the abdominal cavity.

(e.) Of the Osseous system.—The bones are not all of them united to each other by proper osseous tissue. There intervene unossified fibrous membranes between some of them, at the top of the head these

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constituting the so called "fontanelles." The bones of the face are proportionally larger than in adult life. As regards the bones of the extremities, the apophyses and epiphyses have not united with the deaphyses. There are also certain peculiarities connected with the ossa innominata. Their several constituent portions are distinct. The pelvis approaches in its characters to that of the lower animals—the plane of the brim looking directly forwards etc.

(f.) Of the Skin.—This is very delicate, much more susceptible of the operation of morbific causes then subsequently, and covered, in case it has not been properly washed, with a viscid substance. The epidermis has a tendency to desquamate. The subcutaneous areolar tissue is loaded with fat.

(g.) Of the Cerebro-spinal system.—As the higher intellectual faculties are not manifested, it may be presumed that the brain is not fully developed.

(h.) Of the anterior surface of the abdomen.—The portion of the umbilical cord connected with the child does not drop and disappear, generally speaking, before the fifth or sixth day after birth.

(2.) The ovular theory of menstruation maintains that this function consists essentially in the periodical maturation and extrusion of ova from the ovaries into the Fallopian tubes and that the flow of the menses is the result of the local determination of blood to the uterus which originates in the excitement of the ovaries. The facts and arguments in support of this theory are as follows:

(a.) It is a well-known fact in obstetrics that there is no effort at menstruation when *both* the ovaries are absent, atrophied or in any other way disorganised.

(b.) There is an effort at menstruation when the uterus or any other organ belonging to the Female Generative system except the Ovaria is congenitally absent or when present the subject of some disorganizing morbid process.

(c.) Post-mortem examinations have discovered that there is increased vascularity of the ovaries during the menstrual periods.

(d.) Coitus proves fruitful only in cases in which it occurs in the course of at most a fortnight after the cessation of the menses. This is M. Bischoff's opinion. Its grounds are 1, he believes that ova are discharged into the Fallopian tubes immediately after the menses cease to flow (2) that they take from 10 to 12 days to reach the uterus and (3) that they prove abortive and are dissolved and disintegrated unless they are acted upon by the spermatic fluid before they have passed over the middle of the Fallopian tubes or at any rate before they have reached the cavity of the uterus. Raceborski, an equally eminent authority, however thinks that conception may take place when sexual union happens a day or two before the accession of the menstrual period.

(e.) There is, I believe, no authentic case on record in which ova were discovered in the Fallopian tubes, uterus or vagina during the intervals of menstruation or at any period previous to the commencement of this function.

(f.) Analogy corroborates this doctrine.—Bischoff and some other physiologists have, in their experiments upon the bitch, during the rut [the function analogous to menstruation in the human female], actually seen either ova in some part of the oviduct or Graafian Vesicles projecting themselves above the surface of the ovaries and about to burst.

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(3.) The anatomical peculiarities of the cervix uteri are (a) a large amount of areolar tissue enters into its structure.—Dr. H. Bennet is of opinion, I think, that it is restricted to this part of the uterus; (b) its muscular fibres when they are fully developed after impregnation have all a circular arrangement; (c) it is probably supplied with a greater number of nerves belonging to the true spinal system of Dr. M. Hall than any other part of the uterus.

The changes which it undergoes during pregnancy are as follows:—During the early part it swells and becomes fuller, firmer and rounder than what it was before impregnation. After the fifth month of utero-gestation it commences to shorten and widen till eventually at about the termination of it, it is completely obliterated.

(4.) The ordinary position of the fœtus is with the head looking downwards. It is assumed at about the sixth month of pregnancy. It is maintained by some vital principle, for no sooner the child expires than it is changed. As the fœtus is capable of no other movements than those which are reflex in their character, Professor Simpson, of Edinburgh, has recently broached the opinion that it is these which keep it in its proper position.

The following are the circumstances which tend to disturb or derange this position (1) the death of the fœtus (2) its prematurity at the time of labor (3) any change in the form of the uterus and (4) external violence of some such physical cause.

(5.) In Placenta Prœvia, the blood flows chiefly from the uterine sinuses of the cervix uteri which have been lacerated by the separation of the Placenta and partly by regurgitation, of course in case of partial separation, from the open mouths of the veins of the maternal portion of the organ just mentioned. There is little or no hœmorrhage from the uterine arteries and not a single drop of blood escapes from the proper fœtal vessels.

The sole cause of this hœmorrhage is the normal act of dilatation of the os and cervix uteri which takes place during the first stage of labor.

Treatment.—When the flooding occurs previous to the setting in of actual labor-pain and when it is not excessive so as to place the life of the mother in jeopardy we are recommended to resort to palliative measures such, for instance, as keeping the patient cool and quiet, lowering her diet, using what is called the tampon and astringents such as the acetate of lead and opium. The remedies last mentioned are, I need hardly say, of little or no use in checking the hœmorrhage. Injections of cold water, as well as its application on what Dr. Tyler Smith calls the alternate plan to the vulva, perineum and the lower part of the abdomen are scarcely serviceable. When the bleeding is profuse and the mother's life, in consequence, in imminent danger, we should employ more active measures and at once try to deliver her. We are enabled to do this more easily when labor commences and the os uteri dilates. Even when it does not begin as the os is dilatable in cases of profuse hœmorrhage we are justified to introduce our fingers between the interval surface of the cervix uteri and the placenta and to perform the operation of version by bringing down the feet of the child after puncturing the ammolic bag. In this operation, the introduction of the hand and the turning of the fœtus should be done during an interval of pain and the extraction during pain. Dr. Radford of Manchester, and Professor Simpson of Edinburgh, advise in some cases, not in all, the

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extraction of the placenta itself in order to check the hœmorrhage. Dr. Churchill after mentioning several objections to this mode of procedure comes at last to the conclusion that it should only be resorted to in cases in which the woman is so much exhausted by the bleeding as to the unable to bear the shock of the operation of version or in which the uterine action has not ceased altogether and the pains are still pretty strong to expel the child afterwards.

(6.) The condition of the uterus immediately after a natural delivery is as follows—it is larger than in the unimpregnated state, globular in shape and its internal surface especially at the part where the placenta was attached resembles, according to M. Cruveilhier, a granulating ulcer and is covered with broken portions of the decidua. When a section is made through its walls, well marked uterine sinuses are observed and the texture of the organ itself feels less firm than in the virgin state.

The changes that take place in this organ during the ten following days consist in the diminution of its size and its restoration to a great extent to its unimpregnated state. How this is brought about whether by absorption or by simple contraction of the muscular fibres of the uterus remains yet, I think, to be decided.

CHUNDER COOMAR DAY.

MEDICAL JURISPRUDENCE.

1*st Answer.*—The symptoms of poisoning by Arsenic have been divided into two varieties viz. Narcotic and irritant. They generally commence with a feeling of faintness, nasuea and vomiting. There is a sense of constriction in the throat, the countenance becomes flushed and anxious, pain is felt in the throat and stomach. The vomited matters at first consist of the natural contents of the stomach, this gives place to mucus streaked with blood, and ultimately discoloured by bile. There is an intolerable burning pain in the Epigastrium, pressure causing the greatest agony. To this succeeds great prostration, extreme thirst, a pinched and hippocratic state of the countenance and Diarrhœa. The pulse is incompressible hard and wiry, and there is great restlessness. Sometimes instead of Diarrhœa you have the first stage of Dysentery, viz. the passing of slime and mucus attended with severe tenesmus, the urine is sometimes suppressed. These symptoms are followed by profuse clammy perspiration, a cold shrunken state of the skin and collapse. Generally Convulsions and Delirium set in and coma closes the scene.

The Post Mortem appearances are redness and inflammation of the stomach, throat, Osophagus and Mouth. Sometimes there are patches Echymosis, rarely ulcerations of the stomach. The inflammation extends to the upper portion of the Duodenum and very seldom indeed beyond it. Similar appearances are seen in the rectum from its great sympathy to the stomach, the anus is very often excoriated, the bladder may also be inflamed. Sometimes there is an Erythematous state of the integuments more especially about the neck.

In the Treatment of Arsenic there are two indications to be fulfilled viz. I. To remove the poison and II. To reduce the consequent inflammation. The first indication is to be fulfilled by means of the stomach pump, by which large quantities of tepid water are sent into the stomach. If vomitting does not occur we may induce it by tickling the

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fauces, large draughts of tepid water only giving an Emetic such as the Sulphate of zinc. As soon as a full evacuation has been procured, the hydrated peroxide of Iron may be given, this is the antidote for poisoning by Arsenic. After the poison has all been evacuated, to fulfill the second indication recourse must be had to Antiphlogistic measures according to the nature of the case. Such as bleeding general and local, fomentation to the stomach, where necessary. If the patient be thirsty mucilaginous drinks may be given. After the inflammation is reduced you give Hyocimus, &c. to sooth the system. For the Diarrhæa or Dysentery and excoriation of the Anus, you have recourse to the treatment recommended for each.

Tests of Arsenic.—Arsenic is white heavy substance of the appearance of porcelain, very sparingly soluble in water, having a great tendency to float on its surface, especially if in fine powder.

1st. When heated in a small glass tube with charcoal or black flux it is reduced to the metallic state, forming a ring of metallic lustre. 2nd. When heated with Hydrosulphuret of Ammonia a yellow precipitate, the Sulphuret of Arsenic is given. 3rd. Ammoniaco Sulphate of Copper gives a grass green precipitate,—called scheeles green. 4th. The Ammoniaco Nitrate of silver gives a yellow precipitate.

3rd.—Sulphuretted Hydrogen passed through an acidulated solution of Arsenic gives a deep yellow precipitate. This precipitate is insoluble in Alcohol and water, it is soluble in Ammonia, if heated with charcoal or black flux in a tube it gives the metallic ring of Arsenic.

4th. Reinsch's Test.—The suspected liquid is first acidulated with Hydrochloric acid and boiled with small plates of Copper. If the liquid contains any Arsenic, it will be deposited on the plates; this may be further proved to be Arsenic by the foregoing tests, viz. Ammoniaco—Nitrate of Silver and Ammoniaco Sulphate of Copper, Sulphuretted Hydrogen, and by the reduction test.

Marsh's Test.—This consists in disengaging Hydrogen gas by means of Sulphuric acid. Zinc and water, to this is added the suspected liquid. If there is any Arsenic present it combines with the Hydrogen, forming Arsenuretted Hydrogen. This gives a white colour to the flame when passed through a tube and set fire to, it stains a glass tube or piece of porcelain, with metallic acid, which on the addition of a little Nitrate of Silver and Ammonia immediately gives the yellow Arsenite of silver. Arsenic occurring mixed with Organic matter is distinguished by the last two Tests, viz. Reinsch and Marsh, but before applying them, the suspected liquid is boiled in Hydrochloric acid to separate the arsenic from the organic matter.

2nd Answer.—Poisons are supposed to be taken into the system by absorption; the agents in this process are the lymphatics and veins. The proofs of this process are I. the disappearance of the substance from the part. II. Its presence in distant structures, such as bone, &c. III. Its presence in the excretions, such as urine, saliva, &c. The proofs that the veins take an active part in the process are the following—

I. If any poisonous substance be applied to a wound it produces its effect, but if the vein or veins above the wound be secured by means of a ligature, those effects are not brought into play. II. All the tissues surrounding the thigh have been divided, except the blood-vessels, and a poisonous substance being applied to a wound in the foot, all the symptoms of that poison were shortly after developed.

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I may here also give as an example, the former mode of poisoning, viz. "Secret poisoning." This was supposed, and I believe that there is no doubt now about it, that these were effected by absorption, through the skin. That substances are absorbed and produce their effects when applied to the skin is corroborated by the fact that Croton oil rubbed on the abdomen produces its purgative effects.

3rd Answer.—The chief circumstances to be noted in a case of death arising from wounds are

1*st.* The position of the body.

2*nd.* The parts covered with blood in their relation to the position of the body wounds &c.

3*rd.* The position and direction of the wounds.

4*th.* The position of the instrument by which the wounds were inflicted, provided if the instrument be there.

4th Answer.—Blood stains are distinguished by the following means—

I. Blood readily mingles with distilled water, giving it a pinkish or reddish appearance.

II. On putting some portion of this liquid under the microscope, if the blood be not decomposed, the characteristic biconcave discs of the blood will become apparent.

III. On boiling this liquid, a curdy precipitate of albumen is given; that its albumen is further proved by the addition of Nitric Acid or Bichloride of Mercury to the liquid when the same results take place.

IV. On adding common Liquor Ammonia to the liquid no change takes place, but a brownish colour is immediately given on adding strong Liquor Ammonia. These tests apply to Blood whether it be found on cloth, Silk, Steel, &c.

The stains of Iron are distinguished from those of blood, by the negative signs, viz., the absence of Albumen, Ammonia causing no change whatever, and presenting no corpuscles under the microscope, it is further distinguished by its own particular tests, such as the Ferrocyanide of Potassium and Tincture of galls, &c. The Iron stains are the only stains that can really be confounded with those of blood. Other such, as stains caused by madder, Red paint, &c. are very easily distinguished by the Negative signs.

5th Answer.—The tests for Carbonate are the following—That it is a Carbonate is known by its effervescing with acids and forming a white precipitate with lime &c.

Tests of Lead.—1*st.* Hydrosulphuret of Lead gives a black precipitate.

2*nd.* Iodide of Potassium gives the yellow Iodide of Lead.

3*rd.* Sulphuretted Hydrogen gives a black precipitate.

4*th.* Sulphuric Acid gives the white Sulphate of Lead.

5*th.* If the solution of Carbonate of Lead be first acidulated with Hydrochloric acid and put into a platinum crucible and then a zinc rod passed into it so as to come in contact with the platinum, the lead is immediately deposited.

6*th.* If a piece of zinc be introduced into an acidulated solution of lead, beautiful crystals in an arboraceous form, forming the "Silver Tree."

Tests of Corrosive Sublimate.—1st. It is volatilized by heat. 2nd. It is soluble in water. 3rd. Protochloride of Tin gives a dense white precipitate. 4th. Iodide of Potassium gives a beautiful scarlet precipitate the Biniodide of Mercury. 5th. Potash gives a yellow precipitate. 6th. Sulphuretted Hydrogen gives a black precipitate. 7th.

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When a solution of Corrosive sublimate is put on gold and then touched with a piece of steel, the gold immediately becomes like silver at the point where the steel came in contact with it, the gold having received a coating of mercury.

Answer 6th.—In poisoning from Oxalic Acid you give Magnesia, Chalk, &c. to form harmless compounds. If this be not sufficient you have recourse to the stomach pump, during the stage of collapse stimulants are given.

G. H. DALY.

MEDICINE.

Answer to the 1st Question.—Cancers are those malignant growths which are developed in all the textures of the body when the blood is vitiated or perverted with cancerous matter wherever they appear they destroy the original and healthy structure and substitute some new materials in its stead. Many writers reckon these growths as inorganic but according to the established opinions of the present Pathologysts they are not viewed in that light on this ground because the principal part of their constituents consists of organic cells possessed with vitality. The process and pathology of their growth are still involved in the mysterious book of nature but the following serves to be the most generally received. Pathologysts of the present age are of opinion that previous to the formation of such growths the blood becomes vitiated by the generation of cancerous matter or cell in it, which, being effused from the containing blood vessels into the surrounding tissues, lay the foundation of the future product. The cancerous cells though few at first being thus deposited, begin to enlarge and multiply and thereby involve the surrounding healthy tissues either by Endogenous or Exogenous growth; eating away fibre by fibre insidiously, till they are at last fairly established.

There are three varieties of cancer, namely,

(1st.) The Schirrus.
(2nd.) Choloid.
(3rd.) Encephaloid.

These three forms are quite different from each other in their structure and external appearance; but before I describe these varieties separately I will say a few words of the elementary constituents of cancer in general. All cancers are composed at least of different proportions of the following elementary organs, namely,

(1st.) Cells of large size.
(2nd.) Granular cells, { Fatty. Molecular. Fibrinous.
(3rd.) Fibrous tissue of all varieties.
(4th.) Cellular tissue.
(5th.) Obliterated-blood vessels of the original structure.
(6th.) An amorphous stroma.

All the preceding structures contribute to the formation of the different kinds of cancer already enumerated, but at the same time with the more predominance of some, in one, than in the other. Having now described the different constituents of cancer in general I now revert to

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specify the characters of each variety both as seen by the naked eye and under the microscope.

(1st.) *Schirrhus.*—This is the most ordinary form of this malignant disease its color varies from whitish grey to brown but it is generally white very hard in consistence and communicates to the fingers when pressed the feel of a piece of cartilage; its border is very irregular and rather softer than the central part; in it the fibrous tissue greatly predominates, sometimes it appears in a undulated form.

Structure.—When a piece of it is viewed under the microscope; the fibrous tissue of which it is chiefly composed appear to arrange in a concentric manner presenting the appearance of circles put one within the other; the interspaces between these fibres being occupied by the cancerous cells of all variety.

2nd. *Choloid.*—This holds the second place both with regard to its structure and occurrence. This is not so hard to the feel as the other variety and is generally brown in color; composed of cells and fibres in sparing quantity.

(3rd.) The third form of cancer as enumerated is the Encephaloid so called from its resembling the cerebral matter in consistence; It purely consists of different kinds of cells as mentioned in the preceding embedded in an amorphus stroma.

Answer to the 3rd Question.—The Facial palsy or Paralyses of the facial muscles are characterized by the following symptoms.

Symptoms.—When the paralysis of the Facial nerve occurs in one side it can be recognized by the contour of the face being lost; the muscles of the affected side being dragged to the sound side by their antagonists. The angle of the mouth is the principal part where this distortion is visible especially at the time when the patient laughs or expresses some gestures of like nature; the patient cannot blow, any musical instrument; Nor can, he hold any substance between his lips. The ale of the Nose does not delate at all; These are the most characteristic symptoms of a facial palsy. The temperature of the affected side is lower than sound one.

Palsy of the 5th pair of nerves is known by the following symptoms: The dropping down of the lower jaw; so that the patient cannot close his mouth; he cannot masticate his food; he cannot put out his tongue with facility and in case one side be affected, the tip of the tongue is little pulled towards the sound; sometimes the sensation of the part is impaired if the sensitive root be implicated in the lœsion.

Diagnoses.—In facial Palsy the muscles of mastication are not at all affected; whereas in this variety they are completely powerless. On the contrary very few of the muscles supplied by the facial nerve are involved in the palsy of the 5th pair of nerves.

Answer to the 4th Question.—In the natural state, the urine voided generally gives a feeble acid reaction to litmus paper owing to the presence of neutral lithates but this acidity is sometimes changed to alkalescence owing to the *generation of Phosphates constituting phosphatic Diatheses;* When the urine undergoes this change it then assumes a pale yellow color; turbid in appearance; its turbidity and opacity being increased by the application of heat which disappears on putting a few drops of Nitric acid. When decomposed it gives rise to ammoniacal smell. It generally presents a deposit in the vessel in which it is kept which settles on its bottom. If a drop of this urine be examined under

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the microscope it will be observed to contain crystals and granules of the following kinds.

(1st.) Amorphous granules of phosphates.
(2nd.) Prizmatic crystals of tripple phosphates of magnesia and ammonia.
(3rd.) Oxalates and the cystic oxide crystals.

The different varieties of alkaline urine according to my knowledge are the following.

(1st.) Urine containing granular phosphates.
(2nd.) Triple phosphates.
(3rd.) Oxalates. (Doubtful.)
(4th.) Cystic oxide crystal. (Doubtful.)

The Treatment of Alkaline consists in administering acid internally; and such food which contains acids. It takes a long time to correct the alkalinity.

Answer to the 5th Question.—Pleurisy, or Pleuritis as it has been called, is the inflammation of the Pleura; it is sometimes complicated with Pneumonia and then it is named *Pleuro* Pneumonia. This malady has been divided by writers into Acute and Chronic forms; and again for convenience of description and accordingly to the morbid phenomena which it presents during its progress it has been divided into different stages (namely.)

(1st.) Dry Stage. (2nd.) Stage of effusion, { Fibrinous. Serous.
(3rd.) Stage of Absorption. (4th.) That of Adhesion and Retraction.

As the physical and general symptoms of this disease will be more intelligible after the description of the morbid changes which take place in the Pleural Cavity, than if they were described at first I shall therefore revert the question and first trace the morbid appearances that arise in each of the abovementioned stages.

Morbid Anatomy of Pleurisy.

In the dry stage.—In this state if we open a patient's chest we generally obseve the following phenomena.

(1st.) Roughness and Opacity of both the Parietal and Pulmonary layers of Pleura.
(2nd.) Redness, { Diffuse. Punctiform. Ramose or in patches.

In the second stage.—We find effusion of both Lymph and Serum takes place in the Pleural cavity.

With regard to the Lymph.—This substance when at first effused is of a whitish grey color and soft in consistence, but in process of time it is organized and form either bands of adhesion or false membranes between the lungs and thoracic parietes: These membranes are of various thickness. Sometimes very thin so as not to measure even a line in breadth, at others they are from half to an inch thick. Sometimes they are laminated; occasionally granular.

With regard to the Serum.—At first it is of a limited quantity and is either found between the lungs and parietes of the chest or settles in

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the bottom of the cavity, but subsequently when the effusion is in large quantity it continually presses on the lung till it occupies the whole cavity, compressing the organ to a small size towards the vertebral sulcus. In this stage the lung is so firm and tough as to appear like a piece of muscle and hence it is called *carnified.*

The color of the fluid varies in different subjects, it is ordinarily of a straw color but sometimes it is bloody, and then the disease is designated by the name of *Hæmothorax.* At others again the fluid is very thick in consistence. Suspending in it pieces of flocculent lymph; occasionally it is puriform. Its quantity varies from a ounce to several pints.

In the third stage.—The anatomical characters are very much the same as in the stage of effusion.

In the fourth stage.—A depression of the thoracic wall either general or local; and the total absence of the fluid effused.

Having described the morbid anatomy of the disease, I will next enumerate the most characteristic symptoms of this disease both Physical, General and Local.

Acute Pleurisy can be distinguished by the following symptoms:

Symptoms.—Fever of the Inflammatory variety commencing with rigors, Pain or Pleuritic *Stich* as it has been technically called Dyspnœa, Cough of the dry kind; Decubitus.

Now with regard to the fever.—The fever at first commenced with rigors; and then gives rise to the following symptoms; restlessness, lassitude, langour, and a disinclination to stir; flushed face, injected eyes and sometimes delirium; skin hot, dry and supple; tongue dry and covered with white fur throughout; thirst great. In appetency; costive bowels; high-coloured urine; breathing oppressed; pulse hard, *full* and frequent; in fact all the secretions and excretions are partly impaired.

Local Symptoms.—And first of the *pain;* it is very severe in its nature and has received the name of *Pleuritic stich;* The patient feels that some sharp pointed instruments penetrating through the thoracic parietes. Slight pressure over the intercostal spaces gives him pain, coughing, sneezing, and even slight movements of the body aggravate his sufferings.

Dyspnœa.—The patient does not take a full respiration on fear that his sufferings will increase; The respiratory movements are hurried and oppressed so that they rise 30 or 40 in a minute; he feels a great difficulty of breathing so much so that he is sometimes obliged to change his posture to relieve his discomfort and oppression.

Cough.—This is generally of a dry kind or sometimes attended with a transparent mucus expectoration.

Decubitus.—There is a variance in opinion regarding this point; some say that the patient feels easy when he lies on the opposite side while others affirm that he chooses to lie on the affected side. Dr. Watson says that the patient in the first stage of the disease, is comfortable when he lies on the opposite side; but when effusion of serun takes place in a large quantity he finds ease on lying on the affected side; because the weight of the fluid presses on the sound lung and gives rise to feelings of

Physical signs in the first Stage.

Inspection.—Motion of the chest increased.
Percussion.—Nothing remarkable.
Auscultation.—Weak Respiration.

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Stage of effusion, first, of Lymph.

Inspection.—Increased motion.
Palpitation.—Vibration produced by the rubbing of the effused Lymph; vocal fremitus increased.
Mensuration.—Nothing remarkable.
Percussion.—Dull sound over the effused part.
Auscultation.—Friction sounds of all sorts; Respiratory murmus very weak.

Stage of effusion, second, of Serum.

Inspection.—Bulging or expansion of the side. The Intercostal spaces protruding beyond the ribs; diminished motion of the side.
Palpitation.—Vocal fremitus not perceptible neither the Tussive.
Mensuration.—Circular measurement greater than that of the opposite side. Expansion and retraction not well marked. Increase of Antero Posterior Diameter.
Percussion.—Perfect dulness all over the part occupied by the effusion.
Auscultation.—Bronchial respiration and Œgophony when there is very little effusion, interposed between the lungs and the parietes. Respiration inaudible when there is a large quantity of fluid effused. Heart sounds also inaudible.
Succussion.—Heart displaced; when the effusion takes place in the right cavity of the Pleura the liver is then pressed down. The opposite healthy lung may be compressed also.
Stage of Absorption.—When is the case the symptoms will take retrograde course towards the establishment of healthy function.

Stage of Retraction.

Inspection.—Depression or Procedentia.
Curvature of the Spine.
Diminished motion.
Mensuration.—Diminished circular or anteroposterior measurements.
Expansion diminished.
Percussion.—Slightly dull.
Auscultation.—Respiration restored, but rather weak. Redux friction sound.

BRIJONATH BUNDOO.

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Anatomy and Physiology.

CERTIFICATES OF HONOR.

1st, Nilmadhub Mookerjee. | 2nd, Mohes Chunder Ghose.
3rd, Behary Lall Ghose.

Descriptive Anatomy.

Silver Medal and First Certificate.

MOHES CHUNDER GHOSE.

CERTIFICATES OF HONOR.

2nd, Doorgadoss Kerr. | 3rd, Nilmadhub Mookerjee.

Goodeve Medal,

GREES CHUNDER BANARJEE.

Chemistry.

Gold Medal and First Certificate.

DOORGADOSS KERR.

CERTIFICATES OF HONOR.

2nd, Radapersad Sett.
3rd, J. G. Anderson.
4th, J. B. Ferdinands.
5th, Meer Ushruff Allee.

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Botany.

Gold Medal and First Certificate.

BEHARY LALL GHOSE.

CERTIFICATES OF HONOR.

2nd, Mohes Chunder Ghose. | 4th, Brijunath Kurfirma.
3rd, Juggernath Sen. | 5th, Romes Chunder Goopta.
6th, Roma Churn Bose.

Materia Medica.

Gold Medal and First Certificate.

JUGGERNATH SEN.

CERTIFICATES OF HONOR.

2nd, A. Solomon. | 3rd, F. H. A. Leach.
4th, Ram Chunder Sen.

Practice of Physic.

Gold Medal and First Certificate.

BRIJONATH BUNDOO.

CERTIFICATES OF HONOR.

2nd, G. H. Daly,
J. Foy, } Equal.
3rd, D. O'Brien,

Clinical Prize.

Chunder Coomar Day,
G. H. Daly, } Equal.

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Surgery.

Gold Medal and First Certificate,

G. H. DALY.

CERTIFICATES OF HONOR.

2nd, D. O'Brien.
3rd, Chunder Coomar Dey.
4th, Brijonath Bundoo.
5th, Abdool Humeed 2nd.
6th, A. J. Meyer.

Dresser's Prize.

MAHOMED JAUN.

Midwifery.

Gold Medal and First Certificate,

CHUNDER COOMAR DEY.

CERTIFICATES OF HONOR.

2nd, Brijonath Bundoo.
3rd, Abdool Humeed 2nd.
4th, Abdool Humeed, 1st.
5th, Brindabun Chunder Chatterjee.

Goodeve Scholar.

UMBIKA CHURN CHATTERJEE.

Medical Jurisprudence.

Gold Medal and First Certificate,

G. H. DALY.

CERTIFICATES OF HONOR.

2nd, A. J. Meyer, D. O'Brien, } Equal.
3rd, Abdool Humeed, 1st, Brijonath Bundoo, } Equal.
4th, Umbika Churn Chatterjee.

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MILITARY CLASS.

Gold Medal for General Proficiency,

FOYZRAB KHAN.

Silver Medal for General Proficiency,

HAYATH BUKSH.

Silver Medal for Anatomy,

JUSSODA NUND.

Prize of Books.

Allee Mahomed. | Alayar Khan.

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Statement of the Results of the Junior Scholarship Examination of the English Department of the CALCUTTA MUDRISSA *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Gholam Surwar, ...	....	12·50	1·5	7	5	35	6	17	84	No scholarships gained.
3	Alladad Khan, ...	....	8·75	15	0	8	8	5	16	60·75	
3	Mahomed Ali, ...	....	2·50	3	0	0	10	6	12	33·50	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

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Statement of the Results of the Senior Scholarship Examination of the HINDU COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	Remarks.
	First Class.										
1	Sreenath Doss, ...	2nd year,...	47.6	49	63·5	69·5	88	30	30	377·6	Retain 40 Rs.
2	Mohender Lall Shome, ...	1st year, ...	49	54	65·2	58	74·5	40	25	365·7	Retain 40 Rs.
3	Madhu Suden Chatterjea, ...	Ditto, ...	44·8	43	53·5	40	56·5	35	18	290·8	Promoted to 40 Rs.
4	Jadub Chunder Ghose, ...	Ditto, ...	37·8	35	48·8	37·5	56	25	18	258	
	Third Class.										
1	Radha Gobind Dass, ...	1st year, ...	40·6	48	63·4	87	75	30	20	364	Retains his Sr. schp. of 30 Rs.
2	Rajendernath Mitter, ...	Ditto, ...	54·6	42	59·9	78	67	35	26	362·5	Promoted to 30 Rs.
3	Nobokisto Mokerjea, ...	Ditto, ...	50·4	42	62·6	71	65·5	35	28	354·5	Promoted to Rajah of Burdwan's scholarship of 28 Rs.
4	Bromomohun Mullick, ...	Ditto, ...	42	36	63·4	74	61·5	25	25	326·9	Retains Tagore family scholarship of 22 Rs.
5	Protabnarayen Sing, ...	Ditto, ...	53·2	40	61	47	54	30	35	320·2	Prmtd. to Bird's schp. of 20 Rs.
6	Taracnath Mullick, ...	Ditto, ...	40·6	36	50·5	78·5	52·5	25	28	311·1	Forfeits his scholarship.
7	Judunath Mokerjea, ...	2nd year,...	49	39	51·2	58	44	30	23	294·2	Promoted to Gopee Mohun Deb's scholarship of 18 Rs.
8	Tacoor Churn Sen, ...	1st year, ...	36·4	35	57·4	52	57	25	28	290·8	Promoted to Ryan's scholarship of 16 Rs.
9	Joykisto Chunder, ...	Ditto, ...	37·8	30	45·1	64	51·5	30	16	274·4	Promoted to Gunganarayen Dass's scholarship of 12 Rs.
10	Bolli Chand Gupta, ...	Ditto, ...	33·6	14	50·1	63	54	25	25	264·7	
11	Omesh Chunder Ghose, ...	Ditto, ...	44·8	28	26·3	52·5	33	35	22	241·6	Gain Free cards.
12	Judunath Mitter, ...	Ditto, ...	39·2	26	41·8	30	35	25	24	221	Gain Free cards.

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Number.	Names of Candidates.	Year in the Class.	SUBJECTS.							Total.	Remarks.
			Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.		
	Third Class.—(Contd.)										
13	Gungadhur Carmocar, ...	2nd year,...	25·2	17	35·1	51	33	15	20	196·3	Failed.
14	Coylas Chunder Ghose, ...	Ditto, ...	42	23	0	0	0	0	0	65	
	Fourth Class.										
1	Mohender Lall Sirkar, (Branch School,)	1st year, ...	40·6	42	51·8	44·5	52	30	20	280·9	Retains his Junior scholarship.
2	Taracnath Sen, ...	Ditto, ...	37·8	28	65·2	46·5	60·5	20	20	278	
3	Dinnobandu Mitter, (Branch School,)	Ditto, ...	36·4	39	59·2	39·5	47·5	20	35	276·6	Gain Junior scholarships.
4	Dinnonath Mitter, (Otterparah School,)	Ditto, ...	39·2	37	53·2	42	57	25	20	273·4	
5	Sreenath Acharjea, (Otterparah School,)	Ditto, ..	42	32	57	65	44	20	23	273	
6	Hurrokisto Dutt, ...	Ditto, ...	42	32	62·4	40	54	20	20	270·4	
7	Doorga Churn Sen, ...	Ditto, ...	35	31	58·2	51·5	49	20	20	264·7	Retain their Jr. scholarships.
8	Ashootos Dhur, ...	Ditto, ...	30·8	30	49·6	44	60	25	25	264·4	
9	Kedarnath Bose, ...	Ditto, ...	40·6	26	56·4	46	40	20	28	257	Gain Junior scholarships.
10	Gopal Chunder Mitter, ...	Ditto, ...	35	34	59 2	47	32	20	24	251·2	
11	Gopal Lal Bysack, ...	Ditto, ...	37·8	37	52·9	46·5	36	20	20	250·2	
12	Benac Chunder Chatterjea, ...	Ditto, ...	36·4	36	58·3	28·5	21	20	35	235·2	Gain Free cards.
13	Nobo Gopal Ghose, ...	Ditto, ...	39·2	34	55·3	34	25	20	25	232·5	
14	Morally Dhur Sen, ...	Ditto, ...	53·2	48	58·8	18	11	25	18	232	
15	Issan Chunder Chatterjea, ...	2nd year,...	36·4	32	52·7	26	27	30	25	229·1	Failed.
16	Sama Churn Chowdory, ...	1st year, ...	32·2	26	61·1	40	25	15	25	224·3	Gains a free card.
17	Hem Chunder Mozumdar, ...	Ditto, ...	47·6	32	55	21·5	7	30	18	211·1	Forfeits his Free Jr. scholarship.
18	Sham Lal Mitter, ...	2nd year,...	36·4	34	44·6	17	14	25	21	192	
19	Omesh Chunder Dutt, ...	1st year, ...	56	20	57·2	4	7·5	25	16	185·7	Forfeit their Jr. scholarships.
20	Sosheebhooshun Banerjea, ...	2nd year,...	35	27	42·3	15	26	20	20	185·3	

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*

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Statement of the Results of the Junior Scholarship Examination of the HINDU COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	Remarks.
1	Beer Chunder Mitter, ...	1st year, ...	25	37	43	33·5	45	21	36	240·50	Gains a Jr. scholarship.
2	Herambo Chunder Chowdry, ...	3rd year, ...	23·75	39	36	29	44	27	26	224 75	Gains a Free card.
3	Gopeenath Mokerjea, ...	2nd year, ...	20·75	33	49	25	44·75	24	21	217·50	Fail.
4	Russic Lall Pine, ...	Ditto, ...	20·50	42	32	23	43	31	31	212·50	
5	Khetro Chunder Mitter, ...	Ditto, ...	19·75	29	31	23	46	26	25	199·75	
6	Bholanath Paul, ...	1st year, ..	18·75	31	34	31·5	41	27·5	12	195·75	Gains a Jr. scholarship.
7	Nobin Chunder Sen, ...	Ditto, ...	26·25	25	19	27·2	47·25	29	21	194·70	Gains a Free scholarship.
8	Dwarkanath Chuckerbutty,...	Ditto, Jr. scholar, Howrah,	22·50	28	22	26	44·5	25	22	190	Retains his Jr. scholarship.
9	Obhoy Churn Mokerjea, ...	3rd year, ...	18·50	32·5	34	35·5	40	16	12	188·50	Fails.
10	Romanath Bose, ...	1st year, ...	16·25	32·5	28	23·5	48	20	19	187·25	Gain Free scholarships.
11	Toolsee Doss Dutt, ...	Ditto, Jr. free scholar, ...	18·75	25·5	28	22	47·5	27	16	184·75	
12	Raj Comar Chowdry, ...	3rd year, ...	20·50	27	28	27	39	23·50	13	178	Fail.
13	Kedarnath Banerjea, ...	2nd year, ...	14·25	30	26	24	41·5	23	19	177·75	
14	Soorjee Comar Sen, ...	3rd year, ...	19·25	26	14	25	48·5	19·5	22	174·25	
15	Nuseeram Nundee, ...	2nd year, ...	18·25	24	33	17	34	25·5	16	167·75	
16	Dwarkanath Ghose, ...	Ditto, ...	22·75	29	5	27·5	43·25	25	15	167·50	
17	Omesh Chunder Banerjea, ...	1st year, ...	14·50	24	32	25·5	38	18	13	165	Gains a Free card.

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Number.	Names.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	Remarks.
18	Joykisto Bose, ...	2nd year, ...	17·75	18	15	25	47	19·5	15	157·25	
19	Cassi Persunno Mitter, ...	4th year, ...	17·50	31·5	8	30	42	14	13	156	
20	Brojonath Lahory, ...	3rd year, ...	14	25	22	17·5	37	16	15	146·50	
21	Bhoobunmohun Mitter, ...	Ditto, ...	16	26	23	18	30	9	21	143	
22	Omesh Chunder Mozumder, ...	2nd year. ...	11	13·5	7	18	40·5	20	23	133	
23	Gopal Chunder Banerjea, ...	1st year, ...	8·25	13·5	7	24	45·5	18	12	128·25	
24	Preonath Dutt, ...	2nd year, ..	12	24	21	18	25	15	12	127	Fail.
25	Monmothonath Dutt, ...	1st year, ...	12·75	12	2	27	47·75	10	15	126·50	
26	Dinnonath Mokerjea, ...	Ditto, Jr. scholar, Howrah School, ...	18·5	16	15	30	23	0	0	112·50	
27	Jogender Chunder Bysack, ...	2nd year, ...	14	20·5	5	16·5	27	19	6	108	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

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Statement of the Results of the Junior Scholarship Examination of the BRANCH SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral. Examination.	Total.	Remarks.
1	Toolsee Dass Seal, ...	2nd year, ...	27·75	30·5	41	15	39	24	28	205·25	Fails.
2	Suddanand Banerjea, ...	1½ year, ...	23·25	17	41	23·5	30	15·5	32	182·25	Gains.
3	Suddesur Dass, ...	2nd year, ...	16	27	28	24·5	38·5	23·5	22	179·50	Fails.
4	Chunderkant Sen, ...	1st year, ...	23·25	23	22	30·5	34	21	23	176·75	
5	Rambromo Chuckerbutty, ...	Ditto, ...	23	30	12	29·5	31	24	27	176·50	Gain.
6	Tincowry Ghose, ...	Ditto, ...	17	25·5	39	25	33·25	16	19	174·75	
7	Debenderdeb Dass, ...	1½ year, ...	20·75	26	20	30	33	17	23	169·75	Gains Free scholarship.
8	Moti Lall Mitter, ...	2nd year, ..	17·50	24·5	30	16·5	42	15	23	168·50	
9	Dinnonath Gangoly, ...	Ditto, ...	12	13	19	18·5	29	23	19	133·50	
10	Gobind Persad Mitter, ...	1st year, ...	16·25	18	16	15·5	27	15	23	130·75	
11	Tarac Chunder Banerjea, ...	Ditto, ...	10·75	24·5	22	21·5	20	14	18	130·75	
12	Gopeenath Bose, ...	Ditto, ...	14	11	2	13	22	13	20	95	
13	Bhuggobutty Churn Bose, ...	Ditto, ...	12	13·5	16	7	17	13	16	94·50	

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Statement of the Results of the Junior Scholarship Examination of the BARRACKPORE SCHOOL *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Kassinath Ghose, ...	.....	16·50	27·5	18	21·5	18·5	17	33	152	Gains a Free ticket.
2	Srikisto Sircar, ...	.....	13	26·5	10	25	25	12	31	142·50	No scholarship gained.
3	Buddun Chunder Chowdry,	.....	12	28·5	20	15	15	14	33	138·50	
4	Mohendronath Banerjee, ...	.....	11	28	12	21·2	19	12	30	133·20	

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General Results of the Senior Scholarship Examination of the Government SANSCRIT COLLEGE *for* 1850-51.

TOTAL NUMBER OF MARKS 350—THE NUMBER 50 DENOTING PERFECTION IN EACH SUBJECT.

Number.	Names of Candidates.	NUMBER OF MARKS OBTAINED IN								Class.	Remarks.
		Literature.	Rhetoric.	Law or Logic.	Mathematics.	Essay.	Poetical Essay.	Bengali Essay.	Total.		
1	Ramkamal Sharma, (1st,)	48	50	50	50	42	40	32	312	Logic, ...	Retains.
2	Ramgati Sharma, ...	39	41	50	50	32	35	30	277	Law, ...	Gains.
3	Jaganmohan Sharma, ...	39	35	45	50	35	30	35	269	Logic, ...	Promoted.
4	Grishchunder Sharma, ...	35	38	45	46	30	27	40	261	Logic, ...	Retain.
5	Chandrakant Sharma, ...	41	36	46	49	25	25	38	260	Logic, ...	
6	Ramakshoy Sharma,...	38	28	42	35	38	30	42	253	Law, ...	Gains.
7	Ramnārāyan Sharma, ...	32	28	42	26	35	30	45	238	Law, ...	Retains.
8	Kailaschandra Sharma, ...	30	26	47	46	28	18	35	230	Logic, ...	Forfeits.
9	Madhabchandra Sharma, ...	33	30	35	36	25	30	38	227	Law, ...	Retains.
10	Beereshwar Sharma, ...	35	27	47	43	20	22	20	214	Logic, ...	Forfeits.
11	Ramānāth Sharma, ...	32	25	46	28	30	20	30	211	Law, ...	Retains.
12	Krishnakishore Sharma, ...	25	21	38	49	20	18	32	203	Law, ...	Gains.
13	Rammoy Sharma,...	28	22	43	31	30	20	25	199	Law, ...	Promoted.
14	Harilal Sharma, ...	30	26	34	48	15	20	15	188	Logic, ...	
15	Shambhuchandra Sharma, ...	26	17	47	35	32	12	15	184	Law, ...	Promoted.
16	Gourhari Sharma, ...	30	22	35	33	16	16	30	182	Law, ...	Retain.
17	Gopalchandra Goopta,...	24	23	37	38	18	16	20	176	Logic, ...	
18	Ramkamal Sharma, ...	24	19	31	30	18	25	28	175	Law, ...	
19	Deenanath Sharma, ...	a	a	a	a	a	a	a	0	Law, ...	Forfeits.

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General Results of the Junior Scholarship Examination of the Government SANSCRIT COLLEGE *for* 1850-51.

TOTAL NUMBER OF MARKS 250—THE NUMBER 50 DENOTING PERFECTION IN EACH SUBJECT.

Number.	Names of Candidates.	NUMBER OF MARKS OBTAINED IN						Class.	Remarks.
		Poetry.	Grammar or Rhetoric.	Mathematics.	Translation from Bengali into Sanscrit.	Translation from Sanscrit into Bengali.	Total.		
1	Jadunath Sharma, ...	44	43	50	47	43	227	Sahitya, ...	Gains.
2	Shreemanta Sharma, ...	46	41	41	38	42	208	Sahitya, ...	
3	Girishchandra Goopta, ...	44	45	40	35	38	202	Alankara, ...	Retain.
4	Sharadaprasad Sharma, ...	37	35	44	39	40	195	Alankara, ...	
5	Somanath Sharma, ...	42	30	37	38	46	193	Alankara, ...	
6	Peetambar Sharma, ...	36	39	50	29	37	191	Sahitya, ...	Gains.
7	Deenanath Sharma, ...	37	42	41	34	36	190	Alankara, ...	Retains.
8	Kantichundra Sharma, ...	42	35	35	35	32	179	Alankara, ...	Gains.
9	Shyamacharan Sharma, ...	33	35	41	37	32	178	Alankara, ...	Retain.
10	Neelalohita Sharma, ...	31	35	40	36	33	175	Alankara, ...	
11	Shyamachurn Sharma, ...	39	37	27	28	38	169	Sahitya, ...	
12	Kedarnath Sharma, ...	33	35	39	23	38	168	Alankara, ...	Gain.
13	Trilochan Sharma, ...	30	27	46	25	33	161	Sahitya, ...	
14	Ramanath Sharma, ...	30	41	27	23	31	152	Sahitya, ...	
15	Ramsadoy Sharma, ...	22	33	32	28	35	150	Sahitya, ...	
16	Shyamacharan Sharma, (2nd,)	31	34	28	28	28	149	Sahitya, ...	
17	Koylasnath Sharma, ...	27	28	19	33	32	139	Alankara, ...	
18	Chandeechurn Sharma, ...	31	31	32	23	18	135	Sahitya, ...	Entitled.
19	Girishchandra Sharma, ...	24	28	26	21	34	133	Sahitya, ...	
20	Chandra Mohan Sharma, ...	25	28	17	30	28	128	Sahitya, ...	
21	Joy Gopal Sharma, ...	13	34	21	20	38	126	Sahitya, ...	
22	Shyamachurn Goopta, ...	25	28	30	25	17	125	Sahitya, ...	
23	Troylokyonath Sharma, ...	24	28	19	18	25	114	Sahitya, ...	

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24	Gopalchandra Goopta, ...	17	32	13	23	23	108	Sahitya, ...	Entitled.
25	Ramkumar Sharma,...	24	20	27	20	15	106	Sahitya, ...	
26	Kettranath Sharma, ...	38	13	18	20	16	105	Sahitya, ...	
27	Shyamacharan Sharma, (1st,)	26	23	23	10	20	102	Sahitya, ...	
28	Nabeenchandra Sharma, (1st,)	22	14	20	15	30	101	Sahitya, ...	
29	Ramchandra Sharma, ...	23	25	16	16	20	100	Sahitya, ...	
30	Dasrathee Sharma, ...	24	absent	19	16	36	95	Sahitya, ...	
31	Monohara Goopta, ...	27	22	11	16	18	94	Sahitya, ...	
32	Banamalee Sharma, ...	22	17	9	20	23	91	Sahitya, ...	
33	Madanmohun Sharma, ...	23	17	5	18	21	84	Sahitya, ...	
34	Shambhoo Chundra Goopta, ...	17	13	27	7	20	84	Sahitya, ...	
35	Dwārakānath Sharma, ...	22	15	19	5	22	83	Sahitya, ...	
36	Nabeenchandra Sharma, (2nd.)	18	17	8	19	20	82	Sahitya, ...	
37	Annadaprasad Sharma, ...	19	16	absent	13	22	70	Sahitya, ...	
38	Bhabaneechurn Sharma, ...	12	20	6	15	17	70	Sahitya, ...	
39	Shreenath Sharma, ...	12	21	12	8	15	68	Sahitya, ...	
40	Thakoordas Sharma, ...	7	11	24	7	18	67	Sahitya, ...	
41	Kalidas Sharma, ...	11	19	absent	12	19	61	Sahitya, ...	
42	Deenabandhu Sharma,...	8	9	14	8	20	59	Sahitya, ...	
43	Brajanath Sharma, ...	13	6	5	5	26	55	Sahitya, ...	
44	Hemachandra Sharma.	8	11	9	15	8	51	Sahitya, ...	
45	Kaleepada Sharma, ...	8	9	13	8	10	48	Sahitya, ...	

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Statement of the Results of the Senior Scholarship Examination of the HOOGHLY COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	Remarks.
	First Class.										
1	Woomes Chunder Banerjee, ...	1	44·8	29	36·8	40	49·5	30	32	262.1	Promoted from 30 to 40 Rs. scholarship.
2	Woomes Chunder Ghose, ...	1	50·4	33	21·8	18	16	35	30	204·2	Forfeits 8 Rs., (withdrawn.)
3	Cally Prosunno Chatterjee, ...	2	50·4	43	44·2	61	84	35	35	352·6	Retain their scholarships of 40 Rs.
4	Isser Chunder Doss, ...	1	49	38	54·9	65·5	72	40	30	349·4	
5	Prankisto Ghose, ...	1	49	43	58·8	49	56	30	35	320·8	Gains a Free ticket.
	Second Class.										
1	Dwarkanath Mitter, ...	1	47·6	40	65·4	75·5	75·5	35	28	367	Promoted from 30 to 40 Rs.
2	Poornoo Chunder Shome, ...	1	46·2	45	50·8	80	72	35	24	353	
3	Kedarnath Dutt, ...	1	39·2	25	45·5	72	79·5	25	28	314·2	
4	Soorjoo Coomar Dhur, ...	1	32·2	25	31·9	67	78·5	25	25	284·6	Gains a Free ticket.
5	Khetternath Auddy, ...	1	35	33	38·5	49·5	51	30	28	265	Reverts Junior 8 Rs., (to school department,) obtains Free ticket.
	Third Class.										
1	Prosunno Coomar Mozoomdar, ...	1	42	28	55·7	64	45·5	30	22	287·2	Gain 30 Rs. Senior scholarship.
2	Nobin Chunder Ghose, ...	1	35	23	42·4	74·5	57	30	22	283·9	
3	Bunkobeharry Bose, ...	1	40·6	30	52·7	58·5	27·5	30	22	261·3	Gains Rani Katiani's scholarship.
4	Thacoor Doss Rokheet, ...	1	25·2	18	40	74	60·5	20	20	257·7	Reverts Junior 8 Rs., (to school department,) obtains Free ticket.

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5	Shib Chunder Shome, ...	1	42	35	48·7	37·5	17·5	30	22	232·7	Retains his Free ticket.
6	Omertolall Ghose, ...	1	37·8	21	26·3	55·5	42	25	24	231·6	Forfeits 8 Rs., obtains Free ticket.
7	Gopal Chunder Goopta, ...	1	33·6	21	41·3	46	47	20	20	228·9	Retains Free ticket.
8	Annud Chunder Mullick, ...	1	35	15	40·3	51·5	36·5	25	24	227·3	Forfeits 8 Rs., obtains Free ticket.
9	Baney Madub Ghose, ...	1	28	17	36·5	43·5	15	25	23	188	
10	Gocoolkisto Sing, ...	1	25·2	12	20	50	28	20	24	179·2	
	Fourth Class.										
1	Womachun Haldar, ...	1	39.9	21	51·2	66	70	25	22	295·1	
2	Neel Chunder Banerjee, ...	1	37.8	28	56·2	53	56	25	25	281	Gain Free tickets.
3	Warrish Ali, ...	1	46.2	40	49·7	39	48	25	30	277·9	
4	Shama Churn Ghose, ...	1	35·7	20	41·8	73·5	62·5	25	18	276·5	
5	Rajodhur Roy, ...	2	37·8	36	56·3	40	58	20	25	273·1	Forfeits Junior scholarship of 8 Rs.
6	Russick Lall Bose, ...	4	37·1	29	48·3	50	64	20	24	272·4	
7	Khetter Mohun Mookerjee, (Branch,)	1	43·4	34	50·9	38	35·3	30	25	256·6	
8	Petumber Mookerjee, ...	1	39·2	27	46·8	52	40	25	20	250	Gain Free tickets.
9	Annund Chunder Bose, ...	1	35·7	19	54·5	48	40	20	24	241·2	
10	Ughore Chunder Mookerjee, ...	4	35·7	33	48·6	42	38·5	15	20	232·8	
11	Koylas Chunder Ghose, (Branch,)...	1	39·2	21	52·6	44	26	25	22	229·8	
12	Mothoornath Babu, ...	1	35	24	48·2	40	22	20	28	217·2	Gain Free tickets.
13	Modoosuden Roy, (Branch)	1	42·7	25	47·2	30	21	30	20	215·9	
14	Beepro Dass Mitter, ...	1	32·2	21	52	38	35	15	22	215·2	
15	Kanyelall Shome, ...	1	33·6	18	44·3	35·5	32	15	25	203·4	
16	Hurry Sunker Dutt, ...	4	42	31	42·4	16	9	30	28	197·4	
17	Kadarnath Mookerjee, ...	2	34·3	24	43·3	26	25	20	24	196·6	
18	Koylas Chunder Chatterjee, ...	2	44·8	17	44·8	27·5	6	30	20	190·1	Forfeits 8 Rs.
19	Heraloll Dutt, ...	1	32·2	18	50·5	25	24	15	24	188·7	
20	Kadarnath Chatterjee, ...	1	34·3	17	41·9	16	15	25	24	173·2	
21	Ughore Chunder Mitter, ...	2	39·2	17	47·6	10	6	25	25	169·8	Forfeits 8 Rs.
22	Neel Money Ghose, ...	1	29·4	16	23·3	45·5	sick,	0	20	135·2	

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Statement of the Results of the Junior Scholarship Examination of the HOOGHLY COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	Remarks.
1	Banee Madub Burral (Branch School,)	1st year 1850-51,	21·25	31	24	32	36	27	40	211·25	Retains Branch School Jr. scholarship of 8 Rs.
2	Kally Doss Mookerjee, ...	1st year, ...	24·25	30	28	42·5	25	19	35	203·75	
3	Mohendro Nauth Bose, ...	Ditto, ...	24	36	31	27·5	30	13	42	203·50	
4	Jodoo Nauth Ghose, (Junior,)...	Ditto, ...	18·50	40	17	36·5	35	11	38	196	
5	Khetter Nauth Bose, ...	Ditto, ...	19	35	26	30	29	17	38	194	
6	Bhuggoban Chunder Dutt, ...	Ditto, ...	14·50	22	17	25	45·75	21	45	190·25	Gain scholarships of 8 Rs.
7	Chundy Churn Banerjee, ...	Ditto, ...	22·50	25	28	27·5	30·75	13	36	182·75	
8	Mudungopaul Dutt, ...	Ditto, ...	18·25	27	15	29	33	18	37·50	177·75	
9	Sibchunder Roy, ...	Ditto, ...	15·25	28	14	23	46·50	11·50	38	176·25	
10	Bepan Beharry Bose, ...	Ditto, ...	16·50	30	20	26·5	31·50	12	39	175·50	
11	Womesh Chundro Ghose, ...	Ditto, ...	17	25	19	25·5	31	13	45	175·50	
12	Luckun Chunder Paul, (Baraset School,)	1st year 1850-51,	0	27	12	20	47·50	25	40	171·50	Forfeit Junior 8 Rs. (to be considered as free.)
13	Mooktaram Ghose, (ditto,)	1st year, ...	19·50	27·5	17	22	27·25	19·5	38	170·75	
14	Rutun Loll Ghose, ...	Ditto, ...	16	26	17	19·5	40	10·5	40	169	
15	Prosunno Chunder Roy, (Baraset School,)	1st year 1850-51,	25	30	20	22	24	14	33·50	168·50	Forfeits Junior 8 Rs. (withdrawn.)
16	Judoo Nauth Ghose, (Senior,)...	1st year, ...	19·75	24	14	25·5	26·5	22	35	166·75	
17	Gopaul Chunder Bose, ...	Ditto, ...	16	21	17	24·5	38·5	10·5	38	165·50	
18	Bisto Chunder Banerjee, ...	Ditto, ...	18	27	8	26	34	17	35	165	

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19	Saroda Churn Ghose, (was Junior scholar Branch School,	1st year, 1849-50,	0	28	18	33·5	25·75	10·5	42	157·75	
20	Nobo Coomar Babu, ...	1st year, ...	11·50	21·5	13	23	28	19	40	156	
21	Russick Loll Mundle, ...	Ditto, ...	15·50	25·5	25	12·5	25	14	35	152·50	
22	Moosa Ali, ...	Ditto, ...	16·50	17	9	13·2	30	19	41	145·70	
23	Nobin Kissore Shome, ...	Ditto, ...	15·25	18	20	14·5	32	10	36·50	146·25	
24	Dinno Nauth Chuckerbutty, ...	Ditto, ...	15·75	10·5	23	19·5	28·5	11	37	145·25	
25	Debnarain Prodhan, ...	Ditto, ...	0	28	21	23·5	26	15	29	142·50	
	HOOGHLY BRANCH SCHOOL.										
1	Rajendro Mullick, ...	....	18·25	27	25	28	23	22	39	182·25	Gains Branch School Jr. scholarship of 8 Rs.
2	Rajnarain Chuckerbutty, ...	....	15	19	17	21	24·5	11·5	37·50	145·50	
3	Thacoor Doss Mullick, ...	....	14·75	12	27	20·5	28	15	28	145·25	
4	Wooma Churn Burral, ...	....	11·75	20·5	20	25·5	26	12	28	143·75	
5	Bobany Churn Dhur, ...	....	15·25	14	15	21	31	18	29	143·25	
6	Shama Churn Chowdhery, ...	....	17·25	20·5	11	26	19	11	36·50	141·25	
7	Sumboo Chunder Mullick, ...	....	12·50	14	8	18	22	11	29	114·50	

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Statement of the Results of the Junior Scholarship Examination of the MIDNAPORE SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
		Year.	Month.									
1	Shama Churn Doss, ...	1	10	17·5	26	11	25·5	30·25	11	33	154·25	Gain Free tickets.
2	Jodoonauth Misree, ...	3	7	15	18	13	17·5	28·5	16	44	152	
3	Kally Prosunno Chatterjee,	1	10	10	21	8	25	24	8	37	133	No scholarship gained.
4	Grees Chunder Mundle, ...	4	10	13·25	18	8	16	36	8	32	131·25	
5	Jadoo Nauth Banerjee, ...	0	10	16·75	18·5	8	15·7	28	7	36	129·95	
6	Rakhal Chunder Roy, ...	1	8	13·5	19	11	16·7	29	8	27	124·20	

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Statement of the Results of the Junior Scholarship Examination of the PATNA SCHOOL *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	F. C. Manual, ...	.....	28·75	21	12	26·5	35	9	43	175·25	Gains a scholarship.
2	Buldeb Palit,...	.....	29·75	32	16	25	12	11	32	147·75	
3	Ramroop, ...	.....	20	24	15	17	12	6	39	133	
4	Chumroo,...	.....	11·75	12	13	17·5	14	6	29	103·25	
5	Gopeenath,...	.....	8	25	11	10·2	10	8	28	100·20	
6	Janmut Hossein, ...	.....	8·50	17	12	3·9	16	7	23	87·40	

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Statement of the Results of the Junior Scholarship Examination of the BARASET SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
		Year.	Month.									
1	Hurrynath Bhattacharjie,.....	1	11	20·75	32	15	28	28·5	15·5	50	189·75	Gain Free tickets.
2	Bashdeb Bhattacharjie, ...	2	8	18·75	30	18	21·5	29	20	48	185·25	
3	Tarini Churn Dutt, ...	0	7	23·25	33	12	18·5	18	16	49·5	170·25	Gains a Jr. schp.
4	Raj Churn Ghosal, ...	4	11	11·75	26	16	23·5	30	15	44·5	166·75	Gain Free tickets.
5	Gopal Chunder Sircar, ...	2	8	14·5	25	15	16·7	25	12	47	155·2	
6	Chunder Coomar Roy, ...	0	10	8	30	16	18·5	17	10	49	148·5	
7	Gobind Chunder Banerjie, ...	0	10	15	17·5	11	12	27	11	46·5	140	
8	Thakoor Dass Bhattacharjie,...	0	10	10	28	17	Rejected	20·5	9	49	133·5	
9	Bissessur Banerjee, ...	1	2	11·25	11	10	15·7	26	11	47·5	132·45	
10	Mohendronath Dutt, ...	1	11	8.25	24	9	Rejected	22	11	48	122·25	
11	Jadunath Banerjee, ...	0	10	6	17	16	7	16	12	48	122	
12	Bhoobun Chunder Sircar,.....	0	10	6·5	21	14	Rejected	20	8	47	116·5	
13	Nobin Chunder Chuckerbutty,	1	11	10	9	10	Rejected	18·5	8	43	98·5	
14	Dwarkanath Banerjie, ...	0	10	6·25	10	5	Rejected	16·75	6	48·5	92·5	

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Statement of the Results of the Senior Scholarship Examination of the DACCA COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	First Class.										
1	Bhugwan Chunder Bose, ...	2	44·8	44	62·5	59	64	30	22	326·3	Gains a Free ticket.
2	Gour Narain Roy, ...	2	42	42	58·3	38	41	30	30	281·3	
	Second Class.										
1	Koilas Chunder Ghose, ...	1	39·2	38	57·5	35·5	58·5	25	26	279·7	Gains a Senior scholarship.
2	Ram Komul Saha, ...	1	35	30	41·3	32·5	52	28	28	246·8	Gain Free tickets.
3	Ram Chunder Ghose, ...	1	32·2	9	43·8	18	60	25	30	218	
4	Oma Churn Dass, ...	1	37·8	27	55·6	22	18	25	30	215·4	
5	Kalinath Bose, ...	1	36·4	20	53·6	17	22	25	25	199	
	Third Class.										
1	Sreenath Banerjee, ...	1	42	30	52·7	59	42	30	33	288·7	Gains a Senior scholarship.
2	Callee Churn Chatterjee, ...	2	39·2	40	50·1	62	35	30	28	284·3	
3	Unoda Churn Kistagree, ...	1	35	25	56·2	52	45·5	23	25	261·7	Gains a Senior scholarship.
4	Rakhal Chunder Doss, ...	2	35	35	51·1	52·5	33	23	25	254·6	
5	Nilcomul Roy, ...	1	26·6	15	48·3	70	34·5	20	33	247·4	Gains a Free ticket.
6	Gooroo Churn Doss, ...	2	36·4	20	42·8	47·5	24·5	20	25	216·1	
7	Carrapiet Stephen, ...	1	42	20	64·4	32	9	35	12	214·4	Gains a Free ticket.
8	Anund Chunder Sein, ...	1	37·8	20	50·1	26·5	21·5	23	28	206.9	
9	L. T. Lucas, ...	2	29·2	14	49·1	41·5	5·5	25	8	172·3	
10	Kisto Coomar Sein, ...	1	30·8	22	49·2	15	6	20	20	163	Drops his Junior scholarship.

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Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	History.	Pure. Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	Third Class.—(Contd.)										
11	Chundermohun Chund, ...	2	30·8	12	41·3	0	0	25	25	134·1	
12	Hume Stephen, ...	2	29·2	6	41·7	24·5	.5	20	10	131·9	
	Fourth Class.										
1	Thomas Kallonas, ...	1	42	44	56·3	55	57	30	12	296·3	Retains his Junior scholarship.
2	Oma Kanth Ghose, ...	1	36·4	28	47·9	40	34·5	25	30	241·8	} Gain Free tickets.
3	Nundolall Sein, ...	1	39·9	41	63·7	22	5	30	27	228·6	
4	Sadho Churn Seal, ...	2	36·4	25	52·5	35	24	20	32	224·9	
5	Radha Churn Dey, ...	2	39·2	30	58·8	27	16·5	25	22	218·5	
6	Isser Chunder Seal, I.	2	34·3	24	54·9	19	22·5	20	35	209·7	
7	Hur Coomar Bose, ...	2	29·2	16	45	37·5	38	15	28	208·7	
8	Isser Chunder Bose, ...	1	32·9	24	52·2	30	25	20	22	206·1	
9	Joy Chunder Naug, (Commilla,) ...	2	31·5	26	56	21	23	20	28	205·5	
10	Isser Chunder Seal, II.	2	33·6	24	56·7	20	24	20	25	203·3	
11	Bhugwan Chunder Sein, ...	1	33·6	21	56·4	29	18	20	22	200	
12	Shamkissor Roy, ...	3	23·8	18	50·4	28	26	12	24	182·2	
13	Bharut Chunder Bose, ...	2	31·5	30	41·3	12	15	15	25	169·8	
14	Futtic Chunder Roy, ...	2	32·9	14	52	9	9	20	28	164·9	
15	William Harney, ...	2	30·8	18	60·3	13	3·5	25	14	164·6	
16	Karunakumar Sein, ...	2	36·4	24	46·2	2·5	4	25	22	160·1	

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Statement of the Results of the Junior Scholarship Examination of the DACCA COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Rammohun Dutt, ...	1	17	36	20	25·7	44	16	38	196·7	Gain Junior scholarships.
2	Ishan Chunder Surma, ...	1	12·75	39	14	21·5	36	26	39	188·25	
3	Dinnobundoo Mullick, ...	1	15·75	25	28	26	37	23	33	187·75	
4	Bhugwan Chunder Chuckerbutty,	1	0	42	24	22	47	10	41	186	
5	Kallykanth Nundee, ...	1	14·50	34	15	29·5	36·5	20	30·50	180	Gain Free tickets.
6	Kistokissore Roy, ...	1	14·25	26	21	25	46	11	29·50	172·75	
7	Annund Mohun Doss, ...	1	17·25	28	23	27·5	34	15	27·50	172·25	
8	Bhoobun Mohun Raha, ...	1	0	35·5	24	15·2	39	23	36	169·7	
9	Kassee Chunder Mookerjee, ...	1	16·25	36	21	18	25	15	32	163·25	
10	Chunderkanth Seel, ...	1	0	36	22	21·5	42·5	7	32	161	
11	Hurrodoyal Muzomdar, ...	1	9·75	26	23	21·5	29	15	24	148·25	
12	Obhoy Chunder Sen, ...	2	13·50	24	19	15·5	28·5	16	30	146·25	
13	Bharrut Chunder Bose, ...	2	15·25	20	15	3	27	9	38	127·25	
14	Brojonath Chuckerbutty, ...	2	12·50	20	20	14·5	23	11	23	124	
15	Radhica Mohun Roy, ...	2	0	18	11	16	21·75	13	35	114·75	
16	Nobocoomar Mookerjee, ...	1	0	19·5	13	11	40	8	22	113·50	

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Statement of the Results of the Junior Scholarship Examination of the CHITTAGONG SCHOOL *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Surruth Chunder Kistagre, ...	...	23·50	27	20	19	36	11	30	166·50	Gain Free tickets.
2	Shooshee Coomar Paul, ...	...	18·25	26	16	16·5	42	13	23	154·75	
3	Abdool Luteef, ...	...	19·50	22	12	13·5	33·5	13	41	154·50	
4	Sibchunder Sen, ...	...	22·25	19	15	15·5	35	10	29	145.75	

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Statement of the Results of the Junior Scholarship Examination of the COMMILLAH SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
		Year.	Month.									
1	Anund Chunder Sein, ...	4	0	23·75	30·5	16	24·5	33	20	41	188.75	Gains a Free ticket.
2	Surrut Chunder Doss, ...	1	0	21·5	30·5	22	27·5	25	14	38	178·5	Gain Jr. scholarships.
3	Sreenath Roy, ...	1	0	20·25	24·5	19	10·7	35 5	12	39	160·95	
4	Teerpoorah Churn Doss, ...	2	6	16·75	25	15	21·5	35	11·5	35	159·75	Gain Free tickets.
5	Tarinipersad Roy, ...	2	6	25·25	33	17	18·5	22	12	32	159·75	
6	Obhoy Churn Doss, ...	4	0	21	32	17	21	21	11	36	159	
7	Bharut Chunder Doss, ...	2	6	19·5	25·5	19	17·7	27	11	36	155·70	
8	Nicholas Joachim, ...	1	0	21·25	30	17	15·5	22·25	15	34	155	Gain Jr. scholarships.
9	Nilcomul Surmah, ...	1	0	18	25	17	20·5	21	19	31	151·50	

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Statement of the Results of the Junior Scholarship Examination of the SYLHET SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	Remarks.
1	Cally Coomar Gooho, ...	Six years in the School Department of the Dacca College,.....	22·75	17	29	17·7	24	9	45	164·45	Gains a Free ticket.
2	Gobind Persaud Chuckerbutty, ...	1 year, ...	22·75	25	21	14·5	20·25	10	37	150·50	Gains a Junior scholarship.
3	Kally Nath Ker, ...	Ditto, ...	21·25	18	20	18	25	8	34	144·25	
4	Komul Nath Ghose, ...	Ditto, ...	27	17	26	13.5	19	6	31	139·50	
5	Rajcoomar Mitter, ...	.....	11	9	31	8·5	15	5	11	90·50	

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Statement of the Results of the Junior Scholarship Examination of the BAULEAH SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
		Year. Month.									
1	Hurryhur Mookerjee, ...	27 9	18·50	27	26	22.5	37	13	42	186	Gain Free tickets.
2	Gour Soonder Sing, ...		19·25	23	24	20.2	21	15	43	165·45	

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Statement of the Results of the Senior Scholarship Examination of the KISHNAGHUR COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	First Class.										
1	Raus Behary Bose, ...	2nd	59	45	63·7	28	52	30	30	307·7	Forfeits his scholarship.
2	Neelmoney Gangooly, ...	1st	40	40	64·7	36·5	58	30	28	297·2	Retains his scholarship.
3	Sreenath Sen, ...	Do.	39·2	22	41·7	31·5	35	35	25	229·4	Gains a Free ticket.
4	Bamachurn Chowdry, ...	Do.	36·2	10	24·9	7	20	25	35	158·1	
	Third Class.										
1	Susseeboosun Vadoory, ...	2nd	44·8	47	57·2	75	47	35	25	331·	} Gain Free tickets.
2	Brojonath Mookerjee, ...	Do.	42	35	56·9	70	48·5	35	28	315·4	
3	Umbica Churn Roy, ...	Do.	42	21	40	71	41·5	30	28	273·5	Forfeits his scholarship.
4	Sarodapersad Ghose,..	Do.	35	21	28	59	44·5	25	35	247·5	
5	Prankisson Chuckerbutty, ..	Do.	35	17	40·8	60·5	30	20	25	228·3	} Forfeit their scholarships.
6	Womesh Chunder Roy, ...	Do.	33·6	9	11·8	61·5	30	25	28	198·9	
	Fourth Class.										
1	Mohiny Mohun Roy, ...	1st	37·8	45	64·8	66·5	72	30	28	344·1	Retains his scholarship.

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2	Dwarkanath Vuttacharjee,.. ..	2nd	30·1	29	65·1	48	63	25	24	284·2	Forfeit their scholarships.
3	Joggessur Mookerjee, ...	2nd	30·1	21	58·6	51·5	73	15	25	279·2	
4	Tariny Churn Chatterjee,.. ..	Do.	37·3	39	54·7	38	47	30	33	279	
5	Prosunno Chunder Roy, ...	Do.	38·3	33	50·9	36	45	30	35	268·2	
6	Cally Churn Ghose, ...	1st	34·3	36	58·8	50	30·5	25	26	260·6	Retains his scholarship.
7	Haranchunder Moitry, ...	Do.	37·8	36	48·4	11	5·5	30	25	193·7	Forfeit their scholarships.
8	Rajnarain Vuttacharjee, ...	Do.	32·9	25	36·7	31·5	5	15	30	176·1	
9	Luckeenarain Lahoory, ...	2nd	35	11	20·1	29	24	20	28	167·1	
10	Dinnoonath Biswas, ...	1st	35·2	14	39·6	13	6·5	20	24	152·3	

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Statement of the Results of the Junior Scholarship Examination of the KISHNAGHUR COLLEGE *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Hurrymohun Chatterjee,	2	25·25	33	28	32	43	14	23	198·25	Gains a Free ticket.
2	Juggobundo Mookerjee,	1	20·5	29	15	26·5	44	23	27	185	Gains a Junior scholarship.
3	Manikchunder Roy, ...	2	22·5	26·5	14	29·5	32·25	20	40	184·75	Gain Free tickets.
4	Bhoobunmohun Dutt, ..	2	15·25	25·5	13	25·5	48	25	30	182·25	
5	Brijolall Mittre, ...	2	14	32	16	19	46	17	32	176	
6	Borodakant Mozumdar,	2	19·75	27·5	14	28	45	15	25	174·25	
7	Brijokissore Bose,..	1	17·25	22	18	25·5	42·75	10	30	162 50	
8	Hurrischunder Roy, ...	2	25·75	24	16	18	39	11·5	25	159·25	
9	Bissessur Chuckerbutty,	3	17·5	31	15	26·5	30	13	22	155	
10	Judo Puttee Chatterjee,	1	21·25	25	14	18·5	35	12	22	147·75	
11	Juggeshur Chuckerbutty,	2	8	23	4	14·5	37	11	30	127·50	
12	Kesubchunder Mullick,..	2	9·5	20	17	15·5	23·5	11	24	120·50	

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Statement of the Results of the Junior Scholarship Examination of the BANCOORAH SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	Remarks.
1	Hurrichurn Doss, ...	1	23·75	35·5	12	24	24	22	35·5	176·75	Gain Junior scholarships.
2	Jadunath Roy, ...		21·5	28	20	26	15·75	22	36·75	170	
3	Romeschunder Chatterjee,		16·75	37	11	20·5	22	21	40	168·25	
4	Poornanund Mookerjee,...		17	31·25	13	20·7	25	15	41·75	163·70	

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Statement of the Results of the Junior Scholarship Examination of the JESSORE SCHOOL *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Shama Churn Bose, ...	...	20	29	14	30	28	12	10	143	No scholarships gained.
2	Soorjoo Coomar Gangooly, ...	...	14·25	27	12	20	26	6	10	115·25	
3	Rojony Kant Ghose,.....	...	14·50	14	13	13·5	21	11	8	95	
4	Locknath Banerjee, ...	...	8·50	0	0	0	0	0	0	8·50	

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Statement of the Results of the Junior Scholarship Examination of the BURDWAN SCHOOL *for* 1851.

Number.	Names of Candidates.	Year in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
		Year.	Month.									
1	Gooroodyal Sing, ...	0	6	23·25	41	14	30·5	37	23	40	208·75	Gain Junior scholarships.
2	Madub Chunder Chatterjee,	0	5	26	34	17	26·3	33	23	37	196·30	
3	Motilal Chowdhry, ...	0	1	19·5	20	16	19·5	27	17	39	158	
4	Hurrytarun Bhattacharjee,	0	3	17·5	24·5	16	22·5	18	14	32	144·5	
5	Kissory Mohun Muzumdar,	2	9	12	28	11	12·5	26·5	12	35	137	
6	Motilal Dutt, ...	0	3	15·5	26·5	14	18·5	21	15	25	135·5	
7	Cobileshur Chowdhry, ...	2	9	15·5	25	10	23	20	13	28	134·5	

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Statement of the Results of the Junior Scholarship Examination of the BHAUGULPORE SCHOOL *for* 1851.

Number.	Names of Candidates.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Netya Nund Roy, ...	...	10·75	14	0	9·5	13	6	12·5	65·75	No Scholarships gained.
2	Prosotum Sen, ...	...	11·75	21	7	22	12	8	18	99·75	
3	Radha Churn Gangooly, ...	...	14·25	23	1	18	16	8	14	94·25	
4	Open Narain Sircar, ...	...	6·25	22	2	13·5	14	6	21	84·75	
5	Kally Churn, ...	...	6·5	11	0	10·2	10	5	13	55·70	

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Statement of the Results of the Junior Scholarship Examination of the CUTTACK SCHOOL *for* 1851.

Number.	Name of Candidate.	Year.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Nobokisto Roy, ...	.....	26	19	14	16·5	22·75	14	20	132·25	Failed.

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General Tabular Statement of the Results of the Senior English Scholarship Examination in all the COLLEGES *under the Control of the Council of Education, for the Session* 1850-51.

Number.	Names of Candidates.	Colleges.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	First Class.											
1	Sreenath Doss, ...	Hindu, ...	2	47·6	49	63·5	69·5	88	30	30	377·6	Retain their Senior scholarships.
2	Mohendrololl Shome, ...	Ditto, ...	1	49	54	65·2	58	74·5	40	25	365·7	
3	Cally Prosuno Chatterjee,	Hooghly. ...	2	50·4	43	44·2	61	84	35	35	352·6	
4	Issur Chunder Doss, ...	Ditto, ...	1	49	38	54·9	65·5	72	40	30	349·4	
5	Bhugoban Chunder Bose,	Dacca, ...	2	44·8	44	62·5	59	64	30	22	326·3	Gains a Free ticket.
6	Prankisto Ghose, ...	Hooghly, ...	1	49	43	58·8	49	56	30	35	320·8	Retains his Senior scholarship.
7	Ras Behary Bose, ...	Kishnaghur,	2	59	45	63·7	28	52	30	30	307·7	
8	Neelmoney Gangooly, ...	Ditto, ...	1	40	40	64·7	36·5	58	30	28	297·2	Retain their Senior scholarships.
9	Modoosoodun Chatterjee,	Hindu, ...	1	44·8	43	53·5	40	56·5	35	18	290·8	
10	Gour Narain Roy, ...	Dacca, ...	2	42	42	58·3	38	41	30	30	281·3	
11	Womes Chunder Banerjee,	Hooghly, ...	1	44·8	29	36·8	40	49·5	30	32	262·1	Gains a Free ticket.
12	Jadub Chunder Ghose,.....	Hindu, ...	1	37·8	35	48·8	37·5	56	25	18	258	Retains his Senior scholarship.
13	Sreenath Sen, ...	Kishnaghur,	1	39·2	22	41·7	31·5	35	35	25	229·4	Gains a Free ticket.
14	Womesh Chunder Ghose,...	Hooghly, ...	1	50·4	33	21·8	18	16	35	30	204·2	
15	Bama Churn Chowdry, ...	Kishnaghur,	1	36·2	10	24·9	7	20	25	35	158·1	

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	Second Class.										
16	Dwarkanauth Mitter, ...	Hooghly, ...	1	47·6	40	65·4	75·5	75·5	35	28	367	
17	Poorno Chunder Shome, ...	Ditto, ...	1	46·2	45	50·8	80	72	35	24	353	
18	Kedar Nath Dutt, ...	Ditto. ...	1	39·2	25	45·5	72	79·5	25	28	314·2	
19	Soorjoo Comar Dhur, ...	Ditto, ...	1	32·2	25	31·9	67	78·5	25	25	284·6	
20	Koilas Chunder Ghose, ...	Dacca, ...	1	39·2	38	57·5	35·5	58·5	25	26	279·7	Gains a Senior scholarship.
21	Khetter Nath Auddy, ...	Hooghly, ...	1	35	33	38·5	49·5	51	30	28	265	
22	Ramcomul Shaha, ...	Dacca, ...	1	35	30	41·3	32·5	52	28	28	246·8	
23	Ram Chunder Ghose, ...	Ditto, ...	1	32·2	9	43·8	18	60	25	30	218	Gain Free tickets.
24	Oma Churn Doss, ...	Ditto, ...	1	37·8	27	55·6	22	18	25	30	215·4	
25	Kali Nath Bose, ...	Ditto, ...	1	36·4	20	53·6	17	22	25	25	199	
	Third Class.											
26	Radha Gobind Doss, ...	Hindu, ...	1	40·6	48	63·4	87	75	30	20	364	Retains his Sr. scholarship.
27	Rajendra Nath Mitter, ...	Ditto, ...	1	54·6	42	59·9	78	67	35	26	362·5	Promoted to 30 Rs.
28	Nobokisto Mookerjee, ...	Ditto, ...	1	50·4	42	62·6	71	65·5	35	28	354·5	
29	Sussubhoosun Bhadoory,...	Kishnaghur,	2	44·8	47	57·2	75	47	35	25	331	Gains a Free ticket.
30	Bromohun Mullick, ...	Hindu, ...	1	42	36	63·4	74	61·5	25	25	326·9	Retain their Senior scholarships.
31	Protab Narain Sing, ...	Ditto, ...	1	53·2	40	61	47	54	30	35	320·2	
32	Brojo Nath Mokerjee, ...	Kishnaghur,	2	42	35	56·9	70	48·5	35	28	315·4	Gains a Free ticket.
33	Taruck Nath Mullick, ...	Hindu, ...	1	40·6	36	50·5	78·5	52·5	25	28	311·1	Retains his Senior scholarship.
34	Jodoo Nath Mookerjee, ...	Ditto, ...	2	49	39	57·2	58	44	30	23	294·2	Forfeits his Senior scholarship.
35	Tacoor Churn Sen, ...	Hindu, ...	1	36·4	35	57·4	52	57	25	28	290·8	Retains his Sr. scholarship.
36	Sreenath Banerjee, ...	Dacca, ...	1	42	30	52·7	59	42	30	33	288·7	
37	Prosunoo Coomar Mozoomdar, ...	Hooghly, ...	1	42	28	55·7	64	45·5	30	22	287·2	Gain Senior scholarships.
38	Nobinchunder Ghose, ...	Ditto, ...	1	35	23	42·4	74·5	57	30	22	283·9	
39	Joykisto Chunder, ...	Hindu, ...	1	37·8	30	45·1	64	51·5	30	16	274·4	
40	Umbica Churn Roy, ...	Kishnaghur,	2	42	21	40	71	41·5	30	28	273·5	-
41	Bolli Chand Goopto, ...	Hindu, ...	1	33·6	14	50·1	63	54	25	25	264·7	Gain Senior scholarships.
42	Unnoda Churn Kistagree,	Dacca, ...	1	35	25	56·2	52	45·5	23	25	261·7	

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Number.	Names of Candidates.	Colleges.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	Third Class.—(Contd.)											
43	Bunkbehary Bose, ...	Hooghly, ...	1	40·6	30	52·7	58·5	27·5	30	22	261·3	Gains Senior scholarship.
44	Thacoordoss Rhokit, ...	Ditto, ...	1	25·2	18	40	74	60·5	20	20	257·7	Gains a Free ticket.
45	Ruckal Chunder Doss, ...	Dacca, ...	2	35	35	51·1	52·5	33	23	25	254·6	
46	Sarodapersaud Ghose, ...	Kishnaghur,	2	35	21	28	59	44·5	25	35	247·5	
47	Nilcomul Roy, ...	Dacca, ...	1	26·6	15	48·3	70	34·5	20	33	247·4	
48	Omesh Chunder Ghose, ..	Hindu, ...	1	44·8	28	26·3	52·5	33	35	22	241·6	
49	Shib Chunder Shome, ...	Hooghly, ...	1	42	35	48·7	37·5	17·5	30	22	232·7	Gain Free tickets.
50	Omertololl Ghose, ...	Ditto, ...	1	37·8	21	26·3	55·5	42	25	24	231·6	
51	Gopal Chunder Goopta, ...	Ditto, ...	1	33·6	21	41·3	46	47	20	20	228·9	
52	Prankissen Chuckerbutty,	Kishnaghur,	2	35	17	40·8	60·5	30	20	25	228·3	
53	Anund Chunder Mullick,...	Hooghly, ...	1	35	15	40·3	51·5	36·5	25	24	227·3	
54	Jodoo Nath Mitter, ...	Hindu, ...	1	39·2	26	41·8	30	35	25	24	221	Gain Free tickets.
55	Gooroo Churn Doss, ...	Dacca, ...	2	36·4	20	42·7	47·5	24·5	20	25	216·1	
56	Carapiet Stephen, ...	Ditto, ...	1	42	20	64·4	32	9	35	12	214·4	Gains a Free ticket.
57	Anund Chunder Sen, ...	Ditto, ...	1	37·8	20	50·1	26·5	21·5	23	28	206·9	
58	Womesh Chunder Roy. ...	Kishnaghur,	2	33·6	9	11·8	61·5	30	25	28	198·9	
59	Gungadhur Kurmokar, ...	Hindu, ...	2	25·2	17	35·1	51	33	15	20	196·3	
60	Baney Madub Ghose, ...	Hooghly, ...	1	28	17	36·5	43·5	15	25	23	188	
61	Calli Churn Chatterjee, ...	Dacca, ...	2	39·2	40	50·1	0	0	30	28	187·3	
62	Gocoolkisto Sing, ...	Hooghly, ...	1	25·2	12	20	50	28	20	24	179·2	
63	L. T. Lucas, ...	Dacca, ...	2	29·2	14	49·1	41·5	5·5	25	8	172·3	
64	Kisto Coomar Sen, ...	Ditto, ...	1	30·8	22	49·2	15	6	20	20	163	

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65	Chunder Mohun Chand, ...	Ditto, ...	2	30·8	12	41·3	0	0	25	25	134·1	
66	Hume Stephen, ...	Ditto, ...	2	29·2	6	41·7	24·5	5	20	10	131·9	
67	Coylas Chunder Ghose, ...	Hindu, ...	2	42	23	0	0	0	0	0	65	
	Fourth Class.											
68	Moheny Mohun Roy, ...	Kishnaghur,	1	37·8	45	64·8	66·5	72	30	28	344·1	Retain their Junior scholarships.
69	Thomas Kallonas, ...	Dacca, ...	1	42	44	56·3	55	57	30	12	296·3	
70	Woma Churn Haldar, ...	Hooghly, ...	1	39·9	21	51·2	66	70	25	22	295·1	Gains a Senior scholarship.
71	Dwarkanauth Battacherjee,	Kishnaghur,	2	30·1	29	65·1	48	63	25	24	284·2	
72	Nilchunder Banerjee, ...	Hooghly, ...	3	37·8	28	56·2	53	56	25	25	281	
73	Mohendro Loll Sircar,	Hindu (Branch,)	1	40·6	42	51·8	44·5	52	30	20	280·9	Retains his Junior scholarship.
74	Juggessur Mookerjee, ...	Kishnaghur,	2	30·1	21	58·6	51·5	78	15	25	279·2	
75	Tarriny Churn Chatterjee,	Ditto, ...	2	37·3	39	54·7	38	47	30	33	279	
76	Tarruck Nath Sen, ...	Hindu, ...	1	37·8	28	65·2	46·5	60·5	20	20	278	Gains a Junior scholarship.
77	Warris Allee, ...	Hooghly, ...	1	46·2	40	49·7	39	48	25	30	277·9	
78	Dinobundu Mitter,	Hindu (Branch,)	1	36·4	39	59·2	39·5	47·5	20	35	276·6	Gains a Junior scholarship.
79	Shama Churn Ghose, (Ooterparah,)	Hooghly, ...	1	35·7	20	41·8	73·5	62·5	25	18	276·5	
80	Dino Nath Mitter, ...	Hindu (Branch,)	1	39·2	37	53·2	42	57	25	20	273·4	Gains a Junior scholarship.
81	Rajodhur Roy, ...	Hooghly, ...	2	37·8	36	56·3	40	58	20	25	273·1	
82	Sree Nath Acharjee, (Ooterparah,) ...	Hindu, ...	1	42	32	57	55	44	20	23	273	Gains a Junior scholarship.
83	Russick Loll Bose, ...	Hooghly, ...	4	37·1	29	48·3	50	64	20	24	272·4	
84	Hurrokisto Dutt, ...	Hindu, ...	1	42	32	62·4	40	54	20	20	270·4	Retains his Jr. Scholarship.
85	Prosunno Chunder Roy, ...	Kishnaghur,	2	38·3	33	50·9	36	45	30	35	268·2	
86	Doorga Churn Sen, ...	Hindu, ...	1	35	31	58·2	51·5	49	20	20	264·7	Retains his Jr. scholarship.
87	Ashootosh Dhur, ...	Ditto, ...	1	30·8	30	49·6	44	60	25	25	264·4	Gains a Junior scholarship.
88	Cally Churn Ghose, ...	Kishnaghur,	1	34·3	36	58·8	50	30·5	25	26	260·6	Retains his Jr. scholarship.
89	Kader Nath Bose, ...	Hindu, ...	1	40·6	26	56·4	46	40	20	28	257	Gains a Junior sholarship.
90	Khetter Mohun Mookerjee, ...	Hooghly (Branch,)	1	43·4	34	50·9	38	35·3	30	25	256·6	

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Number.	Names of Candidates.	Colleges.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	History.	Pure Mathematics.	Mixed Mathematics.	English Essay.	Vernacular Essay.	Total.	
	Fourth Class.—(Contd.)											
91	Gopal Chunder Mitter, ...	Hindu, ...	1	35	34	59·2	47	32	20	24	251·2	Gain Junior scholarships.
92	Gopal Loll Bysack, ...	Ditto, ...	1	37·8	37	52·9	46·5	36	20	20	250·2	
93	Pitember Mookerjee, ...	Hooghly, ...	1	39·2	27	46·8	52	40	25	20	250	
94	Oma Kant Ghose, ...	Dacca, ...	1	36·4	28	47·9	40	34·5	25	30	241·8	Gains a Free ticket.
95	Annund Chunder Bose, ...	Hooghly, ...	1	35·7	19	54·5	48	40	20	24	241·2	
96	Benuck Chunder Chatterjee, ...	Hindu, ...	1	36·4	36	58·3	28·5	21	20	35	235·2	Gains a Free ticket.
97	Ughore Chunder Mookerjee, ...	Hooghly, ...	4	35·7	33	48·6	42	38·5	15	20	232·8	
98	Nobo Gopal Ghose, ...	Hindu, ...	1	39·2	34	55·3	34	25	20	25	232·5	Gain Free tickets.
99	Mooraly Dhur Sen, ...	Ditto, ...	1	53·2	48	58·8	18	11	25	18	232	
100	Koylas Chunder Ghose,	Hooghly (Branch,)	1	39·2	21	52·6	44	26	25	22	229·8	
101	Issan Chunder Chatterjee,	Hindu, ...	2	36·4	32	52·7	26	27	30	25	229·1	
102	Nundololl Sein, ...	Dacca, ...	1	39·9	41	63·7	22	5	30	27	228·6	Gains a Free ticket.
103	Sadho Churn Seal, ...	Ditto, ...	2	36·4	25	52·5	35	24	20	32	224·9	
104	Shama ChurnChowdry.....	Hindu, ...	1	32 2	26	61·1	40	25	15	25	224·3	Gains a Free ticket.
105	Radha Churn Dey, ...	Dacca, ...	2	39·2	30	58·8	27	16·5	25	22	218·5	
106	Mothoornath Baboo, ...	Hooghly, ...	1	35	24	48·2	40	22	20	28	217·2	
107	Modoosoodun Roy,	Ditto (Branch,)	1	42·7	25	47·2	30	21	30	20	215·9	
108	Beeprodoss Mitter, ...	Ditto, ...	1	32·2	21	52	38	35	15	22	215·2	
109	Hem Chunder Mozumdar,...	Hindu, ...	1	47·6	32	55	21·5	7	30	18	211·1	

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110	Isser Chunder Seal, I.,.....	Dacca, ...	2	34·3	24	54·9	19	22·5	20	36	209·7	
111	Hurro Coomar Bose, ...	Ditto, ...	2	29·2	16	45	37·5	38	15	28	208·7	
112	Isser Chunder Bose, ...	Ditto, ...	1	32·9	24	52·2	30	25	20	22	206·1	
113	Joy Chunder Naug, (Comillah,) ...	Ditto, ...	2	31·5	26	56	21	23	20	28	205·5	
114	Kanyeloll Shome, ...	Hooghly, ..	1	33·6	18	44·3	35·5	32	15	25	203·4	
115	Isser Chunder Seal, II., ...	Dacca, ..	2	33·6	24	56·7	20	24	20	25	203·3	
116	Bhugwan Chunder Sen, ..	Dacca, ...	1	33·6	21	56·4	29	18	20	22	200	
117	Hurry Sunker Dutt, ...	Hooghly, ...	4	42	31	42·4	16	9	30	28	197·4	
118	Kadernath Mookerjee,.....	Ditto, ..	2	34·3	24	43·3	26	25	20	24	196·6	
119	Haran Chunder Moitry, ...	Kishnaghur,	1	37·8	36	48·4	11	5·5	30	25	193·7	
120	Shama Loll Mitter, ...	Hindu, ..	2	36·4	34	44·6	17	14	25	21	192	
121	Koylas Chunder Chatterjee,	Hooghly, ...	2	44·8	17	44·8	27·5	6	30	20	190·1	
122	Heeraloll Dutt, ...	Ditto, ...	1	32·2	18	50·5	25	24	15	24	188·7	
123	Omesh Chunder Dutt, ...	Hindu, ...	1	56	20	57·2	4	7·5	25	16	185·7	Forfeit.
124	Soshee Bhosun Banerjee,...	Ditto, ...	2	35	27	42·3	15	26	20	20	185·3	
125	Samkissore Roy, ...	Dacca, ...	3	25·8	18	50·4	28	26	12	24	182·2	
126	Rajnarain Battacherjee, ...	Kishnaghur,	1	32·9	25	36·7	31·5	5	15	30	176·1	
127	Kader Nath Chatterjee, ...	Hooghly, ..	1	34·3	17	41·9	16	15	25	24	173·2	
128	Ughore Chunder Mitter, ...	Ditto, ...	2	39·2	17	47·6	10	6	25	25	169·8	
129	Bharut Chunder Bose, ...	Dacca, ..	2	31·5	30	41·3	12	15	15	25	169·8	
130	Luckeenarain Lahoory, ...	Kishnaghur,	2	35	11	20·1	29	24	20	28	167·1	
131	Futtieh Chunder Roy, ...	Dacca, ...	2	32·9	14	52	29	9	20	28	164·9	
132	William Harney, ...	Ditto, ...	2	30·8	18	60·3	13	3·5	25	14	164·6	
133	Kurroona Coomar Sen, . .	Dacca, ...	2	36·4	24	46·2	2·5	4	25	22	160·1	
134	Dinno Nath Biswas, ...	Kishnaghur,	1	35·2	14	39·6	13	6·5	20	24	152·3	
135	Neelmoney Gangooly, ...	Hooghly, ...	1	29·4	16	23·3	45·5	Sick	0	20	135·2	

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FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

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General Tabular Statement of the Results of the Junior Scholarship Examination in all the COLLEGES *and* SCHOOLS *in the Lower Provinces of the Bengal Presidency, for* 1850-51.

Numbers.	Names of Candidates.	Institutions.	Year in the Class.		SUBJECTS.							Total.	Remarks.
					Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.		
			Ys.	Ms.									
1	Beer Chand Mitter, ...	Hindu, ...	1	0	25	37	43	33·5	45	21	36	240·50	Gains a Junior scholarship.
2	Herumbo Chunder Chowdhry, ...	Ditto, ..	3	0	27·75	39	36	29	44	27	26	224·75	Gains a Free ticket.
3	Gopeenath Mookerjee,.....	Ditto, ...	2	0	20·75	33	49	25	44·75	24	21	217·50	
4	Russicklal Pine, ...	Ditto, ...	2	0	20·50	42	22	23	43	31	31	212·50	
5	Baney Madhub Boral, ...	Hooghly, ...	1	0	21·25	31	24	32	36	27	40	211·25	
6	Gooroodyal Sing, ...	Burdwan, ...	0	6	23·25	41	14	30·5	37	23	40	208·75	Gains a Junior scholarship.
7	Toolsee Doss Seal, ...	Hindu, B. S.,	2	0	27·75	30·5	41	15	39	24	28	205·25	
8	Kally Doss Mookerjee,.....	Hooghly. ..	1	0	24·25	30	28	42·5	25	19	35	203·75	
9	Mohendra Nath Bose, ...	Ditto, ...	1	0	24	36	31	27·5	30	13	12	203·50	
10	Khetter Chunder Mitter,...	Hindu, ...	2	0	19·75	29	31	23	46	26	25	199·75	
11	Hurry Mohun Chatterjee,...	Kishnaghur,	2	0	25 25	33	28	32	43	14	23	198·25	Gains a Free ticket.
12	Madub Chunder Chatterjee,	Burdwan, ...	0	5	26	34	17	26·3	33	23	37	196·30	Gain Junior scholarships.
13	Ram Mohun Dutt, ...	Dacca, ...	1	0	17	36	20	25·7	44	16	38	196·7	
14	Judunath Ghose, Junior,...	Hooghly, ...	1	0	18·50	40	17	36·5	35	11	38	196	
15	Bholanath Pal, ...	Hindu, ...	1	0	18·75	31	34	31·5	41	27·5	12	195·75	Gains a Junior scholarship.
16	Nobin Chunder Sein, ...	Ditto, ...	1	0	26·25	25	19	27·2	47·25	29	21	194·70	Gains a Free ticket.

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17	Khetter Nath Bose, ...	Hooghly, ...	1	0	19	35	26	30	29	17	38	194	
18	Bhogoban Chunder Dutt,...	Ditto, ...	1	0	14·50	22	17	25	45·75	21	45	190·25	
19	Dwarkanath Chuckerbutty,	Hindu, ...	1*	0	22·50	28	22	26	44·5	25	22	190	Retains his Junior scholarship.
20	Hurry Nath Bhattacharjee,	Baraset, ...	1	11	20·75	32	15	28	28·5	15·5	50	189·75	Gain Free tickets.
21	Anund Chunder Sein, ...	Commillah,..	4	0	23·75	30·5	16	24·5	33	20	41	188·75	
22	Obhoy Churn Mookerjee,...	Hindu. ...	3	0	18·50	32·5	34	35·5	40	16	12	188·50	
23	Ishan Chunder Surma,.....	Dacca, ...	0	0	12·75	39	14	21·5	36	26	39	188·25	Gain Junior schps.
24	Denobundoo Mullick, ...	Ditto, ...	0	0	15·75	25	28	26	37	23	33	187·75	
25	Romanath Bose, ...	Hindu, ...	1	0	16·25	32·5	28	23·5	48	20	19	187·25	Gains a Free ticket.
26	Bhugwan Chunder Chuckerbutty, ...	Dacca, ...	0	0	0	42	24	22	47	10	41	186	Gains a Junior schp.
27	Hurry Hur Mookerjee,.....	Bauleah, ...	2	9	18·50	27	26	22·5	37	13	42	186	Gain Free tickets.
28	Bashdeb Bhattacharjee, ...	Baraset, ...	2	8	18·75	30	18	21.5	29	20	48	185·25	
29	Juggobundo Mookerjee, ...	Kishnaghur,	1	0	20·5	29	15	20·5	44	23	27	185	Gains a Junior schp.
30	Manick Chunder Roy,.....	Ditto, ...	2	0	22·5	26·5	14	29·5	32·25	20	40	184·75	Gain Free tickets.
31	Toolsee Doss Dutt, ...	Hindu, ...	1	0	18·75	25·5	28	22	47·5	27	16	184·25	
32	Chundy Churn Banerjee,..	Hooghly, ...	1	0	22·50	25	28	27·5	30·75	13	36	182·75	
33	Rajendro Mullick, ...	Ditto, B. S.,.	0	0	18·25	27	25	28	23	22	39	182·25	
34	Bhoobun Mohun Dutt,.....	Kishnaghur,	2	0	15·25	25·5	13	25·5	48	25	30	182·25	Gain a Free ticket.
35	Sada Nund Banerjee, ...	Hindu, B. S.,	1	3	23·25	17	41	23·5	30	15·5	32	182·25	
36	Kallikanth Nundy, ...	Dacca, ...	0	0	14·50	34	15	29·5	36·5	20	30·50	180	Gains a Junior schp.
37	Sidessur Doss, ...	Hindu, B. S.,	2	0	16	27	28	24·5	38·5	23·5	22	179·50	
38	Surrut Chunder Doss, ...	Commillah,..	1	0	21·5	30·5	22	27·5	25	14	38	178·5	Gains a Junior schp.
39	Raj Coomar Chowdhry, ...	Hindu, ...	3	0	20·50	27	28	27	39	23·50	13	178	
40	Kedarnath Banerjee, ...	Ditto, ...	2	0	14·25	30	26	24	41·5	23	19	177·75	
41	Mudungopal Dutt, ...	Hooghly, ...	1	0	18·25	27	15	29	33	18	37·50	177·75	
42	Hurrichurn Doss, ...	Bancoorah,..	1	0	23·75	35·5	12	24	24	22	35·5	176·75	Gain Junior schps.
43	Chunderkant Sein, ...	Hindu, B. S.,	1	0	23·25	23	22	30·5	34	21	23	176·75	
44	Rambromo Chuckerbutty,	Ditto, B.S.,..	1	0	23	30	12	29·5	31	24	27	176·50	
45	Sibchunder Roy, ...	Hooghly, ...	1	0	75·25	28	14	23	46·50	11·50	38	176·25	

* Howrah School.

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Numbers.	Names of Candidates.	Institutions.	Year in the Class.		SUBJECTS.							Total.	Remarks.
					Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.		
			Ys.	Ms.									
46	Brijolal Mittre, ...	Kishnaghur,	2	0	14	32	16	19	46	17	32	176	Gains a Free ticket.
47	Bepinbehary Bose, ...	Hooghly, ...	1	0	16·50	30	20	26·5	31·50	12	39	175·50	
48	Omes Chunder Ghose, ...	Ditto, ...	1	0	17	25	19	25·5	31	13	45	175·50	
49	F. C. Manuel, ...	Patna. ...	0	0	28·75	21	12	26·5	35	9	43	175·25	Gain Junior schps.
50	Tin Cowry Ghose, ...	Hindu, B. S.,	1	0	17	25·5	39	25	33·25	16	19	174·75	
51	Soorjee Coomar Sein, ...	Hindu, ...	3	0	19·25	26	14	25	48·5	19·5	22	174·25	
52	Barodakant Mazumdar, ...	Kishnaghur,	2	0	19·75	27·5	14	28	45	15	25	174·25	Gain Free tickets.
53	Kisto Kissen Roy, ...	Dacca, ...	0	0	14·25	26	21	25	46	11	29·50	172·75	
54	Anund Mohun Doss, ...	Dacca, ...	0	0	17·25	28	23	27·5	34	15	27·50	172·25	
55	Lukun Chunder Pal, ...	Hooghly, ...	1	0	0	27	12	20	47·50	25	40	171·50	
56	Mukhtaram Ghose, ...	Ditto, ...	1	0	19·50	27·5	17	22	27·25	19·5	38	170·75	
57	Tarini Churn Dutt, ...	Baraset, ...	0	7	23·25	33	12	18·5	18	16	49·5	170·25	Gain Junior scholarships.
58	Jadunath Roy, ...	Bancoorah,..	1	0	21·5	28	20	26	15·75	22	36·75	170	
59	Debendra Deb Das, ...	Hindu, B. S.,	1	3	20·75	26	20	30	33	17	23	162·75	Gains a Free schp.
60	Bhoobun Mohun Raha,.....	Dacca, ...	0	0	0	32·5	24	15·2	39	23	36	169·7	Gains a Free ticket.
61	Rutun Lal Ghose, ...	Hooghly, ...	1	0	16	26	17	19·5	40	10·5	40	169	
62	Prosunno Chunder Roy, ..	Ditto, ...	1	0	25	30	20	22	24	14	33·50	168·50	
63	Motilal Mittre, ...	Hindu, B. S.,	0	0	17·50	24·5	30	16·5	42	15	23	168·50	
64	Romes Chunder Chatterjee,	Bancoorah,..	1	0	16·75	37	11	20·5	22	21	40	168·25	Gains a Junior schp.
65	Nusseram Nundy, ...	Hindu, ...	2	0	18·25	24	33	17	34	25·5	16	167·75	
66	Dwarkanath Ghose, ...	Ditto, ...	2	0	22·75	29	5	27·5	43·25	25	15	167·50	
67	Jadunath Ghose, Senior, ...	Hooghly, ...	1	0	19·75	24	14	25·5	26·5	22	35	166·75	
68	Raj Churn Ghosal, ...	Baraset, ...	4	11	11·75	26	16	23·5	30	15	44·5	166·75	Gains a Free ticket.

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69	Surrut Chunder Kistagree,	Chittagong,	0	0	23·50	27	20	19	36	11	30	166·50	Gains a Free ticket.
70	Gopal Chunder Bose,	Hooghly,	1	0	16	21	17	24·5	38·5	10·5	38	165·50	
71	Gour Sunder Sing,	Bauleah,	2	9	19·25	23	24	20·2	21	15	43	165·45	Gains a Free ticket.
72	Bisto Chunder Banerjee,	Hooghly,	1	0	18	27	8	26	34	17	35	165	
73	Womes Chunder Banerjee,	Hindu,	1	0	14·50	24	32	25·5	38	18	13	165	Gain Free tickets.
74	Cally Coomar Gooho,	Sylhet,	0	0	22·75	17	26	17·7	24	9	45	164·45	
75	Poorna Nund Mookerjee,	Bancoorah,	1	0	17	31·25	13	20·7	25	15	41·75	163·70	Gains a Junior schp.
76	Kassee Chunder Mookerjee,	Dacca,	0	0	16·25	36	21	18	25	15	32	163·25	Gains a Free ticket.
77	Brojokissore Bose,	Kishnaghur,	1	0	17·25	22	18	22·5	42·75	10	30	162·50	
78	Chunder Kanth Seal,	Dacca,	0	0	0	36	22	21·5	42·5	7	32	161	Gains a Free ticket.
79	Sreenath Roy,	Commillah,	1	0	20·25	24·5	19	10·7	35·5	12	39	160·95	Gains a Junior schp.
80	Tripina Churn Doss,	Ditto,	2	6	16·75	25	15	21·5	35	11·5	35	159·75	Gain Free tickets.
81	Tariniprasad Roy,	Ditto,	2	6	25·25	33	17	18·5	22	12	32	159·75	
82	Hurri Chunder Roy,	Kishnaghur,	2	0	25·75	24	16	18	39	11·5	25	159·25	
83	Obhoy Churn Doss,	Commillah,	4	0	21	32	17	21	21	11	26	159	Gains a Free ticket.
84	Motilol Chowdhry,	Burdwan,	0	1	19·5	20	16	19·5	27	17	39	158	Gains a Junior schp.
85	Saroda Churn Ghose,	Hooghly,	1	0	0	28	18	33·5	25·75	10·5	42	157·75	
86	Joykisto Bose,	Hindu,	2	0	17·75	18	15	25	47	19 5	15	157·25	
87	Keni Prosunno Mitter,	Ditto,	4	0	17·50	31·5	8	30	42	14	13	156	
88	Nobo Coomar Babu,	Hooghly.	1	0	11·50	21·5	13	23	28	19	40	156	
89	Bharut Chunder Doss,	Commillah,	2	6	19·5	25·5	19	17·7	27	11	36	155·70	Gain Free tickets.
90	Gopal Chunder Sircar,	Baraset,	2	8	14·5	25	15	16·7	25	12	47	155·20	
91	Nicholas Joachim,	Commillah,	1	0	21·25	30	17	15·5	22·25	15	34	155	Gains a Junior schp.
92	Bissessur Chuckerbutty,	Kishnaghur,	3	0	17·5	31	15	26·5	30	13	22	155	
93	Shoshi Coomar Lal,	Chittagong,	0	0	18·25	26	16	16·5	42	13	23	154·75	Gain Free tickets.
94	Abdul Luteef,	Ditto,	0	0	19·50	22	12	13·5	33·5	13	41	154·50	
95	Shama Churn Doss,	Midnapore,	1	10	17·5	26	11	25·5	30·25	11	33	154·25	
96	Russiclal Mundole,	Hooghly,	1	0	15·50	25·5	25	12·5	25	14	35	152·50	
97	Judoonath Misree,	Midnapore,	3	7	15	18	13	17·5	28·5	16	44	152	Gain Free tickets.
98	Kasinath Ghose,	Barrackpore,	0	0	16·50	27·5	18	21·5	18·5	17	33	152	
99	Nilcomul Surmah,	Commillah,	1	0	18	25	17	20·5	21	19	31	151·50	Gain Junior schps.
100	Govindpersad Chuckerbutty,	Sylhet,	1	0	22·75	25	21	14·5	20·25	10	37	150·50	
101	Chunder Coomar Roy,	Baraset,	0	10	8	30	16	18·5	17	10	49	148·50	

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Number.	Names of Candidates.	Institutions.	Year in the Class.		SUBJECTS.							Total.	Remarks.
					Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.		
			Ys.	Ms.									
102	Hurdyal Muzumdar, ...	Dacca, ...	0	0	9·75	26	23	21·5	29	15	24	148·25	
103	Jadu Puttee Chatterjee, ...	Kishnaghur,	1	0	21·25	25	14	18·5	35	12	22	147·75	
104	Baldeb Palit, ...	Patna, ...	0	0	19·75	32	16	25	12	11	32	147·75	
105	Brojonath Lahory, ...	Hindu, ...	3	0	14	25	22	17·5	37	16	15	146·50	
106	Obhoy Chunder Sein, ...	Dacca, ...	2	0	13·50	24	19	15·5	28·25	16	30	146·25	
107	Nobinkissore Shome, ...	Hooghly, ...	1	0	15·25	18	20	14·5	32	10	36·50	146·25	
108	Sibchunder Sein, ...	Chittagong,.	0	0	22·25	19	15	15·5	35	10	29	145·75	
109	Moosa Ali, ...	Hooghly, ...	1	0	16·50	17	9	13·2	30	19	41	145·70	
110	Rajnarain Chuckerbutty,...	Ditto, B. S.,	0	0	15	19	17	21	24·5	11·5	37·50	145·50	
111	Dennonath Chuckerbutty,	Hooghly, ...	1	0	15·75	10·5	23	19·5	28·5	11	37	145·25	
112	Thacoordos Mullick, ...	Ditto, B. S,,	0	0	14·75	12	27	20·5	28	15	28	145·25	
113	Kallynath Ker, ...	Sylhet, ...	1	0	21·25	18	20	18	25	8	34	144·25	
114	Hurrytarun Bhattacharjee,	Burdwan, ...	0	3	17·5	24·5	16	22·5	18	14	32	144·5	
115	Brojolal Moitry, ...	Dacca Pogose's School,	2	0	10·75	27	12	20·2	30	16	28	143·95	
116	Wooma Churn Burral,...	Hooghly, B. S.,	0	0	11·75	20·5	20	25 5	26	12	28	143·75	
117	Bhobany Churn Dhur,.....	Ditto, B. S.,	0	0	15·25	14	15	21	31	18	29	143·25	
118	Bhoobun Mohun Mitter, ...	Hindu, ...	3	0	16	26	23	18	30	9	21	143	
119	Sama Churn Bose, ...	Jessore, ...	0	0	20	29	14	30	28	12	10	143	
120	Debnarain Prodhan, ...	Hooghly, ...	1	0	0	28	21	23·5	26	15	29	142·50	
121	Sreekisto Sircar, ...	Barrackpore	0	0	13	26·5	10	25	25	12	31	142·50	

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122	Shama Churn Chowdhry,...	Hooghly, B. S.,	0	0	17·25	20·5	11	26	19	11	36·50	141·25	
123	Gobind Chunder Banerjee,	Baraset, ...	0	10	15	17·5	11	12	27	11	46·5	140	
124	Komul Nath Ghose, ...	Sylhet, ...	1	0	27	17	26	13·5	19	6	31	139·50	
125	BuddunChunderChowdhry,	Barrackpore,	0	0	12	28·5	20	16	15	14	33	138·15	
126	Kissory Mohun Mojumdar,	Burdwan, ...	2	9	12	28	11	12·5	26·5	12	35	137	
127	Motilal Dutt, ...	Ditto, ...	0	3	15·5	26·5	14	18·5	21	15	25	135·5	
128	Cobileshur Chowdhry,.....	Ditto, ...	2	9	15·5	25	10	23	20	13	28	134·5	
129	Thakurdass Bhattacharjee,	Baraset, ...	0	10	10	28	17	0*	20·5	9	49	133·50	
130	Dinonath Gangoly, ...	Hindu, B. S.,	0	0	12	13	19	18·5	29	23	19	133·50	
131	Mohendranath Banerjee, ...	Barrackpore,	0	0	11	28	12	21·2	19	12	30	133·20	
132	Womesh Chunder Mozumdar, ...	Hindu, ...	2	0	11	13·5	7	18	40·5	20	23	133	
133	Ramroop, ...	Patna, ...	0	0	20	24	15	17	12	6	39	133	
134	Kali Prosono Chatterjee,...	Midnapore,..	1	10	10	21	8	25	24	8	37	133	
135	Bissessur Banerjee, ...	Baraset, ...	1	2	11·25	11	10	15·7	26	11	47·5	132·45	
136	Nobokisto Roy, ...	Cuttack, ...	0	0	26	19	14	16 5	22·75	14	20	132·25	
137	Grees Chunder Mundole,...	Midnapore,..	4	10	13·25	18	8	16	36	8	32	131·25	
138	Gobind Persad Mittre,... ..	Hindu, B. S.,	0	0	16·25	18	16	15·5	27	15	23	130·75	
139	Taruk Chunder Banerjee,	Ditto, B. S.,..	0	0	10·75	24·5	22	21·5	20	14	18	130·75	
140	Jadunath Banerjee, ...	Midnapore,..	0	0	16·75	18·5	8	15·7	28	7	36	129·95	
141	Gopal Chunder Banerjee,...	Hindu, ...	1	0	8·25	13·5	7	24	45·5	18	12	128·25	
142	Juggeshur Chuckerbutty,..	Kishnaghur,	2	0	8	23	4	14·5	37	11	30	127·50	
143	Bharut Chunder Bose,.....	Dacca, ...	2	0	15·25	20	15	3	27	9	38	127·25	
144	Preonath Dutt, ...	Hindu, ...	2	0	12	24	21	18	25	15	12	127	Failed.
145	Munmothanath Dutt, ...	Ditto, ..	1	0	12·75	12	2	27	47·75	10	15	126·50	
146	Isser Chunder Chuckerbutty, ...	Dacca Pogose's School,	0	0	15·75	22	12	12	22	17	25	125·75	

* Rejected.

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Number.	Names of Candidates.	Institutions.	Year in the Class.		SUBJECTS.							Total.	Remarks.
					Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.		
			Ys.	Ms.									
147	Rakhal Chunder Roy, ...	Midnapore, ...	1	8	13·5	19	11	16·7	29	8	27	124·20	
148	Brojonath Chuckerbutty,..	Dacca, ..	2	0	12·50	20	20	14·5	23	11	23	124	
149	Mohindranath Dutt, ...	Baraset, ...	1	11	8·25	24	9	0*	22	11	48	122·25	
150	Jadunath Banerjee, ...	Ditto, ...	0	10	6	17	16	7	16	12	48	122	
151	Kesub Chunder Mullick, ...	Kishnaghur, ...	2	0	9·5	20	17	15·5	23·5	11	24	120·50	
152	Redoynath Mittre, ...	Dacca Pogose's School,	0	0	6·75	28	15	13·5	28	9	18	118·25	
153	Bhoobun Chunder Sircar,	Baraset, ...	0	10	6·5	21	14	0*	20	8	47	116·50	
154	Soorjo Coomar Gangooley,	Jessore, ...	0	0	14·25	27	12	20	26	6	10	115·25	
155	Radhicamohen Roy, ...	Dacca, ...	2	0	0	18	11	16	21·75	13	35	114·75	
156	ShambhooChunder Mullick,	Hooghly,B S.,...	0	0	12·50	14	8	18	22	11	29	114·50	
157	Nobo Coomar Mookerjee,...	Dacca, ...	1	0	0	19·5	13	11	40	8	22	113·50	
158	Dinonath Mookerjee, ...	Hindu, ...	1	0	18·5	16	15	30	23	0	0	112·50	
159	Jogendro Chunder Bysack,	Ditto, ...	2	0	14	20·5	5	16·5	27	19	6	108	
160	Chumroo, ...	Patna, ...	0	0	11·75	12	13	17·5	14	6	29	103·25	
161	Gopeenath, ...	Ditto, ...	0	0	8	25	11	10·2	10	8	28	100·20	
162	Prosotun Sen, ...	Bhagulpore, ...	0	0	11·75	21	7	22	12	8	18	99·75	
163	Nobin Chunder Chuckerbutty, ...	Baraset, ...	1	11	10	9	10	0*	18·5	8	43	98·50	
164	Gopeenath Bose, ...	Hindu, B. S., ...	1	0	14	11	2	13	22	13	20	95	
165	Rajony Kant Ghose, ...	Jessore, ...	0	0	14·50	14	13	13·5	21	11	8	95	
166	Bhuggobutty Churn Bose,	Hindu, B. S., ...	1	0	12	13·5	16	7	17	13	16	94·50	

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167	Radha Churn Gangooley,	Bhaugulpore, ...	0	0	14·25	23	1	18	16	8	14	94·25	
168	Dwarkanath Banerjee, ...	Baraset, ...	0	10	6·25	10	5	0*	16·75	6	48·5	92·50	
169	Rajcoomar Mittre, ...	Sylhet, ...	0	0	11	9	31	8·5	15	5	11	90·50	
170	Jamunt Hossein, ...	Patna, ...	0	0	8·50	17	12	3·9	16	7	23	87·40	
171	Opendranarain Sircar, ...	Bhaugulpore, ...	0	0	6·25	22	2	13·5	14	6	21	84·75	
172	Gholam Surwar, ...	{ Calcutta Mudrissa, }	0	0	12·50	1·5	7	5	35	6	17	84	
173	Netza Nund Roy, ...	Bhaugulpore, ...	0	0	10·75	14	0	9·5	13	6	12·5	65·75	
174	Alladad Khan, ...	{ Calcutta Mudrissa, }	0	0	8·75	15	0	8	8	5	16	60·75	
175	Kally Churn, ...	Bhaugulpore, ...	0	0	6·5	11	0	10·2	10	5	13	55·70	
176	Mohamed Ali, ...	{ Calcutta Mudrissa, }	0	0	2·50	3	0	0	10	6	12	33·50	
177	Lokenath Banerjee, ...	Jessore, ...	0	0	8·50	0	0	0	0	0	0	8·50	

* Rejected.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

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Sketch Statement of Receipts on account of the

Districts and School Stations.	Tuition.			Sale of Books, &c.			Charges Refunded.			Fees and Fines.			Collections from the lands belonging to the School Fund.		
Institutions at the Presidency.															
Hindu College, ...	29305	15	9	78	9	0	1891	5	1	25	0	0	0	0	0
Sanscrit College, ...	0	0	0	0	0	0	704	7	9	0	0	0	0	0	0
Medical College, ...	0	0	0	0	0	0	412	14	11	152	6	0	0	0	0
Calcutta Mudrissa, ...	528	0	0	0	0	0	94	15	1	1	4	0	0	0	0
School Society's School, ...	9087	9	0	0	0	0	130	4	2	0	0	0	0	0	0
Pautshala, ...	1244	13	6	0	0	0	17	14	0	0	0	0	0	0	0
Normal School, ...	844	0	0	0	0	0	7	14	6	58	10	0	0	0	0
	41010	6	3	78	9	0	3259	11	6	237	4	0	0	0	0
Institutions in the Mofussil.—Lower Provinces.															
Moohummud Mohsin's,..	6534	0	0	1187	13	9	100	0	0	124	11	9	8933	1	11
Branch School, ...	2307	13	1	0	0	0	0	0	0	28	6	7	0	0	0
Infant School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Seetapore School, ...	49	1	5	0	0	0	35	5	9	0	0	0	0	0	0
Dacca College, ...	4333	8	0	0	0	0	4	0	0	0	0	0	0	0	0
Patna School, ...	651	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Kishnaghur College, ...	5258	6	4	0	0	0	145	14	9	117	6	9	0	0	0
Chittagong School, ...	413	2	0	0	0	0	24	0	0	0	0	0	0	0	0
Bauleah School, ...	844	0	0	0	0	0	102	12	0	0	0	0	0	0	0
Bhaugulpore School, ...	361	1	3	1	8	0	1	0	8	1	4	0	0	0	0
Cuttack School, ...	267	12	0	37	7	8	0	0	0	0	0	0	0	0	0
Commillah School, ...	232	5	0	0	0	0	1	8	0	1	3	4	0	0	0
Jessore School, ...	1004	12	0	0	0	0	0	0	0	0	0	0	0	0	0
Midnapore School, ...	0	0	0	0	0	0	1203	10	6	0	0	0	0	0	0
Mozufferpore School, ...	186	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Burdwan School, ...	427	14	0	0	0	0	0	0	0	0	0	0	0	0	0
Bancoorah School, ...	904	4	7	0	0	0	0	0	0	0	0	0	0	0	0
Baraset School, ...	700	2	6	0	0	0	0	0	0	2	0	0	0	0	0
Howrah School, ...	1360	0	0	0	0	0	7	2	1	2	0	0	0	0	0
Sylhet School, ...	119	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ooterparah School, ...	2155	0	0	120	9	6	5	2	9	0	0	0	0	0	0
Kissenpore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colehan School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	28109	14	2	1347	6	11	1630	8	6	277	0	5	8933	1	11
Arracan Provinces.															
Akyab School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ramree 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
Tenasserim Provinces.															
Moulmein 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
Assam.															
Kamroop School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gowhatty School, ...	0	0	0	0	0	0	3	8	0	0	0	0	0	0	0
Seebsaugur School, ...	0	0	0	0	0	0	23	5	7	0	0	0	0	0	0
10-Pergunnahs' Schools, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deebrooghur School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Luckimpore School, ...	0	0	0	0	0	0	4	13	6	0	0	0	0	0	0
Saikwa School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong School, ...	0	0	0	0	0	0	2	8	0	1	0	0	0	0	0
	0	0	0	0	0	0	34	3	1	1	0	0	0	0	0

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Dix E.

Education Department for the Year 1849-50.

Interest.			Vernacular Schools.			Miscellaneous Receipts.			Total.			Parliamentary and Govt. Grants for Establishment and Scholarships.			Grand Total.		
1971	1	3	0	0	0	0	0	0	33271	15	1	0	0	0	33271	15	1
0	0	0	0	0	0	0	0	0	704	7	9	24669	13	0	25374	4	9
0	0	0	0	0	0	0	0	0	565	4	11	108378	10	1	108943	15	0
0	0	0	0	0	0	0	0	0	624	3	1	32000	0	0	32624	3	1
0	0	0	0	0	0	0	0	0	9217	13	2	6270	0	0	15487	13	2
0	0	0	0	0	0	0	0	0	1262	11	6	0	0	0	1262	11	6
0	0	0	0	0	0	0	0	0	910	8	6	0	0	0	910	8	6
1971	1	3	0	0	0	0	0	0	46567	0	0	171318	7	1	217875	7	1
42913	0	6	0	0	0	0	0	0	59792	11	11	0	0	0	59792	11	11
0	0	0	0	0	0	0	0	0	2336	3	8	0	0	0	2336	3	8
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	84	7	2	0	0	0	84	7	2
0	0	0	0	0	0	0	0	0	4337	8	0	0	0	0	4337	8	0
0	0	0	0	0	0	0	0	0	651	4	0	0	0	0	651	4	0
0	0	0	0	0	0	0	0	0	5521	11	10	20000	0	0	25521	11	10
0	0	0	0	0	0	0	0	0	437	12	0	0	0	0	437	2	0
0	0	0	0	0	0	0	0	0	946	12	0	0	0	0	946	12	0
0	0	0	0	0	0	0	0	0	364	13	11	3000	0	0	3364	13	11
0	0	0	0	0	0	0	0	0	305	3	8	0	0	0	305	3	8
0	0	0	0	0	0	88	0	0	323	0	4	0	0	0	323	0	4
0	0	0	0	0	0	0	0	0	1004	12	0	0	0	0	1004	12	0
0	0	0	0	0	0	0	0	0	1203	10	6	0	0	0	1203	10	6
0	0	0	0	0	0	0	0	0	186	8	0	0	0	0	186	8	0
0	0	0	0	0	0	0	0	0	427	14	0	3000	0	0	3427	14	0
0	0	0	0	0	0	0	0	0	904	4	7	3000	0	0	3904	4	7
0	0	0	0	0	0	0	0	0	702	2	6	3000	0	0	3702	2	6
0	0	0	0	0	0	0	0	0	1369	2	1	3000	0	0	4369	2	1
0	0	0	0	0	0	0	0	0	119	0	0	2400	0	0	2519	0	0
0	0	0	0	0	0	0	0	0	2280	12	3	0	0	0	2280	12	3
0	0	0	0	0	0	0	0	0	0	0	0	1050	0	0	1050	0	0
0	0	0	0	0	0	0	0	0	0	0	0	875	0	0	875	0	0
42913	0	6	0	0	0	88	0	0	83299	0	5	39325	0	0	122624	0	5
0	0	0	0	0	0	0	0	0	0	0	0	6000	0	0	6000	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	6000	0	0	6000	0	0
0	0	0	0	0	0	0	0	0	0	0	0	6000	0	0	6000	0	0
0	0	0	0	0	0	0	0	0	0	0	0	6000	0	0	6000	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1932	0	0	1932	0	0
0	0	0	0	0	0	0	0	0	3	8	0	530	0	0	533	8	0
0	0	0	0	0	0	0	0	0	28	5	7	3120	0	0	3143	5	7
0	0	0	0	0	0	0	0	0	0	0	0	900	0	0	900	0	0
0	0	0	0	0	0	0	0	0	0	0	0	816	0	0	816	0	0
0	0	0	0	0	0	0	0	0	0	0	0	768	0	0	768	0	0
0	0	0	0	0	0	0	0	0	4	13	6	420	0	0	424	13	6
0	0	0	0	0	0	0	0	0	0	0	0	300	0	0	300	0	0
0	0	0	0	0	0	0	0	0	3	8	0	1080	0	0	1083	8	0
0	0	0	0	0	0	0	0	0	35	3	1	9866	0	0	9901	3	1

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Districts and School Stations.	Tuition.			Sale of Books, &c.			Charges Refunded.			Fees and Fines.			Collections from the lands belonging to the School Fund.		
Vernacular Schools.															
Bhaugulpore Division,...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dacca Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad Division, ...	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
Miscellaneous.															
Secretary to the Council of Education,	0	0	0	344	8	0	1600	0	0	5	0	0	0	0	0
Government Book Agent.	0	0	0	0	0	0	2182	10	3	0	0	0	0	0	0
	0	0	0	344	8	0	3782	10	3	5	0	0	0	0	0
	69120	4	5	1770	7	11	8707	1	4	520	4	5	8933	1	11

Deduct, Amount allotted to the North-Western Provinces out of the Parliamentary and the hands of the Government Agent, for the year 1849-50, ...

Additional Balance due to Government by Education Department on the 30th

Out of this balance, Rupees 52,933-3-4½ will be paid by the Government Agent into the Gene- No. 436, dated 2nd August 1850.

(True Copy,)

W. Seton-Karr,

Under Secy. to the Govt. of Bengal.

Fort William, Office of Account, General Department,
***The 9th August* 1851.**

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Interest.			Vernacular Schools.			Miscellaneous Receipts.			Total.			Parliamentary and Govt. Grants for Establishment and Scholarships.			Grand Total.		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	1	15	0	0	0	0	1	15	0	0	0	0	1	15	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	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	21	10	0	0	0	0	21	10	0	0	0	0	21	10	0
0	0	0	23	9	0	0	0	0	23	9	0	0	0	0	23	9	0
24080	11	2	0	0	0	0	0	0	26030	3	2	263367	6	8	289397	9	10
0	0	0	0	0	0	0	0	0	2182	10	3	0	0	0	2182	10	3
24080	11	2	0	0	0	0	0	0	28212	13	5	266367	6	8	291580	4	1
68964	12	11	23	9	0	88	0	0	158127	9	11	495876	13	9	654004	7	8
Government new Grants and of the Interests of the General Funds in															123991	10	0
															530012	13	8
April 1850, ...															80509	1	1½
Company's Rupees,...															610521	14	9½

ral Treasury, *vide* letter from Mr. Under Secretrary Seton-Karr to the Government Agent, E. E.

(Signed) R. WALKER,
Accountant to the Govt. of Bengal.

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Sketch Statement of Charges on account of the

Districts and School Stations.	Establishment.			Scholarship Prizes, &c.			Stipends.			House Rent.			Purchase of Books.			Contingencies.			Deposits Refunded, &c.		
Balance on the 30th April 1849, ...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	...	...	...	.....	...	...	...	...	...
Institutions at the Presidency.																					
Hindu College, ...	51363	6	0	12105	9	6	0	0	0	1680	0	0	0	0	0	2438	5	10	0	0	0
Sanscrit College, ...	14508	0	0	5886	0	0	0	0	0	0	0	0	250	0	0	486	0	9	0	0	0
Medical College, ...	66855	15	9	819	0	0	5368	9	2	787	6	8	256	8	0	5697	2	4	0	0	0
Calcutta Mudrissa, ...	23744	13	10	3936	0	0	0	0	0	0	0	0	0	0	0	1001	15	0	0	0	0
School Society's School, ...	10274	4	0	192	0	0	0	0	0	0	0	0	0	0	0	396	13	3	0	0	0
Pautshala, ...	1944	0	0	0	0	0	0	0	0	0	0	0	0	0	0	146	5	6	0	0	0
Normal School, ...	5343	8	4	0	0	0	835	5	8	490	0	0	0	0	0	161	5	0	0	0	0
	174033	15	11	22938	9	6	6203	14	10	2957	6	8	506	8	0	10327	15	8	0	0	0
Institutions in the Mofussil. —Lower Provinces.																					
Moohummud Mohsin's College, ...	59887	10	9	9256	7	10	0	0	0	0	0	0	0	0	0	1944	15	1	7	10	0
Branch School, ...	6948	0	0	157	1	4	0	0	0	0	0	0	0	0	0	241	2	4	35	5	3
Infant School, ...	1500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47	8	6	0	0	0
Seetapore School, ...	2052	0	2	0	0	0	0	0	0	0	0	0	0	0	0	82	8	8	0	0	0
Dacca College, ...	28607	9	9	4167	5	2	0	0	0	0	0	0	0	0	0	348	11	9	0	0	0
Patna School, ...	6474	0	0	0	0	0	0	0	0	650	0	0	0	0	0	46	3	6	0	0	0
Kishnaghur College, ...	27960	0	0	1396	8	6	0	0	0	1500	0	0	0	0	0	675	2	0	0	0	0
Chittagong School, ...	5189	7	2	0	0	0	0	0	0	0	0	0	0	0	0	67	2	0	0	0	0
Bauleah School, ...	5307	13	4	0	0	0	0	0	0	0	0	0	0	0	0	77	13	6	0	0	0
Bhaugulpore School, ...	5244	0	0	48	0	0	819	0	0	600	0	0	0	0	0	146	13	3	0	0	0
Cuttack School, ...	3187	13	10	0	0	0	0	0	0	0	0	0	0	0	0	105	10	3	0	0	0
Commillah School, ...	3571	9	9	0	0	0	0	0	0	0	0	0	0	0	0	207	5	8	0	0	0
Jessore School, ...	3601	7	11	0	0	0	0	0	0	9	7	9	0	0	0	130	9	6	0	0	0
Midnapore School, ...	6045	2	0	0	0	0	0	0	0	0	0	0	0	0	0	30	12	1	0	0	0
Mozufferpore School, ...	1165	15	4	0	0	0	0	0	0	0	0	0	0	0	0	102	15	3	0	0	0
Burdwan School, ...	2919	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	14	0	0	0	0
Bancoorah School, ...	2283	14	2	0	0	0	0	0	0	0	0	0	0	0	0	50	13	3	0	0	0
Baraset School, ...	3108	0	0	0	0	0	0	0	0	0	0	0	0	0	0	55	8	0	0	0	0
Howrah School, ...	3098	2	7	192	0	0	0	0	0	0	0	0	0	0	0	32	14	9	30	0	0
Sylhet School, ...	1680	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	8	0	0	0	0
Ooterparah School, ...	3901	5	4	192	0	0	0	0	0	0	0	0	0	0	0	59	0	0	36	0	0
Barrackpore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	8	0	0	0	0
Kissenpore School, ...	780	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colchan School, ...	630	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	185143	0	0	15409	6	10	819	0	0	2759	7	9	0	0	0	4496	7	4	108	15	3
Arracan Province.																					
Akyab School, ...	1950	0	0	0	0	0	0	0	0	0	0	0	0	0	0	339	0	0	0	0	0
Ramree School, ...	2496	0	0	0	0	0	0	0	0	0	0	0	0	0	0	118	0	0	0	0	0
	4446	0	0	0	0	0	0	0	0	0	0	0	0	0	0	457	0	0	0	0	0
Tenasserim Provinces.																					
Moulmein School, ...	4860	0	0	0	0	0	0	0	0	0	0	0	0	0	0	184	9	6	0	0	0
Mergui School, ...	900	0	0	0	0	0	0	0	0	0	0	0	0	0	0	110	1	4	0	0	0
	5760	0	0	0	0	0	0	0	0	0	0	0	0	0	0	294	10	10	0	0	0

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Education Department for the Year 1849-50.

Pensions.			Batta, gratuity and House-rent, &c., of Professors and others.			Ceylon Students.			Book Allowance.			Vernacular Schools.			Repairs of the School Houses.			Dead Stock.			Amount of passage, outfit and expences of the Medical Students who proceeded to Europe.			Total.		
.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	52933	3	4½
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67587	5	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21130	0	9
0	0	0	15533	0	5	2351	10	0	0	0	0	0	0	0	0	0	0	0	0	0	11274	10	8	108943	15	0
96	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28778	12	10
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10863	1	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2090	5	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6830	3	0
96	0	0	15533	0	5	2351	10	0	0	0	0	0	0	0	0	0	0	0	0	0	11274	10	8	246223	11	8
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3290	11	7	0	0	0	0	0	0	74387	7	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7381	8	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1547	8	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2134	8	10
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17783	2	5	0	0	0	50906	13	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7170	3	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31531	10	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	168	7	4	0	0	0	0	0	0	5425	0	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2762	11	3	0	0	0	8148	6	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	428	0	6	0	0	0	7285	13	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	8	8	0	0	0	0	0	0	3308	0	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	1	1	0	0	0	0	0	0	3829	0	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3741	9	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6075	14	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1268	14	7
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2950	14	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	2334	11	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3163	8	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	3353	1	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49	0	0	0	0	0	0	0	0	1734	8	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	4188	5	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	8	0
0	0	0	0	0	0	0	0	0	0	0	0	120	0	0	0	0	0	0	0	0	0	0	0	900	0	0
0	0	0	0	0	0	0	0	0	0	0	0	120	0	0	0	0	0	0	0	0	0	0	0	750	0	0
0	0	0	0	0	0	0	0	0	0	0	0	240	0	0	3572	12	8	20973	14	2	0	0	0	223523	0	1
0	0	0	0	0	0	0	0	0	0	0	0	285	0	0	7	5	11	0	0	0	0	0	0	2881	5	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2614	0	0
0	0	0	0	0	0	0	0	0	0	0	0	585	0	0	7	5	11	0	0	0	0	0	0	5495	5	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	9	0	0	0	0	0	0	5051	0	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	147	12	0	0	0	0	0	0	0	1157	13	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	154	2	9	0	0	0	0	0	0	6208	13	7

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Districts and School Stations.	Establishment.			Scholarship Prizes, &c.			Stipends.			House Rent.			Purchase of Books.			Contingencies.			Deposits Refunded, &c.		
Assam.																					
Assam School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	176	0	0	0	0	0
Gowhatty School, ...	3542	0	0	0	0	0	198	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Seebsaugur School, ...	816	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10-Pergunnahs' School, ...	858	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deebrooghur School, ...	806	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung School, ...	1080	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Luckimpore School, ...	423	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Saikwa School, ...	344	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong School, ...	1322	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9192	0	0	0	0	0	198	0	0	0	0	0	0	0	0	176	0	0	0	0	0
Vernacular Schools.																					
Dacca Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patna Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad Division, ...	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	0	0	0	0	0	0	0	0	0	0
Miscellaneous.																					
Government Book Agent, ...	1308	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1002	14	9	0	0	0
Secretary to the Council of Education, ...	4770	6	0	0	0	0	0	0	0	0	0	0	0	0	0	4502	0	6	0	0	0
Inspector of Schools and Colleges of the L. Provs.,	5703	10	9	0	0	0	0	0	0	0	0	0	0	0	0	1386	12	3	0	0	0
Ditto Do. of the Assam Provinces, ...	3900	0	0	0	0	0	0	0	0	0	0	0	0	0	0	835	8	0	0	0	0
	15682	0	9	0	0	0	0	0	0	0	0	0	0	0	0	7727	3	6	0	0	0
	394257	0	9	38348	0	4	7220	14	10	5716	14	5	506	8	0	23479	5	4	108	15	3

(True Copy)

W. Seton-Karr,
Under Secy. to the Govt. of Bengal.

Fort William, Office of Account, General Department,
The 9th August, 1850.

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Pensions,			Batta, gratuity and House-rent, &c., of Professors and others.			Ceylon Students.			Book Allowance.			Vernacular Schools.			Repairs of the School Houses.			Dead Stock.			Amount of passage, outfit and expences of the Medical Students who proceeded to Europe.			Total.		
0	0	0		0	0		0	0		0	0	0	814	10	8	0	0	0	0	0	0	0	0	0	814	10	8
0	0	0		0	0		0	0		0	0	0	0	0	0	371	1	7	0	0	0	0	0	0	4287	1	7
0	0	0		0	0		0	0	4	0	0	0	0	0	0	137	9	9	0	0	0	0	0	0	953	9	9
0	0	0		0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	858	0	0
0	0	0		0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	806	8	0
0	0	0		0	0		0	0		0	0	0	0	0	0	106	15	7	0	0	0	0	0	0	1186	15	7
0	0	0		0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	423	8	0
0	0	0		0	0		0	0		0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	344	0	0
0	0	0		0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1322	0	0
0	0	0		0	0		0	0		0	0	0	814	10	8	615	10	11	0	0	0	0	0	0	10996	5	7
0	0	0		0	0		0	0		0	0	0	1338	0	0	0	0	0	0	0	0	0	0	0	1338	0	0
0	0	0		0	0		0	0		0	0	0	3148	0	0	0	0	0	0	0	0	0	0	0	3148	0	0
0	0	0		0	0		0	0		0	0	0	2195	5	8	0	0	0	0	0	0	0	0	0	2195	5	8
0	0	0		0	0		0	0		0	0	0	965	0	0	0	0	0	0	0	0	0	0	0	965	0	0
0	0	0		0	0		0	0		0	0	0	1090	0	0	0	0	0	0	0	0	0	0	0	1090	0	0
0	0	0		0	0		0	0		0	0	0	1770	3	4	0	0	0	0	0	0	0	0	0	1770	3	4
0	0	0		0	0		0	0		0	0	0	2251	9	4	0	0	0	0	0	0	0	0	0	2251	9	4
0	0	0		0	0		0	0		0	0	0	12758	2	4	0	0	0	0	0	0	0	0	0	12758	2	4
0	0	0		0	0		0	0	0	18974	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21284	14	9
0	0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9272	6	6
0	0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7090	7	0
0	0	0		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4735	8	0
0	0	0		0	0		0	0	0	18974	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42333	4	3
96	0	0	15533	0	5	2351	10	0	18974	0	0	14397	13	0	4350	0	3	20973	14	2	11274	10	8	557588	11	5
																								Company's Rupees, ...	610521	14	9½

E. E.

(Signed) R. WALKER,

Accountant to the Govt. of Bengal.

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Sketch Statement of Receipts on account of the

Districts and School Stations.	Tuition.			Sale of Books, &c.			Charges Refunded.			Fees and Fines.			Collections from the lands belonging to the School Fund.			Interest.		
Institutions of the Presidency.																		
Hindu College, ...	27770	7	7	0	0	0	873	9	1	10	0	0	0	0	0	1659	7	8
Sanscrit College, ...	0	0	0	0	0	0	242	7	8	0	0	0	0	0	0	0	0	0
Medical College, ...	0	0	0	1502	10	6	326	2	0	9	0	0	0	0	0	0	0	0
Calcutta Mudrissa, ...	484	0	0	0	0	0	131	5	4	3	0	0	0	0	0	0	0	0
Hindu College Branch School,	9736	8	6	0	0	0	141	12	2	0	0	0	0	0	0	0	0	0
Pautshala School, ...	1234	11	9	0	0	0	2	5	4	0	0	0	0	0	0	0	0	0
	39225	11	10	1502	10	6	1717	9	7	22	0	0	0	0	0	1659	7	8
Institutions in the Mofussil, —Lower Provinces.																		
Moohummud Mohsin's College,	6455	0	0	975	4	9	49	0	0	111	0	0	5855	0	0	23472	1	10
Branch School, ...	2388	0	0	43	5	3	0	0	0	23	0	0	0	0	0	0	0	0
Infant School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Seetapore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dacca College, ...	4201	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patna School, ...	591	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kishnaghur College, ...	4984	0	0	0	0	0	153	0	0	114	0	0	0	0	0	0	0	0
Chittagong School, ...	463	0	0	19	0	0	14	0	0	0	0	0	0	0	0	0	0	0
Bauleah School, ...	868	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore School, ...	536	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack School, ...	331	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commillah School, ...	438	0	0	3	0	0	96	0	0	0	0	0	0	0	0	0	0	0
Jessore School, ...	912	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Midnapore School, ...	1161	0	0	0	0	0	622	0	0	0	0	0	0	0	0	0	0	0
Mozufferpore School, ...	141	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1685	0	0
Burdwan School, ...	450	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bancoorah School, ...	853	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Baraset School, ...	934	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Howrah School, ...	1450	0	0	0	0	0	45	6	9	0	0	0	0	0	0	0	0	0
Sylhet School, ...	134	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ooterparah School, ...	2510	0	0	0	0	0	112	13	2	0	0	0	5300	0	0	0	0	0
Kissenpore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colehan School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russapuglah School, ...	477	5	3	0	0	0	128	7	6	0	0	0	0	0	0	0	0	0
Gyah School, ...	151	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30428	5	3	1047	10	0	1220	11	5	250	0	0	10955	0	0	25157	1	10
Arracan Provinces.																		
Akyab School, ...	0	0	0	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ramree School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenasserim Provinces.																		
Moulmein School, ...	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assam.																		
Kamroop Schools, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gowhatty Schools, ...	0	0	0	0	0	0	250	0	0	0	0	0	0	0	0	0	0	0
Seebsaugur Schools, ...	0	0	0	0	0	0	23	0	0	0	0	0	0	0	0	0	0	0
10-Pergunnahs' Schools, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debrooghur Schools, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung Schools, ...	0	0	0	0	0	0	39	0	0	0	0	0	0	0	0	0	0	0
Luckimpore Schools, ...	0	0	0	0	0	0	221	0	0	0	0	0	0	0	0	0	0	0
Saikwa Schools, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong Schools, ...	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	555	0	0	0	0	0	0	0	0	0	0	0

* Balance of School Fund heretofore

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***Education Department for the Year* 1850-51.**

Advances Recoverable.			Donation, &c., from Individuals.			Vernacular Schools.			Miscellaneous Receipts.			Amount received from the Offg. Govt. Agent being overdrawn by the Education Department.			Book Allowance written back.			Total.			Parliamentary and Government Grants for Establishment and Scholarships.			Grand Total.		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30313	8	4	0	0	0	30313	8	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	242	7	8	24669	13	0	24912	4	8
400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2237	12	6	103284	15	4	105522	11	10
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	618	5	4	36150	0	0	36768	5	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9878	4	8	6270	0	0	16148	4	8
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1237	1	1	0	0	0	1237	1	1
400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44527	7	7	170374	12	4	214902	3	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36717	6	7	0	0	0	36717	6	7
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2454	5	3	0	0	0	2454	5	3
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	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	0	0	0	0	0	0	0	0	4201	0	0	0	0	0	4201	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	591	0	0	0	0	0	591	0	0
0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5301	0	0	20000	0	0	25301	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	496	0	0	0	0	0	496	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	868	0	0	0	0	0	868	0	0
0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	538	0	0	3000	0	0	3538	0	0
0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	339	0	0	0	0	0	339	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	537	0	0	0	0	0	537	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	912	0	0	0	0	0	912	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1783	0	0	0	0	0	1783	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1826	0	0	0	0	0	1826	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	450	0	0	3000	0	0	3450	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	853	0	0	3000	0	0	3853	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	936	0	0	3000	0	0	3936	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1495	6	9	3000	0	0	4495	6	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	134	0	0	2400	0	0	2534	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7922	13	2	0	0	0	7922	13	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1800	0	0	1800	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1500	0	0	1500	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	605	12	9	7200	0	0	7805	12	9
0	0	0	145	0	0	0	0	0	2	0	0	0	0	0	0	0	0	298	0	0	954	0	0	1252	0	0
0	0	0	195	0	0	0	0	0	5	0	0	0	0	0	0	0	0	69258	12	6	48854	0	0	118112	12	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	0	0	6000	0	0	6028	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	0	0	6000	0	0	6028	0	0
0	0	0	0	0	0	0	0	0	*4394	0	0	0	0	0	0	0	0	4415	0	0	6000	0	0	10415	0	0
0	0	0	0	0	0	0	0	0	4394	0	0	0	0	0	0	0	0	4415	0	0	6000	0	0	10415	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2402	0	0	2402	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	250	0	0	60	0	0	310	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	0	0	3120	0	0	3143	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	900	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	816	0	0	816	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39	0	0	768	0	0	807	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	221	0	0	420	0	0	641	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	300	0	0	300	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	0	0	1080	0	0	1102	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	555	0	0	9866	0	0	10421	0	0

kept out of the Treasury accounts.

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Districts and School Stations.	Tuition.			Sale of Books, &c.			Charges Refunded.			Fees and Fines.			Collections from the lands belonging to the School Fund.			Interest.		
Vernacular Schools.																		
Bhaugulpore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dacca Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad Division, ...	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	0	0	0	0
Miscellaneous.																		
Secretary to the Council of Education, ...	0	0	0	3	8	0	0	0	0	0	0	0	0	0	0	24076	10	11
Government Book Agent, ...	0	0	0	0	0	0	8862	2	10	0	0	0	0	0	0	0	0	0
	0	0	0	3	8	0	8862	2	10	0	0	0	0	0	0	24076	10	11
	69654	1	1	2602	12	6	12355	7	10	272	0	0	10955	0	0	50893	4	5

Deduct amount allotted to the North-Western Provinces out of the Parliamentary and Government Agent for the year 1850-51,... ....

Add balance due to Government by Education Department on the 30th April 1851, ...

(True Copy)

R. Walker,

Accountant to the Govt. of Bengal.

Fort William, Office of Account, General Department,
***The 17th September* 1851.**

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Advances Recoverable.			Donation, &c., from Individuals.			Vernacular Schools.			Miscellaneous Receipts.			Amount received from the Offg. Govt. Agent being overdrawn by the Education Department.			Book Allowance written back.			Total.			Parliamentary and Government Grants for Establishment and Scholarships.			Grand Total.		
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	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	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	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	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	100	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	100	0	0
0	0	0	0	0	0	102	0	0	0	0	0	0	0	0	0	0	0	102	0	0	0	0	0	102	0	0
0	0	0	0	0	0	0	0	0	0	0	0	52933	3	4	0	0	0	77013	6	3	267867	6	8	344880	12	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4550	0	0	13412	2	10	0	0	0	13412	2	10
0	0	0	0	0	0	0	0	0	0	0	0	52933	3	4	4550	0	0	90425	9	1	267867	6	8	358292	15	9
400	0	0	195	0	0	102	0	0	4399	0	0	52933	3	4	4550	0	0	209311	13	2	508962	3	0	718274	0	2
New Grants and of the Interest of the General Fund in the hands of the Government																								123991	10	0
																								594282	6	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12353	5	1½
																								Company's Rupees, ...	606635	11	3½

E. E.

(Signed) R. WALKER,

Accountant to the Govt. of Bengal.

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Sketch Statement of Charges on account of the

Districts and School Stations.	Establishment.			Scholarship Prizes, &c.			Stipends.			House Rent.			Purchase of Books.			Contingencies.		
Balance on the 30th April 1850,	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...
Institutions at the Presidency.																		
Hindu College, ...	49327	5	6	7843	9	3	0	0	0	1680	0	0	0	0	0	2325	8	7
Sanscrit College, ...	14651	4	0	3928	8	0	0	0	0	420	0	0	255	0	0	500	11	5
Medical College, ...	64492	15	8	819	0	0	5716	15	2	822	9	3	2697	1	2	13785	12	1
Calcutta Mudrissa, ...	23143	5	10	3546	8	6	0	0	0	0	0	0	0	0	0	1550	0	0
Hindu College Branch School,...	9911	9	4	288	0	0	0	0	0	0	0	0	0	0	0	436	3	5
Pautshala, ...	1944	0	0	0	0	0	0	0	0	0	0	0	0	0	0	142	15	9
	163470	8	4	16425	9	9	5716	15	2	2922	9	3	2952	1	2	18741	3	3
Institutions in the Mofussil. —Lower Provinces.																		
Moohummud Mohsin's College,..	60864	0	0	9438	0	0	0	0	0	0	0	0	0	0	0	1367	0	0
Branch School, ...	6942	0	0	240	0	0	0	0	0	0	0	0	0	0	0	223	0	0
Infant School, ...	1500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	0	0
Seetapore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dacca College, ...	28065	3	0	4751	0	0	0	0	0	0	0	0	0	0	0	402	0	0
Patna School, ...	5427	0	0	0	0	0	0	0	0	550	0	0	0	0	0	63	0	0
Kishnaghur College, ...	27918	0	0	6395	0	0	0	0	0	1500	0	0	0	0	0	730	11	6
Chittagong School, ...	5017	0	0	0	0	0	0	0	0	0	0	0	0	0	0	102	0	0
Bauleah School, ...	5269	0	0	0	0	0	0	0	0	0	0	0	0	0	0	122	0	0
Bhaugulpore School, ...	5197	0	0	0	0	0	657	0	0	600	0	0	0	0	0	218	0	0
Cuttack School, ...	3270	0	0	0	0	0	0	0	0	0	0	0	0	0	0	71	0	0
Commillah School, ...	3420	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0
Jessore School, ...	3890	0	0	0	0	0	0	0	0	9	0	0	0	0	0	189	0	0
Midnapore School, ...	5347	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	0	0
Mozufferpore School, ...	1200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	145	0	0
Burdwan School, ...	2647	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52	0	0
Bancoorah School, ...	2316	0	0	0	0	0	0	0	0	4	0	0	0	0	0	70	0	0
Baraset School, ...	3096	5	4	0	0	0	0	0	0	0	0	0	0	0	0	85	0	0
Howrah School, ...	2982	3	5	288	0	0	0	0	0	0	0	0	0	0	0	50	7	0
Sylhet School, ...	1819	0	0	0	0	0	0	0	0	0	0	0	0	0	0	144	0	0
Ooterparah School, ...	4010	14	2	312	0	0	0	0	0	0	0	0	0	0	0	56	15	0
Barrackpore School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0
Kissenpore School, ...	1560	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colehan School, ...	1260	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russapuglah School, ...	3990	0	0	0	0	0	0	0	0	600	0	0	321	5	3	99	0	0
Gyah School, ...	1245	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0
	188256	9	11	21424	0	0	657	0	0	3263	0	0	321	5	3	4282	1	6
Arracan Province.																		
Akyab School,..	1650	0	0	0	0	0	0	0	0	0	0	0	0	0	0	253	0	0
Ramree School, ...	2288	0	0	0	0	0	0	0	0	0	0	0	0	0	0	110	0	0
	3938	0	0	0	0	0	0	0	0	0	0	0	0	0	0	363	0	0
Tenasserim Provinces.																		
Moulmein School, ...	2350	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	0	0
Mergui School, ...	514	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	0	0
	2864	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	0	0

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Education Department for the Year 1850-51.

Pensions.			Batta, Gratuity and House-rent, &c., of Professors and others.			Ceylon Students.			Book Allowance.			Vernacular Schools.			Repairs of the School Houses.			Dead Stock.			Advances recoverable.			Total.		
...	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	80509	1	1½
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	15	10	0	0	0	0	0	0	61207	7	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19755	7	5
0	0	0	11244	6	6	224	0	0	5320	0	0	0	0	0	0	0	0	0	0	0	400	0	0	105522	11	10
96	0	0	0	0	0	0	0	0	0	0	0	0	0	0	715	14	2	0	0	0	0	0	0	29051	12	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10635	12	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2086	15	9
96	0	0	11244	6	6	224	0	0	5320	0	0	0	0	0	746	14	0	0	0	0	400	0	0	228260	3	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	657	14	5	0	0	0	0	0	0	72326	14	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	0	0	0	0	0	0	0	0	7434	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	1536	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	0	0	0	0	0	0	0	0	0	0	0	0	130	14	3	0	0	0	0	0	0	33349	1	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6040	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	55	7	0	0	0	0	0	0	0	36599	2	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	310	5	2	0	0	0	0	0	0	5429	5	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6336	11	11	0	0	0	11727	11	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6672	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	181	15	1	0	0	0	0	0	0	3522	15	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	89	9	0	0	0	0	0	0	0	3515	9	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	4092	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	5384	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	1345	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	2699	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	200	0	0	0	0	0	2590	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	800	0	0	0	0	0	3981	5	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	15	0	0	0	0	0	0	0	3322	9	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1963	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	4379	13	2
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	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	1560	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	1260	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	5010	5	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1252	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1456	15	11	7336	11	11	0	0	0	226997	12	6
0	0	0	0	0	0	0	0	0	0	0	0	495	0	0	0	0	0	2551	0	0	0	0	0	4949	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	2398	0	0
0	0	0	0	0	0	0	0	0	0	0	0	495	0	0	0	0	0	2551	0	0	0	0	0	7347	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	132	7	5	0	0	0	0	0	0	2511	7	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	545	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	132	7	5	0	0	0	0	0	0	3056	7	5

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Districts and School Stations.	Establishment.			Scholarship Prizes, &c.			Stipends.			House Rent.			Purchase of Books.			Contingencies.		
Assam.																		
Gowhatty Schools, ...	4172	0	0	0	0	0	234	0	0	0	0	0	0	0	0	120	0	0
Seebsaugur Schools, ...	624	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10-Pergunnahs' Schools, ...	1038	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debrooghur Schools, ...	696	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung Schools, ...	1080	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Luckimpore Schools, ...	220	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Saikwa Schools, ...	275	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong Schools, ...	972	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9077	0	0	0	0	0	234	0	0	0	0	0	0	0	0	120	0	0
Vernacular Schools.																		
Dacca Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patna Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rungpore Division, ...	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	0	0	0	0
Miscellaneous.																		
Government Book Agent, ...	1308	0	0	0	0	0	0	0	0	0	0	0	0	0	0	772	1	6
Secretary to the Council of Education, ...	7062	6	0	0	0	0	0	0	0	0	0	0	141	0	0	7780	14	1
Inspector of Schools and Colleges of the Lower Provinces,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0
Ditto Ditto of Assam,... ...	3300	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1219	0	0
	11670	6	0	0	0	0	0	0	0	0	0	0	141	0	0	9772	7	7
	379276	8	3	37849	9	9	6607	15	2	6185	9	3	3414	6	5	33338	12	4

(True Copy)

R. Walker,
Accountant to the Govt. of Bengal.

Fort William, Office of Account, General Department,
The 17th September 1851.

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Pensions.			Batta, Gratuity and House-rent, &c., of Professors and others.			Ceylon Students.			Book Allowance.			Vernacular Schools.			Repairs of the School Houses.			Dead Stock.			Advances recoverable.			Total.		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	345	5	1	0	0	0	0	0	0	4871	5	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	624	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	1038	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	696	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	1080	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	220	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	275	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	972	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	345	5	1	0	0	0	0	0	0	9776	5	1
0	0	0	0	0	0	0	0	0	0	0	0	1140	0	0	0	0	0	0	0	0	0	0	0	1140	0	0
0	0	0	0	0	0	0	0	0	0	0	0	2723	0	0	0	0	0	0	0	0	0	0	0	2723	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1927	0	0	0	0	0	0	0	0	0	0	0	1927	0	0
0	0	0	0	0	0	0	0	0	0	0	0	688	0	0	0	0	0	0	0	0	0	0	0	688	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1423	0	0	0	0	0	0	0	0	0	0	0	1423	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1555	0	0	0	0	0	0	0	0	0	0	0	1555	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1220	0	0	80	4	4	0	0	0	0	0	0	1300	4	4
0	0	0	0	0	0	0	0	0	0	0	0	752	0	0	0	0	0	0	0	0	0	0	0	752	0	0
0	0	0	0	0	0	0	0	0	0	0	0	11428	0	0	80	4	4	0	0	0	0	0	0	11508	4	4
0	0	0	0	0	0	0	0	0	17596	11	10	0	0	0	0	0	0	0	0	0	0	0	0	19676	13	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14984	4	1
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	8	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	4519	0	0
0	0	0	0	0	0	0	0	0	17596	11	10	0	0	0	0	0	0	0	0	0	0	0	0	39180	9	5
96	0	0	11244	6	6	224	0	0	22916	11	10	11923	0	0	2761	14	9	9887	11	11	400	0	0	526126	10	2
																								Company's Rupees, ...	606635	11	3½

E. E.

(Signed) R. WALKER,

Accountant to the Govt. of Bengal.

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Appendix F.

LIST OF DISTINGUISHED STUDENTS ACCORDING TO THE GOVERNOR GENERAL'S RESOLUTION.

10th October 1844.

1845.

First Class.

Hurry Mohun Chatterjee, (1) ... } *Hooghly College.*
Naurutton Mullick, (2) ... . } *Hooghly College.*

Second Class.

Nobin Chunder Doss, (3) ... ... } *Hooghly College.*
Juggessur Ghose, (4)... ... . } *Hooghly College.*
Juddonath Doss, (5) ... ... } *Hooghly College.*
Gunga Churn Saha, ... } *Hooghly College.*
Guru Churn Chatterjee, (6) ... } *Hooghly College.*
Guru Churn Doss, ... } *Hooghly College.*

(1) Dead.
(2) Moonsiff, Naraingunge, Dacca.
(3) Head Master, Beerbhoom School,—Salary, Rupees 150.
(4) Librarian, Hooghly College,—Salary, Rupees 50.
(5) Dead.
(6) Third Master, Kishnaghur College,—Salary, Rupees 65.

1846.

First Class.

Isser Chunder Mittre, (1) ... ... *Hindu College.*

Second Class.

Chunder Seekur Goopta, (2) ..... *Hooghly College.*
Gopal Lall Roy, (3) ... ... *Hindu College.*
Chundy Churn Shome, (4) ..... } *Hooghly College.*
Dwarkanath Chuckerbutty, (5) ... } *Hooghly College.*
Dinnobundoo Dey, (6) ... . } *Hindu College.*
Bono Mally Mittre,(7) ... ... } *Hindu College.*
Satcowry Roy, (8) ... ... *Hooghly College.*
Sibnarain Dutt, (9) ... ... *Hindu College.*
Calachand Bose, (10)... ... . *Hooghly College.*

(1) Head Assistant in the Abkary Commissioner's Office, Dacca Division,—Salary, Rupees 200.
(2) Assistant in the Adjusting Dept. of the Calcutta Mint,—Salary, Rupees 60.
(3) Dead.
(4) Dead.
(5) Fourth Teacher, Hooghly Branch School,—Salary, Rupees 50.
(6) Conservancy Commissioner.
(7) First Master, Junior Department, Hooghly College,—Salary, Rupees 100.
(8) Writer in the Hooghly Local Agency,—Salary, Rupees 60.
(9) Employed at Messrs. Mackey and Company.
(10) Mercantile employment, Ghazeepore.

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1847.

First Class.

Juggodishnath Roy, (1)	
Second Class.	
Rajkissore Ghose, ...	*Hindu College.*
Kedarnauth Sen, (2)	
Greesh Chunder Mittre, ...	
Prankisto Ghose, ...	
Isser Chunder Doss,...	*Hooghly College.*
Hurry Doss Ghose, (3)...	
Luchmun Sett, (4)	*Hindu College.*
R. Twidale, ...	*Hooghly College.*

(1) Sherishtadar of the Western Salt Chowkies, Howrah,—Salary, Rupees 100.
(2) Surveyor General's Office,—Salary, Rupees 40.
(3) Second Teacher, Baraset School,—Salary, Rupees 50.
(4) Employed in the General Treasury.

1848.

First Class.

Prosunno Coomar Surbadicary, (1)	
Second Class.	*Hindu College.*
Greesh Chunder Bose, ...	
Gopal Chunder Bhutto, (2)	*Hooghly College.*
Greesh Chunder Ghose, ...	*Hindu College.*

(1) Eleventh Master, Hindu College,—Salary, Rupees 50.
(2) Darogah Salt Chowkies, Howrah,—Salary, Rupees 30.

1849.

First Class.

Hurro Gobind Sen, (1)...	
Second Class.	
Radanath Bose, ...	*Hindu College.*
Roymohun Bose, (2)	
Gobind Lall Roy, (3)	

(1) Head Master, Bauleah School,—Salary, Rupees 150.
(2) Dead.
(3) Employed in the General Treasury.

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1850.

First Class.

Cally Prosunno Dutt, ...	*Hindu College.*

Second Class.

Ramsunker Sein, (1)	*Dacca College.*
Oma Churn Banerjee, ...	
Harendra Krishna Deb, (2)	*Hindu College.*
Kristo Chunder Dutt, ...	*Dacca College.*
Jodoo Nauth Ghose, ...	*Hooghly College.*

(1) Third Master, Junior Department, Dacca College,—Salary, Rupees 80.
(2) Deputy Magistrate,—Bauleah.

1851.

First Class.

Sree Nauth Doss, (1)	*Hindu College.*
Kally Prosunno Chatterjee, (2).....	*Hooghly College.*
Madusuden Chatterjee, (3)	*Hindu College.*

(1) Senior Scholarship-holder.
(2) Officiating Head Master, Russapuglah School.
(3) Senior Scholarship-holder.

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Appendix G.

Statement exhibiting the Number and Caste of the Pupils of the Government Colleges and Schools, on the 30th Sept. 1851.

INSTITUTIONS.	Christians.	Moohummudans.	Hindus.	Other Persuasions.	Total.	Remarks.
Hindu College, ...	...	...	471	...	471	
„ „ Pautshala,.....	...	...	216	...	216	
„ „ Branch School,	...	...	455	...	455	
Sanscrit College, ...	...	...	299	...	299	
Calcutta Mudrissa, ...	...	433	...	...	433	
Hooghly College, ...	2	6	389	...	397	
„ „ Branch Sch.,	2	2	160	...	164	
„ „ Mudrissa,...	...	145	18	...	163	
„ Mukhtub, ...	...	47	9	...	56	
Seetapore Mudrissa, ...	...	40	...	...	40	
Dacca College, ...	31	29	323	...	383	
Kishnaghur College, ...	1	7	205	...	213	
Chittagong School, ...	20	8	97	...	125	
Commillah School, ...	4	6	81	...	91	
Sylhet School, ...	1	11	80	...	92	
Bauleah School, ...	2	...	83	...	85	
Midnapore School, ...	1	7	117	...	125	
Cuttack School, ...	19	9	61	2*	91	* Jews.
Patna School, ...	15	14	26	...	55	
Bhaugulpore School, ...	...	20	61	33†	114	† Hill Boys.
Moozufferpore School, ...	...	2	21	...	23	
Gya School, ...	7	16	60	...	77	
Jessore School, ...	...	7	96	...	103	
Burdwan School, ...	...	3	71	...	74	
Bancoorah School, ...	...	...	74	...	74	
Baraset School, ...	...	...	174	...	174	
Howrah School, ...	...	6	123	...	129	
Ooterparah School, ...	...	...	175	...	175	
Barrackpore School, ...	...	2	88	...	90	
Russapuglah School, ...	...	37	10	...	47	
Assam, (72 Schools,) ...	...	474	3155	305‡	3934	‡ Most of these are probably Hindus.
Arracan, (2 Schools,)	3	72	1	169§	245	§ Mughs, Chinese,
Tenasserim, (2 Schools,) ...	...	...	...	...	110	Arrakanese, &c.
S. W. Frontier, (2 Schools,)	...	7	47	56‖	110	‖ Coles.
Grand Total, ...	102	1314	7408	565	9433	

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Secretary, Council of Education.

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Statement exhibiting the Number of Scholarship-holders, Free Scholars, Pay and Free Pupils, on the 30th Sept. 1851.

INSTITUTIONS.	Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
Hindu College, ...	33	5	410	23	471	
" " Pautshala, ...	...	...	216	.....	216	
" " Branch School,	...	...	443	12	455	
Sanscrit College, ...	28	5	.....	266	299	
Calcutta Mudrissa, ...	26	...	44	363	433	
Hooghly College, ...	22	7	339	29	397	
" " Branch Sch.,	...	...	139	25	164	
" " Mudrissa, ...	25	...	7	131	163	
" Mukhtub, ...	...	...	.....	56	56	
Seetapore Mudrissa,...	...	...	.....	40	40	
Dacca College, ...	24	7	352	.....	383	
Kishnaghur College,...	18	...	185	10	213	
Chittagong School,..	...	...	125	.....	125	
Commillah School, ...	1*	...	91	.....	91	* At the
Sylhet School, ...	1	...	77	15	92	Dacca
Bauleah School,...	...	...	82	3	85	College.
Midnapore School,...	...	...	123	2	125	
Cuttack School,...	...		91	.....	91	
Patna School,...	...	...	55	.....	55	
Bhaugulpore School,...	...	...	66	48	114	
Mozufferpore School, ...	...	...	19	4	23	
Gya School, ...	...	...	73	4	77	
Jessore School, ...	...	...	103	.....	103	
Burdwan School, ...	...	...	74	.....	74	
Bancoorah School,...	2	...	74	.....	74	
Baraset School, ...	4	...	167	7	174	
Howrah School, ...	2	...	129	.....	129	
Ooterparah School, ...	2	...	175	.....	175	
Barrackpore School, ...	...	...	90	.....	90	
Russapuglah School,...	...	...	2	45	47	
Assam Schools, ...	...	...	.....	3934	3934	
Arracan Schools, ...	...	...	.....	245	245	
Tenasserim Schools, ...	...	...	.....	110	110	
S. W. Frontier Schools, ...	...	...	.....	110	110	
Grand Total, ...	188	24	3751	3172	9433	

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Statement exhibiting the No. of Students studying different languages in the Colleges and Schools, on the 30th Sept. 1851.

INSTITUTIONS.	Sanscrit.	Persian and Arabic.	English.	Bengali.	Urdu.	Other Languages.	Total.	Remarks.
Hindu College, ...	...	...	471	471	...	...	471	
„ „ Pautshala,...	...	...	...	216	...	...	216	
„ „ Branch Sch.,	...	...	455	455	...	...	455	
Sanscrit College, ...	299	...	51	...	...	...	299	
Calcutta Mudrissa, ...	...	264	120	49	...	...	433	
Hooghly College, ...	...	...	397	397	...	...	397	
„ „ Branch Sch.,	...	...	164	164	...	...	164	
„ „ Mudrissa, ...	...	128	56	4	61	...	163	
„ Mukhtub,... ...	...	56	19	...	...	...	56	
Seetapore Mudrissa, ...	...	40	...	...	...	...	40	
Dacca College, ...	...	...	383	383	...	...	383	
Kishnaghur College, ...	...	...	213	213	...	...	213	
Chittagong School,... ...	...	...	125	125	...	...	125	
Commillah School,... ..	...	...	91	91	...	...	91	
Sylhet School,...	...	...	92	92	...	...	92	
Bauleah School, ...	...	...	85	85	...	...	85	
Midnapore School,... ...	...	...	125	125	...	...	125	
Cuttack School, ...	...	...	91	...	...	91*	91	* Oorya.
Patna School,...	...	28	55	...	40	34†	55	† Hindi.
Bhaugulpore School, ...	...	...	96	...	81	33‡	114	‡ Hindi.
Mozufferpore School,.....	...	...	19	...	23	...	23	
Gya School, ...	...	...	77	...	77	...	77	
Jessore School, ...	...	...	103	103	...	..	103	
Burdwan School, ...	...	...	74	74	...	...	74	
Bancoorah School,... ...	...	...	74	74	...	...	74	
Baraset School, ...	...	...	174	174	...	...	174	
Howrah School, ...	...	...	129	129	...	...	129	
Ooterparah School, ...	...	...	175	175	...	...	175	
Barrackpore School, ...	...	...	90	90	...	...	90	
Russapuglah School, ...	...	38	47	9	...	...	47	
Assam Schools, ...	...	...	...	...	...	...	3934	
Arracan Schools, ...	...	...	131	...	...	243§	245	§ Burmese.
S. W. Frontier Schools,...	..	...	59	80	...	...	110	
Tenasserim Schools, ...	...	...	110	...	...	110‖	110	‖ Burmese and Talaing.
Grand Total, ..	299	554	4241	3778	282	401	9433	

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Statement exhibiting the amount of Schooling Fees realized

INSTITUTIONS.	MONTHS.																	
	October. 1850.			November. 1850.			December 1850.			January 1851.			February 1851.			March 1851.		
Hindu College, ...	2291	14	1	2087	2	7	2524	9	7	2350	2	2	2429	12	11	2138	1	11
,, ,, Pautshala,... ...	78	8	0	104	8	0	148	0	0	153	0	6	90	12	0	73	0	0
,, ,, Branch School,...	727	12	9	629	6	9	878	1	9	1047	8	0	819	11	0	759	7	3
Calcutta Mudrissa, ...	36	0	0	35	0	0	33	0	0	48	0	0	47	0	0	46	0	0
Hooghly College, ...	309	0	0	477	8	0	793	8	0	531	0	0	461	0	0	686	8	0
,, ,, Branch School,	39	0	0	271	8	0	242	8	0	226	8	0	165	0	0	244	8	0
Dacca College, ...	347	10	0	283	8	0	732	0	0	377	8	0	337	0	0	366	0	0
Kishnaghur College,...	483	0	0	348	8	0	432	0	0	410	0	0	387	0	0	479	0	0
Chittagong School,...	36	4	0	36	4	0	34	4	0	39	8	0	37	8	0	39	4	0
Commillah School, ...	38	0	0	39	0	0	44	0	0	48	8	0	46	0	0	33	0	0
Sylhet School, ...	10	0	0	10	0	0	10	0	0	10	4	0	13	8	0	13	8	0
Bauleah School, ...	.....	...	...	.....	...	...	133	0	0	93	0	0	91	0	0	88	0	0
Midnapore School,...	.....	...	...	92	2	0	178	9	0	99	9	0	103	9	0	113	1	0
Cuttack School, ...	26	0	0	26	0	0	25	4	0	33	8	0	36	0	0	29	4	0
Patna School, ...	54	0	0	47	0	0	59	0	0	52	0	0	59	0	0	60	0	0
Bhaugulpore School,...	30	8	0	32	8	0	33	0	0	35	4	0	35	4	0	35	12	0
Mozufferpore School, ...	11	8	0	12	0	0	13	0	0	10	8	0	12	8	0	12	8	0
Gya School, ...	40	8	0	39	0	0	46	0	0	40	8	0	40	0	0	42	0	0
Jessore School, ...	.....	...	...	.....	...	...	133	0	0	117	8	0	103	0	0	108	8	0
Burdwan School, ...	.....	...	...	27	0	0	50	4	0	44	4	0	27	8	0	50	12	0
Bancoorah School,...	.....	...	...	57	8	0	117	3	4	74	0	0	94	5	4	78	0	0
Baraset School, ...	87	8	0	78	0	0	142	8	0	115	0	0	121	0	0	125	8	0
Howrah School, ...	110	0	0	68	0	0	138	0	0	184	0	0	155	0	0	145	0	0
Ooterparah School, ...	191	0	0	202	0	0	228	0	0	216	0	0	224	0	0	223	0	0
Barrackpore School, ...	37	4	0	35	12	0	41	4	0	38	8	0	41	8	0	46	8	0
Russapuglah School,...	23	0	0	28	0	0	19	0	0	18	0	0	14	0	0	8	0	0
Grand Total, ...	5008	4	10	5067	3	4	7228	15	8	6413	7	8	5991	14	3	6044	2	2

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in the Colleges and Schools, during the Session 1850-51.

Months.																					
April 1851.			May 1851.			June 1851.			July 1851.			August 1851.			September 1851.			Total.			
2401	10	5	2085	2	11	2245	1	0	2226	2	3	2279	4	6	2257	4	0	27316	4	4	
108	0	0	97	6	6	92	...	...	122	4	0	128	0	0	108	10	0	1304	1	0	
906	6	3	900	2	3	910	1	9	854	5	6	876	15	3	833	15	3	10143	13	9	
54	8	0	46	0	0	44	0	0	41	0	0	44	0	0	45	0	0	519	8	0	
638	8	0	615	8	0	634	8	0	626	8	0	679	8	0	542	8	0	6995	8	0	
203	0	0	208	0	0	192	0	0	216	8	0	213	8	0	140	8	0	2362	8	0	
368	4	0	391	8	0	425	8	0	411	0	0	433	8	0	436	8	0	4909	14	0	
441	0	0	444	0	0	435	0	0	438	0	0	442	0	0	370	0	0	5109	8	0	
42	4	0	45	8	0	41	0	0	48	0	0	44	0	0	49	8	0	493	4	0	
23	8	0	29	0	0	23	8	0	45	0	0	104	8	0	124	0	0	598	0	0	
15	4	0	13	0	0	20	0	0	25	0	0	28	0	0	26	0	0	194	8	0	
75	0	0	90	0	0	94	0	0	78	0	0	69	3	0	70	0	0	881	0	0	
112	1	0	112	9	0	106	5	0	109	9	0	99	9	0	103	1	0	1230	0	0	
29	12	0	30	0	0	29	4	0	27	4	0	31	4	0	26	8	0	350	0	0	
56	0	0	52	0	0	58	0	0	54	0	0	51	0	0	68	0	0	670	0	0	
34	12	0	33	12	0	35	4	0	35	12	0	35	12	0	43	8	0	421	0	0	
13	8	0	12	0	0	11	8	0	12	8	0	12	0	0	12	8	0	146	0	0	
45	0	0	47	0	0	39	0	0	48	8	0	54	0	0	46	8	0	528	0	0	
93	0	0	86	8	0	91	0	0	107	8	0	88	0	0	74	8	0	1002	8	0	
45	4	0	58	8	0	60	8	0	49	0	0	45	0	0	49	0	0	507	0	0	
77	8	0	73	12	0	83	0	0	57	8	3	78	12	0	86	8	0	878	0	11	
128	8	0	121	0	0	124	8	0	149	8	0	145	8	0	112	8	0	1451	0	0	
136	0	0	140	0	0	158	0	0	142	0	0	166	0	0	142	0	0	1684	0	0	
219	0	0	213	0	0	213	0	0	208	6	0	205	10	0	195	2	0	2538	2	0	
46	8	0	53	4	0	52	8	0	52	8	0	52	0	0	49	0	0	546	8	0	
6	0	0	4	0	0	4	0	0	4	0	0	4	0	0	4	0	0	136	0	0	
6320	1	8	6002	8	8	6222	7	9	6189	11	0	6410	10	9	6016	8	3	72916	0	0	

Fred. J. Mouat, M. D.,
Secretary, Council of Education.

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Abstract Statement of Receipts and Disbursements of the Govern-

	INSTITUTIONS.	Receipts.											
		Balance of 1850.			Book and Prize Allowance for the year 1850.			By sale of Books.			Total, Co.'s Rs.		
1.	Hindu College, ...	1187	6	10	2630	0	0	.....	...	...	3817	6	10
	,, ,, Branch School, ...	334	3	10	300	0	0	.....	...	...	634	3	10
	Pautshala, ...	106	3	0	140	0	0	.....	...	...	246	3	0
	Sanscrit College, ...	49	2	0	450	0	0	.....	...	...	499	2	0
5.	Calcutta Mudrissa, ...	678	10	9	1140	0	0	17	6	0	1836	0	9
	Hooghly College, ...	185	2	10	2220	0	0	.....	...	...	2405	2	10
	,, ,, Branch School, ...	570	0	0	570	0	0	.....	...	...	1140	0	0
	Infant School, ...	39	15	0	60	0	0	.....	...	...	99	15	0
	Midnapore School, ...	.....	...	...	396	0	0	473	7	4	869	7	4
10.	Cuttack School, ...	218	5	5	396	0	0	177	10	5	791	15	10
	Dacca College, ...	175	9	7	1080	0	0	.....	...	...	1255	9	7
	Commillah School, ...	.....	...	...	336	0	0	195	12	0	531	12	0
	Chittagong School, ...	13	0	0	456	0	0	301	14	6	770	14	6
	Ramree School, ...	333	4	0	336	0	0	16	14	0	686	2	0
15.	Moulmein and Mergui Schools, ...	502	7	4	432	0	0	153	14	0	1088	5	4
	Sylhet School, ...	292	9	0	336	0	0	.....	...	...	628	9	0
	Patna School, ...	309	10	0	456	0	0	47	10	0	813	4	0
	Chota Nagpore School,...	.....	...	...	240	0	0	.....	...	...	240	0	0
	Jessore School, ...	.....	...	...	336	0	0	248	15	9	584	15	9
20.	Gowhatty Schools, ...	189	8	0	396	0	0	.....	...	...	585	8	0
	Seebsaugur School, ...	240	0	0	336	0	0	.....	...	...	576	0	0
	Mozufferpore School, ...	211	11	8	336	0	0	21	4	3	568	15	11
	Ooterparah School, ...	88	2	0	336	0	0	6	15	0	431	1	0
	Kishnaghur College, ...	.....	...	...	1350	0	0	948	7	10	2298	7	10
25.	Howrah School, ...	44	2	0	336	0	0	137	7	9	517	9	9
	Gyah School, ...	.....	...	...	.....	...	...	.....	...	...	.....	...	...
	Baraset School, ...	.....	...	...	336	0	0	.....	...	...	336	0	0
	Bancoorah School, ...	.....	...	...	336	0	0	318	13	6	654	13	6
	Burdwan School,...	.....	...	...	336	0	0	69	11	9	405	11	9
30.	Russapuglah School, ...	.....	...	...	336	0	0	.....	...	...	336	0	0
	Akyab School, ...	159	8	0	336	0	0	82	1	3	577	9	3
	Medical College, ...	532	13	1	840	0	0	.....	...	...	1372	13	1
	Bhaugulpore School, ...	231	13	9	456	0	0	155	4	3	843	2	0
34.	Bauleah School, ...	192	15	0	456	0	0	21	11	0	670	10	0
	Total, ...	6886	3	1	18832	0	0	3395	4	7	29113	7	8

FORT WILLIAM,
GOVERNMENT BOOK AGENCY,
The 10th February 1852.

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dix H.

ment Book Agency, from 1st January to 31st December 1851.

Disbursements.									Balance in favor of the Institution.			Balance in favor of the Book Agency.			Remarks.
Balance in favor of the Government Book Agency.			Books, and Prizes.			Total.									
.....	...	...	1689	0	1	1689	0	1	2128	6	9	.....	...	...	
.....	...	...	952	2	0	952	2	0	.....	...	...	317	14	2	
.....	...	...	87	2	0	87	2	0	159	1	0	.....	...	...	
.....	...	...	624	2	9	624	2	9	.....	...	...	125	0	9	
.....	...	...	807	1	0	807	1	0	1028	15	9	.....	...	...	
.....	...	...	3146	13	0	3146	13	0	.....	...	...	741	10	2	
.....	...	...	556	5	9	556	5	9	583	10	3	.....	...	...	
.....	...	...	22	0	0	22	0	0	77	15	0	.....	...	...	
315	4	4	789	4	0	1104	8	4	.....	...	...	235	1	0	
.....	...	...	457	5	5	457	5	5	334	10	5	.....	...	...	
.....	...	...	1654	3	1	1654	3	1	.....	...	...	398	9	6	
11	14	8	308	7	0	320	5	8	211	6	4	.....	...	...	
.....	...	...	801	3	1	801	3	1	.....	...	...	30	4	7	
.....	...	...	132	1	0	132	1	0	554	1	0	.....	...	...	
.....	...	...	66	8	0	66	8	0	1021	13	4	.....	...	...	
.....	...	...	661	1	0	661	1	0	.....	...	...	32	8	0	
.....	...	...	130	0	0	130	0	0	683	4	0	.....	...	...	
87	4	0	113	9	8	200	13	8	39	2	4	.....	...	...	
54	8	1	623	8	6	678	0	7	.....	...	...	93	0	10	
.....	...	...	96	0	0	96	0	0	489	8	0	.....	...	...	
.....	...	...	96	0	0	96	0	0	480	0	0	.....	...	...	
.....	...	...	122	8	0	122	8	0	446	7	11	.....	...	...	
.....	...	...	176	0	0	176	0	0	255	1	0	.....	...	...	
85	6	4	1436	13	7	1522	3	11	776	3	11	.....	...	...	
.....	...	...	434	2	6	434	2	6	83	7	3	.....	...	...	
1033	0	0	.....	...	...	1033	9	11	.....	...	...	1033	9	11	No Special Grant sanctioned by Government.
256	9	0	516	13	8	773	6	8	.....	...	...	437	6	8	
102	2	8	706	10	10	808	13	6	.....	...	...	154	0	0	
252	9	7	109	14	0	362	7	7	43	4	2	.....	...	...	
20	10	0	68	12	0	89	6	0	246	10	0	.....	...	...	
.....	...	...	259	1	6	259	1	6	318	7	9	.....	...	...	
.....	...	...	840	0	0	840	0	0	532	13	1	.....	...	...	
.....	...	...	429	2	0	429	2	0	414	0	0	.....	...	...	
.....	...	...	505	6	8	505	6	8	165	3	4	.....	...	...	
2219	14	7	19419	2	1	21639	0	8	11073	8	7	3599	1	7	

Fred. J. Mouat, M. D.,
Government Book Agent.

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Statement showing the Receipts and Disbursements of the Government Book Agency, from 1st January to 31st December 1851.

RECEIPTS.				DISBURSEMENTS.			
To Amount of book and prize allowance received from the Sub-Treasurer during the year, ...	19222	0	0	By Amount value of books supplied to different Institutions during the year,	17075	5	4
„ Amount received from different Colleges and Schools on account sale of books, ...	4259	15	9	„ Amount of cash remitted to the General Treasury, ...	6316	3	1
„ Amount of discount received from the booksellers, ...	975	0	6	„ Amount of cash remitted to different Institutions, ...	2367	10	0
„ Amount of cash received from the General Treasury on account expenses of the Establishment during the year,	1308	0	0	„ Amount value of books in store on the 31st of December 1851, ...	14402	14	8
„ Amount of cash received from ditto on account of the expenses of the Contingencies during the year, ...	718	11	0	„ Amount of expenses incurred on account of the Establishment during the year, ...	1308	0	0
By Balance due to the Book Agency, ...	20545	0	10	„ Amount of ditto on account of the Contingencies during the year, ...	718	11	0
				„ Amount of cash remitted to Messrs. Taylor, Walton, and Maberly, England, on account of purchase of books for the Colleges and Schools, ...	4840	0	0
Company's Rupees, ...	47028	12	1	Company's Rupees, ...	47028	12	1

FORT WILLIAM,
GOVERNMENT BOOK AGENCY,
The 10th February 1852.

E. E.
FRED. J. MOUAT,
Government Book Agent.

F. CARBERY, BENGAL MILITARY ORPHAN PRESS.

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