

The Ramakrishna Mission  
Institute of Culture Library

Presented by

Dr. Baridbaran Mukerji

RMICL-8

6897









GENERAL REPORT  
ON  
PUBLIC INSTRUCTION  
IN THE  
LOWER PROVINCES  
OF THE  
BENGAL PRESIDENCY,  
1861-62,  
WITH APPENDICES.

---

CALCUTTA:

PRINTED AT THE BAPTIST MISSION PRESS, CIRCULAR ROAD.  
1863.

RMIC LIBRARY	
Acc. No	6697
	370.557
Date	
Pub. Co.	
Ok.	REG
Pub.	REG
Pub.	V
Ok.	REG

## CONTENTS.

	<i>Page</i>
<b>REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.</b>	
General Statistics, .....	1
Distribution of Expenditure, .....	4
University Entrance Examination, .....	<i>ib.</i>
Election of Junior Scholars, .....	6
First Arts Examination, .....	8
Election of Senior Scholars,.....	9
B. A. Degree Examination, .....	11
Examination for Law Degrees, B. L. and L. L., .....	<i>ib.</i>
Examination for Medical Degrees, M. D., L. M. & S., .....	12
Examination for Graduate Engineering Degrees, L. C. E.,.....	<i>ib.</i>
Colleges for Girls Education, .....	<i>ib.</i>
Election of Clerks, Pres. DIXY College, .. .....	13
Cost of Unde. (EXAMINENTS, TURNS) .....	14
Comparative cost obtained by the several affiliated Institutions in the University Examination, .....	16
Social Status of the students in the Presidency College,.....	17
Increase of rates of fees in the Mofussil Colleges, .....	18
Sanskrit College, .....	19
Calcutta Mudrassa, .....	<i>ib.</i>
Medical College, .. .....	<i>ib.</i>
Civil Engineering College, .. .....	20
Government English and Anglo-Vernacular Schools, .....	21
Aided English and Anglo-Vernacular Schools, .....	<i>ib.</i>
Government Vernacular Schools, .. .....	23
Aided and other private Vernacular Schools, .....	<i>ib.</i>
Comparative cost of English and Vernacular Education,.....	24
Indigenous Village Schools under improvement, .....	<i>ib.</i>
Classification of Students according to their social position, ...	25
Grants-in-Aid, .....	26
Want of permanence in Aided Schools, .. .....	28

	<i>Page</i>
Grants of Books and Maps,.....	29
School Book Society, .....	30
Assignment of New Divisions to the Inspectors, .....	31
Educational Map of Bengal, .....	32
Special Reports and Returns, .....	<i>ib.</i>

## APPENDIX A.

(EXTRACTS FROM REPORTS OF INSPECTORS OF SCHOOLS, AND PRINCIPALS OF COLLEGES.)

Report of Mr. Woodrow, Central Division, .....	1
— South West Division, .....	39
Report of Mr. Martin, South East Division,.....	55
Report of Mr. Sanders, North West Division, .....	97
Report of Mr. Robinson, North East Division,.....	153
Presidency College, .....	177
Hooghly College, .....	187
Dacca College, .....	195
Kishnaghur College, .....	198
Berhampore College, .....	201
Medical College, .....	208
Civil Engineering College, .....	217
Calcutta Mudrussah, .....	222
Sanskrit College, .....	224

## APPENDIX B.

(CIRCULARS, &c., ISSUED BY THE DIRECTOR OF PUBLIC INSTRUCTION.)

Privilege leave to the Educational Officers at the head of Government Schools and Colleges, .....	1
Extract from a Despatch from the Secretary of State on the subject of the presentation of addresses to Public Officers, ...	2
Notification that the order that one of the two languages taken up by candidates for Junior Scholarships must be an oriental one, will have effect from December, 1863, .....	3

## CONTENTS.

v

	<i>Page</i>
Rules for the award of Senior Scholarships, .....	<i>ib.</i>
Rules for the award of Junior Scholarships, .....	7
Pay of officers drawing less than Rs. 100 per mensem, while on transit from one School to another to join their appointments, to be debited to the surplus schooling fees of the School to which they are transferred, .....	11
Submission of a monthly statement by the Inspectors of charges sanctioned by them from surplus schooling fees, ....	12
Remittance of schooling fees of Government Vernacular Schools to the Sub-Divisional Officers of districts, .....	<i>ib.</i>
Qualifications of reading and writing not to be insisted on by Civil Officers in filling up situations worth less than Rs. 10 per mensem, .....	13
Fee for granting duplicate copies of School or College Certificates, .....	14
Rule regarding visits to Schools by the Deputy Inspector,.....	<i>ib.</i>

## APPENDIX C.

(EXAMINATION RETURNS AND PAPERS.)

List of Senior Scholars of 1862, .....	1
List of Junior Scholars of 1862, .....	2
Degrees conferred, B. A, .....	8
, B. L.,.....	9
, L. L.,.....	<i>ib.</i>
First Examination for the Degree of Licentiates in Medicine and Surgery,.....	10
Second Examination for the Degree of Licentiates in Medicine and Surgery, .....	<i>ib.</i>
Degree of Doctor of Medicine, .....	11
Licentiates in Civil Engineering, .....	<i>ib.</i>
Return of Students of the Hindustani and Bengali Classes of the Medical College who obtained Diplomas in the year 1861-62, .....	12
Examination Papers,	
First Examination in Arts, .....	13
University Entrance Examination, .....	46

	<i>Page</i>
Medical College Annual Examination, .....	68
Alphabetical List of Officers in the Education Department receiving salaries of Rs. 15 per mensem and upwards on the 31st December, 1861, .....	73
<hr/>	
APPENDIX D.	
Statistical Return of Government Colleges for the year 1861-62, — of Collegiate and Government Schools of the higher class for the year 1861-62, .....	1
— of Government Schools of the lower class for the year 1861-62, .....	2
— of Private Schools of the higher class open to Government inspection for the year 1861-62,	4
— of ditto of the lower class for the year 1861-62,	11
— of Government Institutions for special or pro- fessional education for the year 1861-62,...	13
— of Private Institutions for Ditto, .....	26
Return of Grants-in-Aid sanctioned by Government during the year 1861-62, .....	27
Return of Private donations and endowments from which aid was received by the Department during the year, exclusive of regular contributions to Grants-in-Aid Schools, .....	28
Abstract of Students on the Rolls of the Colleges and Schools in 1861-62, .....	29
Abstract of Grants-in-Aid received by Private Institutions during the year 1861-62, .....	31
Abstract of Receipts and Charges of Colleges and Schools in 1861-62, .....	32
General Statement of amount expended by Government on Education during the year 1861-62, (compiled from the Accountant's yearly Statement,) .....	33
Abstract of Expenditure of the Education Department for 1861-62, prepared from the Accountant's Statement, ... ....	34
	35

No. 213.

---

FROM THE DIRECTOR OF PUBLIC INSTRUCTION,

To E. H. LUSHINGTON, Esq.,

*Secretary, Government of Bengal.*

*Dated Fort William, the 26th January, 1863.*

SIR,

HEREWITH I have the honor to submit for the orders of Government previous to publication a printed copy of the General Report on Education for the year ending 30th April, 1862.

I have the honor to be, &c.

W. S. ATKINSON,

*Director of Public Instruction.*

---

No. 553.

FROM THE UNDER-SECRETARY TO THE GOVERNMENT  
OF BENGAL,

To THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Fort William, the 6th February, 1863.*

SIR,

Education. I AM directed to acknowledge the receipt of your letter No. 213, dated the 26th ultimo, and in reply to inform you that the Lieutenant-Governor authorizes you to publish the Annual Report of the Education Department for 1861-62.

I have the honor to be,

Sir,

Your most obedient servant,

JOHN GEOGHEGAN,

*Under-Secretary to the Government of Bengal.*



RE P O R T  
OF  
T H E D I R E C T O R  
OF  
PUBLIC INSTRUCTION,  
1861-62.

---

To

THE HON'BLE A. EDEN,

*Officiating Secretary to the Government of Bengal.*

FORT WILLIAM, DATED 5TH JULY, 1862.

SIR,

I HAVE the honour to submit for the information of the Hon'ble the Lieut.-Governor a general report on the operations of the Department of Public Instruction for the year ending 30th April, 1862.

GENERAL STATISTICS :—In the report for 1860-61 the returns quoted shewed that the number of Schools and Colleges under Government Inspection in the Lower Provinces of Bengal was 826, and the number of scholars 50,714. By the returns last received, which have been carefully compiled, it appears that the Schools and Colleges now number 965, and that the pupils attending them amount to 57,200. It must not be supposed, however, that the actual increase in the number of schools and scholars is so large as those figures would appear to indicate. The apparent increase in the number of schools is 139, but this

includes no less than eighty-three subsidized schools in Assam which though in operation in the previous year were omitted from the Inspector's returns. A large actual increase has, however, occurred in the indigenous schools under improvement, and some additions have also been made to the number of schools receiving grants-in-aid.

The following table exhibits the number of schools and scholars of different classes embraced in the last returns.

April 30th, 1862.	No. of Schools.	No. of Pupils.
<i>Government Institutions.</i>		
Colleges (General and Professional), ...	9	1,425
English Schools, ... .....	45	7,417
Anglo-Vernacular Schools. ....	7	321
Vernacular Schools, .....	183	10,340
	244	19,503
<i>Aided and other Schools under Inspection.</i>		
English (including School of Industrial Art), .....	35	5,256
Anglo-Vernacular, .....	113	7,429
Vernacular, .....	356	15,797
Girls' Schools, .....	15	530
	519	29,012
Indigenous Vernacular Schools under improvement in Central, South-East and South-West Divisions, .....	202	8,685
	202	8,685
	965	57,200

Assuming the population of these Provinces to be 40,000,000 and that one-tenth of the population or 4,000,000 are boys of an age to attend school, these returns shew that less than one and a half per cent. of the boys who ought to be at school are actually attending any school under Government inspection.

The balance sheet of the Receipts and Disbursements of the

*Education 1861-62.*  
Disbursements, Rs. 11,01,466  
Receipts, 2,20,688  
Net charge,      Rs. 8,80,778

Department for the last year exhibits a net charge on the Public Revenue of Rs. 8,80,778 ; and the Revenue of Bengal for 1861-62 being returned at Rs. 14,13,23,500

it follows that the expenditure on education in these Provinces, exclusive of the charges for the University, was still, as in the preceding year, somewhat less than  $\frac{4}{5}$ ths per cent. of the Public Revenue. The average cost to the state of educating each scholar was Rs. 15-6-4, while the average fee payments of each

Government Colleges and Schools, Rs. 1,67,540  
Aided Schools, 89,821  
Rs. 2,57,361

scholar amounted approximately to Rs. 4-8, as calculated from the aggregate of the

fees received in Government and aided institutions, which are returned at Rs. 2,57,361.

The amount here given is, however, less than the actual receipts from this source, as fees are regularly paid in all the indigenous schools under improvement in Bengal and in the subsidized schools in Assam, but are not brought to account in the returns of the department.

The amounts realized from fees in each of the last five years are shewn in the following table.

*Receipts from Fees.*

	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.
Amount realized,	Rs.	Rs.	Rs.	Rs.	Rs.
	1,98,600	2,04,915	2,31,072	2,21,514	2,57,361

The decline of the receipts in 1860-61 was accounted for in last year's report. It is satisfactory to note that this decline has now been more than retrieved.

**DISTRIBUTION OF EXPENDITURE.**—The gross expenditure of the Department in 1861-62, as shewn by the Accountant, was distributed as follows.

Source of charge.	Amount.	Per centage on expenditure.
	Rs.	
Direction, .....	41,405	3.75
Inspection, .....	1,26,175	11.45
Government Colleges,		
General, .....	2,14,465	19.17
Professional, .....	1,54,422*	14.02
Oriental, .....	54,922	4.98
Normal Schools, .....	24,162	2.19
Schools (Government and Aided), ..	4,09,041	37.14
Scholarships (English and Vernacular),	65,630	5.95
Miscellaneous, .....	11,214	1.02
Total, .....	11,01,466	

#### UNIVERSITY EXAMINATIONS.

The University Examinations continue on the whole to indicate a satisfactory advance in all the higher branches of education.

**ENTRANCE EXAMINATION.**—For the Entrance Examination held in December last, the Lower Provinces contributed no less than 971 candidates, being 212 in excess of those of the previous year. Of these 436 or 44.9 per cent. succeeded in satisfying the examiners and have been admitted as under-graduates of the University.

This result is, however, less satisfactory, as regards the proportion between "passed" and "rejected" candidates, than that of the preceding examination when 52.5 per cent. were successful.

The report of the examiners shews that 334 or 62.41 per cent. of the rejected candidates failed in English, 149 or 27.85 per cent. failed in the second language, 342 or 63.92 per cent.

\* Including Rs. 16,073 for the Law Department of the Presidency College.

failed in History and Geography, and 200 or 37.38 per cent. failed in Mathematics.

Of the successful candidates 4.59 per cent. were Christians, 2.06 per cent. Mahomedans, and 93.35 per cent. Hindus. The details of this classification are given for the last two years in the following table.

	December 1860.			December 1861.				
	No. of Candidates.	Number Passed.			No. of Candidates.	Number Passed.		
		1st Division.	2nd Division.	Total.		1st Division.	2nd Division.	Total.
Christians, .....	42	3	26	29	31	8	12	20
Mahomedans, .....	25	9	6	15	34	1	8	9
Hindus, .....	631	38	316	354	906	62	345	407
Parsees, .....	1	0	1	1	0	0	0	0
Total, .....	759	40	349	399	971	71	365	436

The succeeding table gives the results arranged with reference to the different classes of schools from which the candidates were drawn.

	December 1860.			December 1861.				
	No. of Candidates.	Number Passed.			No. of Candidates.	Number Passed.		
		1st Division.	2nd Division.	Total.		1st Division.	2nd Division.	Total.
Government Institutions, .....	455	34	210	244	517	41	231	272
Aided Institutions, .....	114	3	48	51	152	5	46	51
Independent Institutions, .....	136	4	75	79	185	13	62	75
Private Students, ...	28	3	7	10	51	2	10	12
School Masters, .....	26	6	9	15	36	10	16	26
Total, .....	759	50	349	399	971	71	365	436

An analysis of this table shews that 62.38 per cent. of the successful candidates were educated in Government Institutions, 11.69 per cent. in Aided Schools under inspection, and 17.20 per cent. in Independent Institutions; 2.75 per cent. were private students, and 5.96 per cent. school masters.

**ELECTION OF JUNIOR SCHOLARS.**—In the report of last year it was stated that a new code of rules had been prepared for regulating the award of Senior Scholarships, and that these scholarships would in future be thrown open without distinction to the students of all Institutions, Government and non-Government alike. Now rules based on the same principle were also framed for the award of Junior Scholarships,\* and have already come into operation. Under these rules 160 Junior Scholarships tenable for two years are annually available for candidates passing the University Entrance Examination. They are divided into three grades—ten of the first grade with stipends of Rs. 18 per mensem, fifty of the second grade with stipends of Rs. 14 per mensem, and 100 of the third grade with stipends of Rs. 10 per mensem—and are tenable in any College affiliated to the University of Calcutta, free liberty of selection being secured to the holders. The following tables show the result of the first award under the new rules differently classified.

\* The Junior Scholarship rules are printed in Appendix B. page 9.

*Award of Junior Scholarships, January, 1862.*

By what Institutions gained.	Scholarships gained.			
	1st Grade, Rs. 18.	2nd Grade, Rs. 14.	3rd Grade, Rs. 10.	Total.
Government Institutions,.....	7	31	76	114
Aided Institutions, .....	1	3	15	19
Independent Institutions, .....	2	11	9	22
	10	45	100	155

By what Classes gained.	Scholarships gained.			
	1st Grade, Rs. 18.	2nd Grade, Rs. 14.	3rd Grade, Rs. 10.	Total.
Christians, .....	0	5	3	8
Mahomedans,.....	0	1	1	2
Hindus, .....	10	39	96	145
	10	45	100	155

Five scholarships of the second grade were not awarded, no more than forty-five candidates having reached the standard prescribed by the rules.

The subjoined statement shews the distribution of the scholars among the different Institutions affiliated to the University, and the rates of fees charged in each Institution.

*Affiliated Institutions in which the Scholarships were made tenable.*

Affiliated Institutions.	Monthly fee payable.	Number of Scholarships.	
		Rs.	As.
Presidency College, .....	5 0	52	
Sanskrit College, .....	1 0	2	
Medical College, ...	5 0	17	
Civil Engineering College,.....	5 0	6	
Doveton College, .....	12 0	6	
St. Paul's School, .....	10 0	1	
Free Church Institution, .....	0 0	7	
Hooghly College, .....	4 0	12	
Kishnaghur College, .....	4 0	12	
Berhampore College, .....	3 8	11	
Dacca College, .....	3 8	29	

**FIRST ARTS EXAMINATION.**—Under the new regulations of the University, a First Examination in Arts has been instituted, which under-graduates are required to pass at the end of their second year.

The first of these examinations was held in January last, when 154 candidates presented themselves, of whom thirteen passed in the first and seventy-six in the second division.

The Government Colleges contributed 134 or 87 per cent. of the candidates, and of this number eighty or 59.7 per cent. were successful. The number of candidates contributed by non-Government Institutions was thirteen, of whom four or 30.7 per cent. were successful.

Further details are given in the following tables.

*First Examination in Arts.*

From what Institutions.	No. of Candidates.	No. Passed.			Total.
		1st Division.	2nd Division.		
Government Institutions,.....	134	12	68		80
Aided Institutions, .....	0	0	0		0
Independent Institutions, .....	13	1	3		4
Teachers, .....	7	0	5		5
	154	13	76		89

From what Classes.	No. of Candidates.	No. Passed.			Total
		1st Division.	2nd Division.		
Christians,.....	6	1	1		2
Mahomedans, .....	2	0	1		1
Hindus, .....	146	12	74		86
	154	13	76		89

ELECTION OF SENIOR SCHOLARS.—The results of this Examination determine the award of the Government Senior Scholarships,\* of which twenty-four are annually available open to the students of all Institutions affiliated to the University within the limits of the Lower Provinces.

Like the Junior Scholarships they are also tenable in any affiliated Institution that may be selected by the holders.

\* The Senior Scholarship rules are printed in Appendix B. page 5.

The details of the last election (the first under the new rules) are exhibited in the following tables.

*Award of Senior Scholarships.*

By what Institutions gained.	Scholarships gained.		
	1st Grade, Rs. 32.	2nd Grade, Rs. 27.	Total.
Government Institutions, .....	8	15	23
Aided Institutions, .....	0	0	0
Independent Institutions, .....	1	0	1
	9	15	24

By what Classes gained.	Scholarships gained.		
	1st Grade, Rs. 32.	2nd Grade, Rs. 27.	Total.
Christians, .....	1	0	1
Mahomedans, .....	0	0	0
Hindus, .....	8	15	23
	9	15	24

Where made tenable.	Monthly fee payable.	Number of Scholarships.	
		Rs.	As.
Presidency College, .....	10 0	20	
Dacca College, .....	3 8	2	
Medical College, .....	5 0	1	
Doveton College, .....	12 0	1	

**B. A. DEGREE.**—The number of candidates who presented themselves for the B. A. Examination was thirty-four, being less by six than the number of candidates in 1861. The results of the last examination, however, contrast favourably with those obtained in the previous year—twenty-four of the candidates or 70.5 per cent. having passed in January 1862, against fifteen or 38.5 per cent. in January, 1861.

In the following tables the results of the two last Examinations are exhibited.

*B. A. Degree Examination 1861 and 1862.*

	January 1861.				January 1862.			
	Number of Candidates.	Number Passed.			Number of Candidates.	Number Passed.		
		1st Division.	2nd Division.	Total.		1st Division.	2nd Division.	Total.
Christians, .....	3	0	1	1	3	0	1	1
Mahomedans, .....	3	1	0	1	1	0	0	0
Hindus, .....	33	4	9	13	30	1	22	23
Total, .....	39	5	10	15	34	1	23	24
Government Institutions,	32	5	8	13	26	1	20	21
Independent Institutions,	5	0	2	2	3	0	1	1
Private Student, .....	0	0	0	0	1	0	0	0
School Masters, .....	2	0	0	0	1	0	2	2
Total, .....	39	5	10	15	34	1	23	24

**LAW DEGREES B. L. AND L. L.**—At the Examination for the degree of B. L., thirteen candidates presented themselves, and all passed—eight in the first division and five in the second division.

For the lower degree of L. L. there were sixteen candidates, of whom four passed in the first division and six in the second

division. The remaining six failed. All the candidates for both degrees were Hindus.

**MEDICAL DEGREES, M. D.**—The degree of Doctor of Medicine has this year been conferred for the first time. The gentleman who has received this distinction is Baboo Chunder Coomar Dey, a former pupil of the Calcutta Medical College, where he obtained a diploma under the old regulations in 1852.

**L. M. AND S.**—For the first or preliminary Examination in Medicine and Surgery, thirty-three candidates were enrolled of whom seventeen failed, and sixteen passed—three in the first division and thirteen in the second division.

At the final or degree examination, out of seventeen candidates no more than seven were successful, two passing in the first and five in the second division.

This result cannot be considered satisfactory.

**CIVIL ENGINEERING DEGREE, L. C. E.**—The Examination for the degree of Licentiate in Civil Engineering was held in May. The number of candidates was eighteen, of whom fourteen were successful, five passing in the first division and nine in the second division. All the candidates were Hindus.

**COLLEGES FOR GENERAL EDUCATION.**—A considerable increase has again taken place in the number of students attending the English Colleges. The number on the rolls at the end of the year being 495 against 422 on the 30th April, 1861. The distribution of these students among the different Colleges is shewn in the following table.

*English Colleges.*

	Monthly fee.	Number on the Rolls on 1st January 1860.	Number on the Rolls on the 30th April, 1861.	Number on the Rolls on the 30th April, 1862.
Presidency College, ...	Rs. As.			
Hooghly College, ..	10 0*	122	209	227
Dacca College, .....	4 0	32	79	66
Kishnaghur College,	3 8	34	76	138
Berhampore College,	4 0	30	42	38
	3 8	16	16	26
Total, .....		234	422	495

It will be observed, that the greatest increase has taken place at Dacca. The instructive staff of this College is at present quite inadequate to meet the requirements of the large number of under-graduate students who congregate within its walls. A proposal for reinforcing it by the appointment of at least two additional professors will shortly be submitted for the sanction of the Supreme Government.

ELECTION OF GRADUATE SCHOLARS, PRESIDENCY COLLEGE.—Four Foundation Scholarships of the Presidency College—two of Rs. 50 and two of Rs. 40 per mensem—tenable for one session were this year awarded to four graduates of the College on condition of their preparing themselves under the direction of the professors to proceed to the next M. A. Examination in January, 1863. The scholarships were awarded as follows.

Opender Nath Mitter, B. A., 1861, Burdwan Scholarship,  
Rs. 50.

Roma Nath Nundy, B. A., 1861, Bird Scholarship, Rs. 40.  
Jugessur Mookerjee, B. A., 1862, Dwarka Nath Tagore  
Scholarship, Rs. 50.

Hurro Lal Roy, B. A., 1862, Ryan Scholarship, Rs. 40.

\* Junior Scholars pay Rs. 5 per mensem.

**COST OF UNDER-GRADUATE STUDENTS, PRESIDENCY COLLEGE.—**  
 So much has lately been said of the excessive costliness of the education given in the Presidency College as contrasted with the expenditure in other Institutions affiliated to the University, that it becomes a matter of some importance to show what is the actual outlay incurred for the education of each student and what are the proportions of that outlay defrayed respectively by the student and by the State.

The average number of students in regular attendance since the commencement of the present session in January is 220, and this number may be fairly taken as the average monthly attendance throughout the year. The fees realized during the same period amount on the average to Rs. 1,474 per mensem, exclusive of entrance fees—and the total monthly expenditure, including the salary of an additional professor of Vernacular Literature recently sanctioned, is Rs. 6,411. These data give the following results.

1.—The total average cost of the education of each student is Rs. 29-4-5 per mensem.

2.—The average payment made by each student is Rs. 6-11-2 per mensem.

3.—The average charge on the State for each student is Rs. 22-9-3 per mensem.\*

**OTHER AFFILIATED INSTITUTIONS.—**No results which are fairly comparable with these can be obtained directly from the published accounts of any of the affiliated Institutions not connected with the Government, for the Presidency College occupies different ground from any of these Institutions. It admits exclusively under-graduate students, and is therefore exclusively a College in the University sense of the term, while the non-Government Institutions are for the most part large schools with small College Department attached. In such cases

\* These calculations have reference exclusively to the General Department of the College, as distinguished from the Law Department.

it is obviously difficult to determine with precision what part of the total expenditure is properly to be attributed to the education, necessarily costly, of the few advanced students who are matriculated members of the University; but detailed information has been obtained regarding two of the largest and most important of the Institutions of this class, the result of which may be usefully noted.

DOVETON COLLEGE.—At the Doveton College the charge on the funds of the Institution for each under-graduate student, as calculated by the Principal, amounts to Rs. 29 per mensem, while each pays a monthly fee of Rs. 12. The total cost of every such student is therefore Rs. 41 per mensem.

FREE CHURCH INSTITUTION.—The Free Church Institution, like others of a similar kind here and elsewhere, stands on a peculiar footing. The European conductors or professors are missionaries and as such, have various spiritual duties to perform in addition to their labours in the work of secular education.

Dr. Duff considers half the salaries of the missionary professors on a fair average, to be properly debitible to general spiritual duties apart from the Institution, and on this supposition after making a further deduction from the remaining moiety of their salaries on account of time given to theological instruction in the Collego classes, and for duties in the large preparatory School Department, he estimates that the cost of each student in the higher or under-graduate classes in Rs. 7-1 per mensem.

Nearly the whole of this is defrayed by the funds of the Institution, as the students who have successfully passed the Entrance Examination of the University are entirely exempted from the payment of fees, while the rate is only 8 as. per mensem for those who have not so passed.

It appears then from the calculations adopted that at the present time and with existing numbers, the total cost from all

sources of educating an under-graduate student in the three above named Institutions is as follows.

Doveton College,.....	Rs. 41	0
Presidency College,.....	29	4
Free Church Institution,.....	7	1

It is obvious to remark that no Institution employing competent professional teachers, other than Missionaries, will ever be able to provide a University education at the low rates of expenditure which prevail in Missionary Institutions, for in these the motive power is supplied by religious zeal, and not by the ordinary inducements which operate elsewhere in securing professional ability.

The cost of University education in this country at the present time must certainly be considered moderate; and it can hardly be doubted that hereafter as knowledge and civilization spread, and a consequent demand arises for instruction of a higher order than is now generally obtainable, the expenses of the principal Collegiate Institutions will increase rather than diminish.

COMPARATIVE RESULTS OBTAINED BY THE SEVERAL AFFILIATED INSTITUTIONS (WITH THEIR SCHOOLS) IN THE UNIVERSITY EXAMINATIONS.—The following table exhibits the “outturn” of the different affiliated Institutions and their attached schools as determined by the University Examinations since their commencement in 1857.

*Statement shewing the number of students from the several "affiliated" Institutions and their attached schools who have passed the University Examinations.*

	Entrance. 7 Examinations.	First Arts 1 Examination.	B. A. Degree. 5 Examinations.
<i>Government Colleges.</i>			
Presidency College and its two Schools,	343	49	51
Sanskrit College, .....	17	1	1
Hooghly College and Branch School,	109	7	0
Kishnaghur College, .....	68	9	0
Berhampore College, .....	32	1	0
Dacca College, .....	112	12	0
	681	79	51
<i>Non-Government Colleges.</i>			
Doveton College, .....	51	1	1
La Martiniere, .....	11	0	0
St. Paul's School, .....	18	1	0
Free Church Institution and 4 Branch Schools, .....	79	2	2
London Missionary Institution, .....	6	0	0
Bishop's College, .....	10	2	0
Serampore College, .....	14	0	0
	189	6	3

#### SOCIAL STATUS OF THE STUDENTS IN THE PRESIDENCY COLLEGE.

—It has been frequently stated in the public journals that the Presidency College is maintained almost exclusively for the benefit of the wealthy native families in Calcutta.

How far this is the case will be seen from the following table in which the 222 under-graduate students who are now members of the College, are classified according to the social posi-

*Classification of the Students in the Presidency College.*

SOCIAL POSITION OF THE PARENTS.						
Where resident.	Zemindars, Talookdars and persons of independent income.	Merchants, Bankers, Bani-ans and Brokers.	Professional persons.	Government Servants and pensioners.	Others.	Per centage.
				Number of Students.	Per centage.	Per centage.
				Number of Students.	Per centage.	Per centage.
				Number of Students.	Per centage.	Per centage.
Calcutta,....	27	12.16	18	8.11	3.60	14
Mofussil,....	51	22.97	8	3.60	22	9.92
						18
Total, ...	78	35.13	26	11.71	30	13.52
						32
						14.41
						56
						25.22

FEES RAISED IN THE MOFUSSIL COLLEGES.—In the four Mofussil Colleges the rates of fees for the Collego classes were raised as follows, at the commencement of the present session.

Hooghly College, from Rs. 3 to Rs. 4 per mensem.

Kishnaghur College, from Rs. 3 to Rs. 4.

Berhampore College, from Rs. 3 to Rs. 3-8.

Dacca College, from Rs. 2-8 to Rs. 3-8.

**SANSKRIT COLLEGE.**—Five students of the Sanskrit College have this year passed the University Entrance Examination and one other has passed the First Arts Examination gaining a Senior Scholarship, which he holds in the Presidency College.

The special studies of the College in Sanskrit have been pursued with increasing success under Mr. Cowell's able superintendence.

**CALCUTTA MUDRESSA—ARABIC DEPARTMENT.**—Captain Lees, the Principal of the Calcutta Mudressa, reports that the Arabic Department of the Institution continues to retain its former position in point of learning, while a considerable increase has taken place in the number of the students. He remarks, however, that from causes discussed on former occasions the Hooghly Mudressa has fallen so low that the wants of the Mahomedan community in regard to Arabic are almost wholly supplied by the Calcutta Mudressa. It is, however, gratifying to observe that the report of the examiner for Arabic scholarships as regards the candidates from the Hooghly Mudressa, was this year more favourable than any similar report has been for many years.

**MEDICAL COLLEGE—ENGLISH CLASS.**—At the close of the session the strength of the primary or English class was 149, being thirty-eight in excess of the number on the rolls at the end of the previous session. Of this number twenty-four were Christians (of whom four were native converts), two were Mahomedans and 123 Hindus.

*Number of paying Students.*—When the College closed at the end of the session the paying students in this class numbered thirty-three, or 22.14 per cent. of the entire number on the roll.

**MILITARY CLASS.**—In the Military Class fifteen students passed the final Examination, and have thus qualified themselves for admission to the public service as native Doctors of the first class. One of these has also passed an Examination in the English language with great credit, and is thereby entitled to receive an addition of Rs. 5 per mensem to his ordinary pay, under the provisions of G. O. G. G. No. 1212 of 1861, in lieu of the bonus of Rs. 250 which has heretofore been granted to students of this class who have acquired a proficiency in English.

**BENGALI CLASS.**—From the Bengali class eleven students presented themselves for the final examination at the expiration of their three years' study and ten passed.

The admissions to this class during the session were seventy-three, of whom twenty receive stipends of Rs. 5 per mensem from Government, seven hold scholarships from other schools, and forty-six are free students.

**CIVIL ENGINEERING COLLEGE.**—The number of pupils on the rolls of the College on the 30th of April was 123, being an increase of forty on the returns of the previous year.

A new class was opened on the 1st July, 1861, in consequence of a notification from the Public Works' Department, in order to provide a short course of instruction, limited to one year, for persons desirous of qualifying themselves for situations as Draftsmen and Computers, and for the sub-overseer grades generally in the Department of Public Works. The average attendance in this class throughout the year was twenty-five.

The results of the annual Examination were highly satisfactory; forty-eight candidates being declared qualified for the public service of Government in different grades as shewn below.

Probationary Assistant Engineer, .....	5
Sub-Engineer, .....	7
Probationary Assistant Overseer, .....	10

Sub-Overseer, 1st Class, .....	9
Sub-Overseer, 2nd Class,.....	7
Sub-Overseer, 3rd Class,.....	6
Draftsman, 1st Class, .....	1
Draftsmen, 2nd Class,.....	3
	—
	48

ENGLISH SCHOOLS.—The number of schools in which English is taught, and the number of students attending them, are shewn for each of the last four years in the following tables.

*Government Schools.*

Years.	English.		Anglo-Vernacular.		Total number of Scholars on the Rolls on the 30th of April.
	Schools.	Scholars.	Schools.	Scholars.	
1859	47	6,554	11	655	7,209
1860	45	6,701	9	349	7,050
1861	45	7,175	7	381	7,556
1862	45	7,417	7	321	7,738

*Aided Schools and others under inspection.*

Years.	English.		Anglo-Vernacular.		Total number of Scholars on the Rolls on the 30th of April.
	Schools.	Scholars.	Schools.	Scholars.	
1859	17	2,426	75	6,404	8,830
1860	23	2,328	74	6,312	8,610
1861	33	4,748	99	7,473	12,221
1862	35	5,256	113	7,429	12,685

With regard to the forty-five Government schools classed as "English," it may be mentioned that one school which was last year entered in this class has since been removed from the

list and one other has been added to it, leaving the total number the same as in previous years.

The school which has disappeared is that which was established at Russapuglah for the benefit of the younger branches of the Mysore family. It was abolished on the 31st of December, after having been maintained for twenty-four years at great expense and with little corresponding advantage.

The addition is the school at Rungpore which has now been adopted as a Government Zillah School. This school is partially endowed and has hitherto received a grant-in-aid of Rs. 180 per mensem. It has been taken over by Government on the urgent solicitation of the trustees and managers, Government having engaged to administer the trust funds, and to undertake the entire control of the school, continuing to it the same assignment of public money as it has hitherto received from the grant-in-aid fund.

There are probably few aided schools in the country, with the exception of those conducted by Missionaries, which would not rejoice at being adopted as Government schools on similar terms, and there is little doubt that they would generally benefit by the change. In the Bombay Presidency, there is a large class of schools which are partly maintained by local contributions and partly by assignments of public money, but which are entirely under the management and control of the officers of the Education Department. They are *Government schools* aided by private contributions, and not *independent institutions* aided by the State, which is the theoretical position of the "aided" schools in Bengal receiving assignments from the grant-in-aid fund.

I am not prepared at present to pronounce definitively in favour of the Bombay plan as compared with the grant-in-aid system adopted in Bengal, but it certainly possesses advantages which are wanting to the latter, and experience may probably shew that under the circumstances of this country it is the kind of arrangement best suited to promote the permanent

welfaro of the people and to secure their acquiescence and gratitude.

VERNACULAR SCHOOLS.—A comparative statement of the number of Vernacular Schools and the number of scholars attending them is given in the following tables.

*Government Vernacular Schools.*

Years.	Schools.	Scholars on the Rolls on the 30th April.
1859	232	10,403
1860	223	10,453
1861	164	8,952
1862	183	10,310

*Aided and other private Vernacular Schools.*

Years.	Schools.	Scholars on the Rolls on the 30th April.
1859	247	The Returns for this year were erroneous and are not therefore given.
1860	263	10,563
1861	271	11,504
1862	371*	16,327

The apparent increase in the number of Government Vernacular Schools during the last year is due to certain omissions in the returns of the previous year occasioned by the neglect of the late Inspector for the Behar Division in furnishing his annual statements. No new Vernacular Schools have in reality been established by Government.

\* This number includes the subsidised Schools in Assam, which were omitted in former returns.

The number of pupils in the schools of all classes would have been considerably greater, had not the large schools in Baraset, and in the northern part of Hooghly and the southern part of Nuddea, been almost emptied, owing to an epidemic fever, which for nearly a year has raged in that part of Bengal.

**COMPARATIVE COST OF ENGLISH AND VERNACULAR EDUCATION.—**  
A comparison of the cost to Government of each pupil in the best schools for English and for Vernacular Education establishes the fact that three students in Bengali cost as much as two students in English. The rudiments of reading, writing and arithmetic can be given at a very cheap cost in the Vernacular, but education of any higher kind becomes expensive, because the people decline to give adequate assistance and the whole cost must be borne by Government. In good English schools, whether aided or under Government, the fees defray more than half the expenses. During the year ending the 30th April last, the fees of the aided school at Konnagar amounted to Rs. 2,601, while the aid was only Rs. 360. At the Barrackpore Government school the fees were Rs. 2,158, while the portion drawn of the Government assignment was only Rs. 246.

Another instance of the unwillingness of the people to pay for instruction in Bengali is the ever increasing difficulty of finding suitable situations for the highest students of the Vernacular Normal Schools.

**INDIGENOUS VILLAGE SCHOOLS UNDER IMPROVEMENT.—**The number of indigenous Schools under improvement, as shewn in the following table, has risen during the year from 172 to 202, with a corresponding increase of 954 scholars.

The increase in the number of schools of this class is due to the partial introduction, as an experimental measure, of a new plan for improving the indigenous Village Schools, founded on the scheme proposed by the late Lieutenant-Governor for the extension of Vernacular Education.

*Indigenous Schools.*

Years.	No. of Schools.	No. of Scholars.
1859	169	7,588
1860	197	8,707
1861	172	7,731
1862	202	8,685

CLASSIFICATION OF STUDENTS ACCORDING TO THEIR SOCIAL POSITION.—Returns have been received shewing the social status of 36,895 students. A general classification of these is given in the following table.

*Classification of Students according to their social position, 1861-62.*

Schools.	Zemindars.	Govt. Servants.	Others.	Total.
English Schools, (Govt.,) .....	712	2,059	1,216	3,987
English Schools, (Aided,) .....	1,477	1,688	5,892	9,057
Vernacular Schools, (Govt.,) .....	804	1,588	7,331	9,723
Vernacular Schools, (Aided,) .. ..	1,194	1,357	5,590	8,141
Vernacular Schools of other classes, ..	780	903	4,304	5,987
	4,967	7,595	24,833	36,895

The students of the Colleges and their attached schools are not included in this return.

This classification shews that of the entire number of scholars embraced in the returns 13,044 are attending schools in which English is taught, and 17,064 are receiving instruction in purely Vernacular Schools. Of those learning English 2,189, or 16 $\frac{1}{4}$  per cent. belong to the class of Zemindars, and 3,747 or 28 $\frac{3}{4}$  per cent. are sons of Government servants, the remaining 51 $\frac{1}{4}$  per

cent. being drawn from other classes. Of the 17,064 who attend Vernacular Schools  $11\frac{1}{2}$  per cent. belong to the Zemindar class, and  $16\frac{1}{4}$  per cent. are the children of Government servants, while all other classes contribute  $72\frac{1}{4}$  per cent.

GRANTS-IN-AID.—On the 30th April 1861, the number of schools receiving regular monthly assignments of public money under the grant-in-aid rules was 289,\* and the amount distributed was Rs. 8,147-2 per mensem.

At the same date in the present year the number of Aided Schools had risen to 319, and the aggregate amount of the grants to Rs. 8,641 per mensem.

It was stated in last year's report that the balance available for distribution at the commencement of the financial year which expired on the 30th April, was Rs. 1,063-12-8. This balance was calculated with reference to the amount entered in the budget for the grant-in-aid fund, but the amount sanctioned was reduced by a subsequent order of Government, leaving the balance at the commencement of the year Rs. 552-12-8 per mensem.

The grants sanctioned and cancelled during the year are shewn in the following tables.

*Grants to additional Schools.*

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
1	English, .....	120
9	Anglo-Vernacular, .....	240
12	Vernacular, .....	144-8
4	Girls, .....	280
26		Rs. 784-8

\* Other Schools are receiving monthly grants of public money under different rules.

*Augmentation Grants.*

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
1	English, .....	20
1	Anglo-Vernacular, .....	25
1	Vernacular, .....	3-8
3		Rs. 48-8

The amount of the monthly grants sanctioned is Rs. 833.

*Grants cancelled.*

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
2	English, .....	40
6	Anglo-Vernacular, .....	185
10	Vernacular, .....	117
18		Rs. 342

*Grants reduced.*

Number of Schools.	Class of Schools.	Amount of Grants per mensem.
1	English, .....	15
1	Anglo-Vernacular, .....	15
3	Vernacular, .....	14
5		Rs. 44

The amount of the monthly grants cancelled is Rs. 386.

The additional monthly expenditure sanctioned during the year is therefore Rs. 447.

In addition to the sums assigned as monthly grants, thirteen schools have received casual grants for special purposes, amounting in the aggregate to Rs. 2,150 as shewn below.

*Special Grants sanctioned as donations.*

Number of Schools.	Class of Schools.	Amount in money.
2	English, .....	1,100
3	Anglo-Vernacular, .....	275
7	Vernacular, .....	675
1	Girls, .....	100
13		Rs. 2,150

WANT OF PERMANENCE IN AIDED SCHOOLS.—It may be useful here to record that from March 1855, when the grant-in-aid system was first brought into operation, down to the 30th April, 1862, a period of seven years, the number of schools for which monthly grants were sanctioned amounted to 479, and that during the same period no fewer than 162 of this number, or nearly 34 per cent. of the whole, were from time to time abolished. This statement may be taken as a fair indication of the great instability of schools under private management which depend for their support on a source of income so precarious as monthly subscriptions.

The extensive failure of these schools has indeed been represented as due in part at least to the somewhat exceptional circumstances under which many of the early grants were made. The first applicants were commonly young men, who though actuated by the best intentions were not unfrequently found deficient in the personal influence which is essentially requisite in the managers of such institutions; and the failure of their resources, which were unequal to the task they had undertaken, obliged them gradually to withdraw from

their engagements. The seniors held aloof for a time cautiously watching the first results of the new plan proposed for their acceptance. Of the schools first established many broke down after a short existence, but enough were successful to prove to the elder and more influential members of native society that the Government was really in earnest in its offers and that it was to their own advantage to accept them. Assured on these points, native gentlemen of mature years and established position and influence no longer hesitated to apply for grants, and the schools under their management have generally proved less subject to fluctuation and disruption than those which had previously been set on foot by younger men of less experience and weight of authority.

There is no doubt some truth in these representations ; yet after making this admission, I find it difficult to reconcile such an explanation with the fact, recorded in my last report, that no less than sixty-one grants were cancelled so recently as the year 1860-61, even though it be further admitted that many of these grants were properly forfeited long prior to the date on which they were actually cancelled ; the Inspectors being reluctant to recommend the final withdrawal of grants at a time when the Department was prohibited from re-distributing the funds which lapsed.

Whatever allowances may be claimed, the fact remains that there is ordinarily but little security for the permanence of Aided Schools under native management ; and it is certain that the want of such security is a serious defect in the grant-in-aid system as applicable to Bengal, and one for which, in the present condition of native society, it is not easy to provide a remedy.

**GRANTS OF BOOKS AND MAPS.**—In addition to the thirteen schools for which donations of money have been sanctioned from the grant-in-aid fund, as noted above, eighteen schools have received grants of books and maps from the stock of the

late Government Book Agency, now in charge of the School Book Society. These grants are exhibited in the following table. 6697.

*Grants of Books and Maps sanctioned from the Stock of the late Government Book Agency.*

Number of Schools.	Class of Schools.	Value of books and maps.
3	English, .....	400
4	Anglo-Vernacular, .....	345
10	Vernacular, .....	535
1	Girls, .....	40
18		Rs. 1,320

SCHOOL BOOK SOCIETY.—The Report of the School Book Society is satisfactory. Great attention is now paid by it to the preparation of new works of an improved stamp, as well as to the revision of old books for new editions. The prices of its publications have also in many instances been lowered, and fresh activity has been infused into the Mofussil agency. The consequence has been that the sale of books has largely increased.

Since January 1860, it has printed 1,87,000 books of different sizes, and during the same period has purchased 81,987 books to supply the requirements of its agents.

The sale of books in the last five years is shewn below :

*Sale of Books by the School Book Society.*

Language.	1857.	1858.	1859.	1860.	1861.
English, .....	46,923	39,398	46,702	50,471	46,783
Anglo-Asiatic, ...	1,811	2,894	4,518	6,069	3,147
Sanskrit, .....	221	216	470	372	588
Bengali, .....	55,822	51,672	46,579	53,546	62,935
Hindui,.....	1,276	2,765	4,675	4,299	5,171
Uriya, .....	767	90	15	4	35
Arabic, .....	6	25	23	36	4
Persian, .....	441	409	392	57	120
Urdu, .....	1,341	3,784	3,618	3,226	2,868
Santhal, .....	5	11	11	1	16
Khasia,.....	9	0	4	2	2
Total,.....	1,08,025	1,00,261	1,07,007	1,18,083	1,21,669

NEW DIVISIONS ASSIGNED TO THE INSPECTORS.—In reviewing the transactions of the year I must not omit to record that under the orders of Government considerable alterations have been made in the territorial jurisdictions assigned to the five Divisional Inspectors of Schools.

The five Divisions are now constituted as follows :—

1. The Central Division, (head quarters, Calcutta,) comprises the 24-Pergunnahs, Baraset, Nuddea, Hooghly (exclusive of Jehanabad) and Howrah.

This Division contained, when first constituted, 269 schools under inspection, not including the Government Colleges and the Schools connected with them.

2. The South-East Division, (head quarters, Dacca,) consists of the following districts :—Dacca, Commillah, Chittagong, Noakhali, Burrisal, Jessore, Furreedpore, Pubna, Mymmensing, Sylhet, the Khasia Hills and Cachar.

Number of schools 236.

3. The South-West Division, (head quarters, Midnapore,) is formed out of Burdwan, Jehanabad, Beerbhoom, Bancoo-

rah, Midnapore, the Province of Orissa, Sumbulpore, and the territory under the control of the South-West Frontier Agency.

Sumbulpore has since been detached from Bengal and annexed to the Central Provinces.

This division contained 161 schools.

4. The North-West Division, (head quarters, Patna,) comprises the old province of Behar and the Santhal Pergunghas, the boundary to the S. W. being the Great Trunk Road. This division contained 115 schools.

5. The North-East Division, (head quarters, Gowhatti,) contains the Province of Assam, Rungpore, Dinajpore, Darjeeling, Bograh, Rajshahi, Maldah and Moorshedabad. Within these limits 159 schools were included.

**EDUCATIONAL MAP OF BENGAL.**—In the map which has been prepared to accompany the present report, these divisions will at once catch the eye, and an attempt has been made to exhibit the distribution of the whole of the educational institutions connected with this department detailed with as much accuracy as is compatible with the small scale necessarily adopted in delineating the vast territory included in the Lower Provinces of Bengal.

**SPECIAL REPORTS AND RETURNS.**—Extracts from the Special Reports of the Inspectors of Schools and Principals of Colleges follow in Appendix A, and will be found to contain much valuable detail regarding the operations of the year and the general condition and progress of education in Bengal. In the other Appendices will be found the most important of the circulars issued from this office,—the lists of Senior and Junior Scholars, and of the Students who have passed the examination for the degree of Bachelor of Arts and the several Professional Examinations in Law, Medicine and Civil Engineering,—the University Examination papers,—a list of the officers of the Educational Department,—and the usual Tabular Statements.

I have the honor to be,

Your most obedient servant,

W. S. ATKINSON,

*Director of Public Instruction.*

## Appendix A.

---

### EXTRACTS FROM REPORTS

OF THE

### INSPECTORS OF SCHOOLS, AND PRINCIPALS OF COLLEGES.

---

FROM

H. WOODROW, Esq., M. A.

..

*Inspector of Schools, Central Division:*

To

DIRECTOR OF PUBLIC INSTRUCTION,

*Dated, Calcutta, 25th June, 1862.*

SIR,

IN accordance with the requisitions contained in your predecessor's letter of the 12th May, 1856, I have the honor to submit my Report on the state of education in the division of Central Bengal for the year ending the 30th April, 1862.

\* \* \* \* \*

The new Division of Central Bengal contains the city of Calcutta, and the neighbouring Zillahs of the 24-Pergunnahs and Nuddea and part of the Hooghly Zillah. The western portion of Hooghly containing the Sub-division of Jehanabad continues as before to be attached to the South-Western Division.

The area and population of the Central Division is approximately as follows:—

	Area in Sq. Miles.	Population.	Govt. and Aided Schools and Colleges.	Number of Pupils on the Rolls.
Calcutta,.....	7.8	361,369	16	2,969
24-Pergunnahs and Baraset,	2277.07	1,200,731	67	4,481
Nuddees, .....	3577.88	589,313	42	2,084
Hooghly, exclusive of Jehanabad,.....	1335.	1,011,620	67	5,632
Total, .....	7197.75	3,163,063	192	15,169

Thus in the richest and most populous portion of the Province of Bengal, the proportion of pupils in Government and Aided Schools is as 1 to 208. In Missionary institutions not receiving aid from Government there are about 6,000 pupils, of whom 4,400 study English. The number of pupils in private Schools superior to common indigenous Schools may amount to nearly the same number. Altogether there are about 27,000 pupils, or on the average one person in every 113 receives an education superior to that given in indigenous Schools. The attendance in indigenous Schools is much the same as it was 25 years ago, and Mr. Adam's calculation of one in fifty may still be accepted as correct. Hence there are about three persons in every hundred under education in the Central Division of Bengal.

The number of different Schools in the Central Division of Bengal with which I am officially connected, is shewn in the following table. The colleges and the collegiate and Branch Schools in Calcutta, Hooghly, and Krishnagar, are not included in the list, as they are under the immediate control of the Director of Public Instruction and the Inspector of Schools has no official concern with them.

Description of Schools.	1860-61.		1861-62.		Monthly cost to Govt. for each Pupil on the Rolls in 1861-62.
	Schls.	Pupils.	Schls.	Pupils.	
Government Zillah Schools, .....	5	665	5	637	0 15 9
Normal Vernacular Schools, .....	2	156	2	188	7 1 4
Vernacular Schools (Hardinge), .....	5	435	5	421	0 4 0
Model Vernacular Schools (Halliday), ..	9	923	10	982	0 10 1
Grant-in-aid Calcutta Girls' School, .	1	91	1	93	2 2 5
"    Native Girls' Schools, .....	7	163	8	202	0 8 4
"    Anglo Vernacular Schools, .....	50	5,430	52	5,223	0 7 11
"    Attached Vernacular Schools, .....	19	830	23	806	0 0 0*
"    Vernacular Schools, .....	73	3,825	68	3,612	0 4 4
Indigenous Schools under improvement in 24-Pergunnahs and Baraset,† .....	92	4,041	85	3,582	0 2 2
Do. in Hooghly, Howrah, Nuddea and Santipore, .....	25	1,000	31	1,317	.
Total,.....	288	17,559	290	17,153	

The entries in the column for 1860-61 have been collected from the returns of the several Schools of the district as they appeared in the published reports. The exact number of indigenous Schools then under improvement cannot accurately be fixed, but I have entered as near an approximation to the number as the materials I have in hand enable me to make. The declension in the total number by 400 pupils requires some remark. For the last few years, the increase has been so steady, that an interruption of the law of development causes surprise. The explanation in the present case is patent to all. An extensive tract of country containing a substantial portion of the division has been desolated by an epidemic fever of the most fatal type. The tract of land most affected by the pestilence lay in a general direction running from north-west to south-

\* It is difficult to ascertain the cost to Government of educating each pupil in Attached Vernacular Schools.

† Leaving out Baraset, the cost to Government for educating each pupil in the Zillah Schools has been 10 annas 4 pies monthly. Russapangla school was abolished in December last, and is not included in the list from which the average is struck.

east. It is about ten miles broad and thirty miles long. Towards the northern extremity lie the large Schools at Bansbaria, Trebani, Hallyshulur and Kancharipara, and towards the southern extremity those of Baraset and Nulcoora. All the people of Bansbaria, young and old, rich and poor, were laid up with the fever. At Baghati near Bansbaria out of an average number of 208 boys, the attendance was reduced to 42 at the latter end of October, and the School was then temporarily closed. At Kancharipara the Schools were closed for several weeks. The Secretary of the Hallyshulur Koomerhatta School described the state of that large cluster of Brahminical and Kayasth villages in the following terms:—

“Not a house was to be seen, which was not afflicted by the epidemic. Father, mother, and children lay crowding in one bed, none having strength sufficient to procure any medical assistance or even to hand over a glass of water to the parched lips of their dying relatives. The whole village was in a state of mourning, nothing was talked of except the terrible effects of the epidemic, no cry heard but that of lamentation and distress”.....“During the months of October, November, and December, the number of deaths averaged about 15 every day out of a population amounting to 18,000. In the middle of November to such a degree did the mortality increase that the performance of funeral rites—a ceremony held so sacred by the Hindus, was dispensed with; and the bodies of the victims of the pestilence, which would have at other times been burnt with all the éclat of religion were now seen floating in groups in the river, affording thereby hearty feasts to the ravenous beasts and birds. To avoid further ravage by the disease, many of the inhabitants, leaving their homes empty, fled with the wreck of their family to distant villages, expecting to be cured by the salubrity of the climate.”

The School in consequence fell in attendance from 182 boys in June to 22 in December. Similar tidings of the ravages of the disease and of the consequent depletion of Schools, were received from Baraset and Nulcoora and from the villages along the course of the Sooti river. The Deputy Inspector

considered this choked up river as the reservoir of the malaria which desolated the district.

Having thus accounted for the diminution of numbers, I would draw your attention to the column in the above table, shewing the cost to Government of the instruction of each child in English and Vernacular Schools. I have omitted from the calculation the Baraset School, because it was at one time nearly emptied of its pupils owing to the epidemic. In the other Zillah Schools and in the model Vernacular Schools, the cost to Government of each boy has been ten annas and a small fraction of an anna. It has therefore been just as expensive to Government to educate boys in the Vernacular only at its model Schools, as in English and the Vernacular at its Zillah Schools. The cost to Government of each pupil in aided English Schools is not quite 8 annas a head, and in aided Vernacular Schools 4 annas and 4 pices. The rate at the Hardinge Vernacular Schools, is a trifle more than four annas. There is not such a difference between the Model Vernacular Schools established by Pundit Eshwar Chundra Vidyasagur, and the Hardinge and aided Vernacular Schools, as to warrant the remarkable fact that the former are  $2\frac{1}{2}$  times more expensive than the latter. From these considerations, I deduce the conclusion that a fair Vernacular education varies considerably in price. In the higher Schools it is as expensive as an education in both English and the Vernacular, and in the lower Schools it costs about half as much.

The reason why English Schools are comparatively so cheap, is, that the fees are high and readily paid. There is an elasticity about the finances of these Schools that is quite exhilarating. The Inspector and Managers can add masters to the instructive staff whenever they are required, and funds from schooling fees are always available to pay the salaries without any application for increased aid. But with Vernacular Schools there is no such buoyancy. The amount from fees is

small and can be raised only by an increase of numbers or of the schooling fee. Unfortunately the Pundits of our model Schools cannot attract an increase of numbers, and to raise the fee would empty the Schools. The only model Schools which flourish are those in which English is taught in the School-house, either before or after the school hours. I am afraid that the strict orders of the late Lieutenant-Governor, interdicting the study of English in model Vernacular Schools are still evaded in some places.

The people will not assist in supporting Vernacular Schools, and consequently Government has to bear nearly the whole expense; but with English Schools, whether aided or under Government, fees are the chief resources of the School. At Barrackpore Government English School, the fees last year were Rupees 2,158-15-0, while the Government contribution was only Rupees 246-3-0. At Konnagar the aid was Rupees 330-0-0 and the fees, Rupees 2,601-0-0. In English Schools, the people seldom allow money to be wanting for temporary repairs and improvements, while in Vernacular Schools the building often is out of repair; the people contribute nothing and ask Government to do everything.

The conclusion that a good education in both English and Bengali is not much more expensive than a fair education in Bengali only, is totally opposed to the general opinion of former years.

What this opinion was, is evident from the following extract from the Despatch of the Honorable the Court of Directors dated 29th July, 1857.

"We concur in Mr. H. Pratt's remarks, that in cases like the present, it is unadvisable to expend money in giving to a few hundreds an inferior English education, which may be so much better spent in giving to the millions an improved Vernacular education."

I am not aware of the data on which Mr. Pratt grounded his conclusion, that an inferior English education for a few

hundreds was just as expensive as an improved Vernacular education. From the results above stated, it is evident that such a conclusion is at the present time perfectly erroneous.

In this division all the great Missionary institutions in Bengal are situated. The number on their rolls is nearly as follows :—

<i>Schools.</i>	<i>Pupils.</i>
The Calcutta Free Church Institution, .....	1,300
The General Assembly's Institution, .....	600
The London Missionary Institution, .....	400
The Church Missionary School, .....	300
The Bishop's College (for students in Theology), ...	20
The Scampron School, .....	400
The Free Church Institution at Chinsurah, .....	700
————— at Manchand, .....	150
The Church Missionary School at Kishnagor, .....	150
————— at Agurparah, .....	200
————— at Chuprah, .....	150
	—
Total,.....	4,370
	—

The Missionary Schools receiving grants-in-aid are included among aided Schools. As it may be interesting to know their number, I give their returns up to the 30th April, 1862.

Schools.	Pupils.	Amount of Grants per monthl.
<b>ENGLISH SCHOOLS.</b>		
<i>Church Missionary Society.</i>		
"    "    Burdwan, ... ... ...	150	50 0 0
"    "    Alipore, ... ... ...	141	80 0 0
"    "    Garden Reach, ... ... ...	187	80 0 0
"    "    Nobobweeps, ... ... ...	37	35 0 0
"    "    Banunpookur, ... ... ..	61	25 0 0
"    "    Bistoopore, ... ... ...	85	30 0 0
<i>Free Church of Scotland.</i>		
"    "    Culna, ... ... ...	112	104 0 0
"    "    Bansbaria, ... ... ...	138	150 0 0
<b>VERNACULAR SCHOOLS.</b>		
<i>Church Missionary Society.</i>		
"    "    Tiaocoorpookur, ... ... ...	100	18 0 0
"    "    Ranmagora, ... ... ...	60	15 0 0
"    "    Rajahaut, ... ... ...	143	16 0 0
<i>Society for the Propagation of the Gospel,</i>		
"    "    Barripore, ... ... ...	60	13 8 0
"    "    Andarmanic, ... ... ...	40	14 8 0
"    "    Macaltala, ... ... ...	35	9 8 0
"    "    Bonnagra, ... ... ...	46	7 0 0
"    "    Sulkea, ... ... ...	22	10 0 0
"    "    Dr. Duff's Girls' School, ...	70	75 0 0
Central School, (for girls), ...	40	25 0 0
Branch School, (for girls), ...	35	0 0 0

The quality of the instruction given in our Schools is even more important than the number of its recipients. The quality of our Schools.

Classification of Government and Aided Schools. Schools may be inferred from the grade they hold in the classified list appended to this report. Of this list I here enter a synopsis. On comparing it with the synopsis I submitted last year, I find that the state of education in the Central and Eastern Divisions are nearly the same. In the Eastern Division last year, 135 Schools out of 335, or 40 per cent. were found in the upper three grades of excellent, good and fair. It is singular that this year in the Central Division, 129 Schools out of 290, or exactly the same percentage, are in the same grades. In the Entrance Examination of the present year, the Schools of Eastern Bengal com-

pletely distanced all their competitors. The three best Mosusil Schools of the Eastern Division, those at Barrisal, Chittagong and Mymensingh, passed 36 students, while the three best of the Central Division, those at Barrackpore, Ootterparah and Howrah passed only fifteen. From these facts, as well as from my own experience, I can state that the old opinion of the inferiority of the Eastern to the Central and Western districts of Bengal in point of education is decidedly unfounded.

*Classification of the Government and Aided Institutions in the Central Division.*

**Government and Aided Institutions.**

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Government Zillah Schools, .....	3	2	0	0	0	0	0	5
Government Normal Schools, .....	0	2	0	0	0	0	0	2
Government Vernacular Schools (Hardinge,) .....	0	3	1	0	0	0	0	4
Government Model Schools (Halliday,) .....	5	3	2	1	0	0	0	11
Calcutta Girls' School, Aided, .....	0	0	1	0	0	0	0	1
Native Female Schools, Aided, .....	0	0	0	3	3	2	0	8
Anglo-Vernacular Schools, Aided, .....	8	13	15	15	1	0	0	52
Attached Schools, .....	1	5	7	4	4	2	0	23
Vernacular Schools, Aided, .....	4	12	21	21	7	3	0	68
Indigenous Schools, .....	0	5	16	36	21	7	31	85
<b>Total, .....</b>	<b>21</b>	<b>45</b>	<b>63</b>	<b>80</b>	<b>36</b>	<b>14</b>	<b>31</b>	<b>290</b>

**NORMAL SCHOOLS.**—In the Normal Schools of Hooghly, Calcutta and Dacca, the same course of instruction is followed. The Calcutta School two years ago was decidedly inferior in standing to the other two. Its improvement subsequently has been marked, and reflects much credit on its Head Master Baboo Gopal Chunder Banerjea. Nothing of special interest has occurred during the year in the Calcutta and Hooghly Schools, and the chief point worthy of notice is, the daily increasing difficulty experienced in obtaining suitable situations for the highest students. These students who do not learn English are suffering ever recurring super-

session by men in every way their inferiors except in the single point of some slight knowledge of the English language. It is with much reluctance that I have come to the conclusion that a sound knowledge of history, geography, mathematics and physical science, together with the Bengali language and literature, will command no suitable price in the labour market. The managers of Schools will pay for English and for nothing else. It now becomes a question whether the education given in our Normal Schools is not too high for the times. I am of opinion that either English must be introduced into the Normal Schools, or the standard of the whole routine of instruction must be reduced.

The following table will shew the success of the Schools in the Examination of September last. The third class of the Dacca School which is by far the largest in number has also been the most successful in the competition. In average marks, Hooghly is the highest in the first class, Calcutta in the second and Dacca in the third. This seems to shew that the Vernacular Schools of Dacca send to the Normal School a better prepared class of students than those of Hooghly and the 24-Pargunnahs.

#### SYNOPSIS OF MARKS IN THE EXAMINATION.

Number of Examinees.	Class and School.	Highest mark obtainable.	Highest mark obtained.	Lowest mark obtained.	Average marks.
8	1st Class, Calcutta,	850	400	203	291.2
5	" Hooghly,	0	497	207	336
21	Dacca,	0	433	169	232
15	2nd Class, Calcutta,	750	346	118	264.8
24	" Hooghly,	0	389.5	166	263.4
31	" Dacca,	0	365.5	187.5	214.1
17	3rd Class, Calcutta,	850	402.5	140	283.4
26	" Hooghly,	0	464	131	312.4
40	" Dacca, ..	0	522	215	325.5

## COURSE FOR THE NORMAL SCHOOLS FOR 1861-62.

## THIRD YEAR'S CLASS.

*Sanskrit*.—Raghubangsha. Cantos 8th, 13th, 14th, 15th and 16th.

Ritu Sunghar from the 3rd part of Rijupath. Mugdhabodha Karak, Samas and Taddhit.

*Bengali Composition*.—Translation from Sanscrit into Bengali.

*Bengali*.—Jiban Charita. Meghnadhbudh (selected portion), Sitar Banabas. Bacon's Essays by Ram Camal Bhattacharjya.

History of England by Ram Camal Bhattacharjya. History of Greece by Dwarkanath Bidyabhusan. Constitution of England by Rajcumar Surbadhikari.

*Geography*.—Use of the Terrestrial Globe. Physical Geography. Revision of Political Geography. Map-drawing.

*Mathematics*.—Euclid. First four, the sixth, and the 11th book up to the 21st proposition with deductions. Algebra to Geometrical Progression. Arithmetic, the whole. Zemindari and Mahajani accounts.

*Mensuration*.—Practical surveying by the chain, and also by the compass.

*Natural Philosophy*.—Laws of motion, Mechanical Powers. Centre of Gravity, Specific Gravity. Easy Problems on the above.

*Natural Science*.—Human Physiology by Rajkisto Banerjea.

*Astronomy*.—Jyotorbibaran.

*Art of Teaching*.—Lectures and Practice in the Model School.

N. B.—For extra subjects chosen by the Head Master, 50 marks will be given in the examination.

## SECOND YEAR'S CLASS.

*Sanskrit*.—Rijupath, Part II. and Part III. with the exception of Ritu Sunghar of Bhutti and Bani Sunghar. Mugdhabodha—Verbs to the end of Kridento.

*Bengali Literature*.—Raghubangsha (whole). Bacon's Essays and Dharmaniti.

*Bengali Composition*.—Translation from Sanscrit into Bengali.

*History*.—History of British India by Kristo Chunder Roy, Parabritta Sar. Constitution of England by Rajkumar Surbadhikari.

*Geography*.—Physical Geography. Map-drawing and revision of Political Geography, and the geography required to illustrate the History read during the year.

*Mathematics*.—Arithmetic (whole). Zemindari and Mahajani accounts. Algebra—as far as Fractions. Euclid—first four books. Practical Surveying.

*Natural Philosophy*.—Prakrita Bigyan—Parts I. and II.

*Natural History*.—Zoology by Grish Chunder Turkobhosun (to be omitted if not published before Easter).

*Art of Teaching*.—Shikhya Bidhayeeaka by Bhoodeb. Practice in the Model School.

N. B.—For extra subjects chosen by the Head Master, 50 marks will be given in the examination.

#### FIRST YEAR'S CLASS.

*Sanskrit Literature*.—Rijupath, Part I. and 15 pages of 2nd Part. Mugdhabodha—to the end of Subdo.

*Bengali Literature*.—Charupath, Part III. Telemachus, Part I. Bacon's Essays.

*Composition*.—Itihashic Upnyas by Bhoodeb Mookerjee.

*History*.—History of India by Tarini Churn Chatterjee and revision of the 2nd part of the History of Bengal. Constitution of England by Rajkumar Surbadhikari.

*Geography*.—Tarini Churn's Geography. Physical Geography, Chapter VIII. to the end.

*Mathematics*.—Arithmetic (whole) Mental Arithmetic. Zemindari and Mahajani accounts. Euclid I. and II. books. Practical Surveying,

*Natural Philosophy*.—Prakrita Bigyan (whole).

*Natural Science*.—Bastu Bichar. Lessons on Plants.

*Art of Teaching*.—Shikhya Bidhayeeaka.

N. B.—For extra subjects chosen by the Head Master, 50 marks will be given in the Examination.

## VERNACULAR SCHOOL COURSE.

## HIGHEST CLASS.

*Literature*.—Charupath, Part II. Telemachus, Part I. Life of Sevajee. Life of Timor.

*Composition*.—Description of Objects and Historical Characters and facts. Forms of letter-writing.

*Bengali Grammar*.—Sandhi Karak, Samas and Taddhit.

*Mathematics*.—Arithmetic—Decimal Fractions—Simple and Compound Interest—Square and Cube Roots. Zemindari and Mahajani accounts. Geometry, book I. with deductions.

*Natural Philosophy*.—Bhoodeb's to the end of the Laws of Motion, pp. 136. Lessons on Objects by Ramgoti Nyaratna.

*History of Bengal*.—Parts I. and II. Tarini Churn's India to the end of Baber.

*Geography*.—Tarini Churn's Geography. Map-drawing. Physical Geography from Chapter VIII. to the end.

DEPUTY INSPECTORS.—In the Central Division there are seven Deputy Inspectors, of whom two are attached to Nuddea, two to Hooghly and three to the 24-Pergunnahs and Baraset. I would mention with special commendation Babu Jogut Chunder Banerjea and Babu Bromo Mohun Mullick. The former is distinguished among the Deputy Inspectors for vigour and activity. He travels more than any other, and generally performs his journeys on foot. Before joining his present post, he was the first native teacher in the General Assembly's Institution, and in that capacity exercised a general superintendence over the Junior native teachers. Babu Bromo Mohun Mullick was one of the most distinguished of the students of the Hindu College. He is an excellent scholar; and while acquiring western learning, has not neglected the cultivation of the language of his country. If there were any higher grade in the list of Deputy Inspectors, I should be glad to see promotion given to these two officers.

*The work done by the Deputy Inspectors is exhibited in the following Table.*

District.	Schools under inspection.	Number of Schools visited.	Number of miles travelled.	Books sold	Price of books.
Calcutta,*	51	181	1272	0	0 0 0
24-Pergunnahs,	70	401†	2639‡	2860	439 12 0
Baraset,‡...	41	125	781	0	0 0 0
Nuddea, ...	56	180	1393	177	57 10 3
Santipore,	25	133	962§	0	0 0 0
Hooghly,...	36	146	1097	0	0 0 0
Howrah,	Baboo Krishna Kumal Bhattacharjia during May and June, ...	31	13	106	0 0 0
	Baboo Madhab Chunder Tarka Sidhanta from July to April, ...	0	102	115 893‡	0 0 0
				999‡	
Total, ...	310	1,281	9144‡	0	0 0 0
Average,...	41	183	1306	0	0 0 0

**ZILLAH SCHOOLS.**—The following is a short account of the Zillah Schools in the Central Division of Bengal chiefly taken from the reports of the Head Masters.

**HOWRAH SCHOOL.**—The School was established by Government in the year 1845, at a time when the want of education was greatly felt in the station; and though several Schools have been opened in the vicinity within the last few years under the patronage of private individuals, for the purpose of imparting elementary instruction at a cheaper cost than at this institution, yet the existence of them has served to increase its importance in the estimation of the public. The only change which took place in the Instructive Staff during the year under report was the appointment of Babu Hurry Doss Ghose, 4th Master of the Berhampore Collegiate School as Head Master in succession to Mr. Cowpar

\* This officer was engaged in office and other work for about 5 months in the year.

† Eighteen of these Schools were visited more than once in course of a month.

‡ This officer was on sick leave in July last.

who died in August last. The number of pupils on the rolls at the end of the session was 196, against 183 at the corresponding period of the preceding year. The average daily attendance was 118. Thirteen boys appeared at the University Entrance Examination and five succeeded in passing in the 2nd Grade. The Annual Examinations were conducted by Professor Graves of the Hooghly College and Pundit Bany Coomar Bhuttacharjee of the Otterparah School. The result of the examination, as reported by them, was on the whole satisfactory. The income of the School during the year under report amounted to Rupees 4,772-8-6 from fees, and Rupees 2,485-0-0 for Government. The conduct of both the pupils and teachers was satisfactory. The School building recently underwent a thorough repair and is now in good condition.

**OITTERPARAH SCHOOL.**—This School, though placed under the entire control of Government, is in reality an aided School. The great Zemindars of Ootterparah Babus Joykissen Mookerjee, and Raj Kissen Mookerjee placed in the hands of Government property yielding Rupees 100 a month as an endowment for the School on condition that Government gave an equal sum. It is much to be desired that other public spirited Zemindars should endow Schools in a similar way. The fees during the past year yielded about 340 Rupees a month. Thus, with a monthly income of Rupees 540, the School has been able to pay all its expenses, and to accumulate by gradual savings a small capital now amounting to Rupees 9,685.

The number of pupils on the roll at the close of the session was 162—the exact number attending the School at the corresponding period of the previous year. The amount of fees realized during the year under review was Rupees 4,135. The collections in the previous year amounted to Rupees 4,356. Four boys succeeded in passing the Entrance Examination and two of them won scholarships. Mr. Graves of the Hooghly College and the Head Pundit of the Calcutta Patshallah were deputed to conduct the annual examinations.

**BARASET SCHOOL.**—A handsome legacy was left by Prince Kootub Oodeen to the Baraset School and to other institutions; but the sums bequeathed were reduced 66 per cent. owing

to a provision of Mahomedan Law, which forbids a man to leave more than a third of his property for charity. The reduced legacy amounted Rs. 1,582-14, and as there is no immediate requirement for this money, the Committee have requested the Director of Public Instruction to invest it in Government Securities on behalf of the Institution.

Six boys were sent up to the University Entrance Examination, of whom one passed in the 2nd Division. The annual examinations of the School were conducted by the members of the Committee, who expressed themselves on the whole satisfied with the result. The garden attached to the School has been kept in a pretty good state. Many of the country vegetables were grown, but the proceeds of the sale of the produce has not yet fully covered the expense. A portion of the garden has at my recommendation been set apart for the culture of cotton from country and foreign seeds. The Boarding Establishment has been kept open throughout the year. The highest number of Boarders on the rolls was 8 ; the lowest, 4. It has not only paid its expenses but left a small balance in its favour. The buildings are in need of repair. One of the arches of the school-house is cracked and insecure, and the flooring of some of the rooms is much worn. An estimate of the necessary repairs has been prepared by the Public Works Department. Almost all the pupils and teachers suffered severely from repeated attacks of the fever which raged in Baraset throughout the year. To this chiefly is to be attributed a decided declension in the attendance of pupils and in the high standing of the School. I am sorry that I cannot concur in the encomium which the Secretary passes on all the masters.

**BARRACKPORE SCHOOL.**—There are 129 pupils on the rolls, against 119 of the preceding year. The numbers of pupils on the 30th

1860—84.

April of the last three years, shew that

1861—119.

the strength of the School is steadily

1862—129.

increasing. The estimation in which the

School is held by the native community may be measured by the number of pupils who daily attend the School from comparatively distant villages. In the Barrackpore School almost three-fourths of the boys come from a distance of more than two or three miles.

The statement of schooling fees realized during the year, exhibits a steady increase of the income of the school from this source.

The Bengal Government having declared "That the Barrackpore School could not be enlarged wholly at the expense of Government, but that assistance would be given in aid of any efforts the inhabitants might make to obtain increased School accommodation," a donation book was circulated, among the guardians of the students, and on the 12th of March last Rs. 253-2-6 were deposited in the Bank of Bengal. His Excellency Earl Canning, a little before leaving India was kind enough to contribute Rs. 500. The late Lady Canning honoured the School with a visit on the 12th September last and was pleased to write the following remark in the visitor's Book.

"The School appears in good order and the boys of the four upper classes repeated speeches by heart with great accuracy and intelligence."

Out of 9 candidates that appeared in the Entrance Examination, six have been passed, of whom one was placed in the 2nd Division. The annual examination of the School was conducted by Babu Bromo Mohun Mullick, Deputy Inspector of Schools, Calcutta, who was highly satisfied with the progress of the students.

AIDED A. V. SCHOOLS.—The progress made under the grant-in-aid system by the best aided Anglo-Vernacular Schools in different districts of the Central Division may be most convincingly shewn by a brief description of each of them, chiefly taken from the reports of the Deputy Inspectors :—

**COSIPORE SCHOOL.**—The Anglo-Vernacular School at Cossipore was established in the year 1850, by the wealthy Zemindar Babu Kassinath Roy Chowdry, for the gratuitous education of the children of the poor; but, under the conditions of the grant system, a tuition fee at an average rate of six annas, was imposed in 1856. The schooling fee is not uniform, for the pupils pay, some more and some less than the average, according to their circumstances. There are seven classes and each of them is provided with a master for English, and a Pundit teaches Bengali to the higher classes. This year the pupils of the Institution failed to pass the Entrance Examination. The inhabitants

nevertheless entertain a high opinion of the School as is seen from the fact that the Zemindars, Talookdars, and influential rich persons of Cossipore, who used to send their boys to the Hindu School, Doveton College, and other similar institutions in Calcutta, now patronize the Kassinath School. The annual examinations have been always conducted by the Principals and Head Masters of the private and Government Schools and Colleges, and the reports submitted by them bear satisfactory testimony to the well-being of the School and to the progress of the pupils. I have classified the School as "excellent." The number of pupils on the roll in April, 1857 was 121, and in April, 1862, 210. The amount of schooling fees realized in these years was respectively Rs. 427-1 and Rs. 812-10. Hence, in four years, both the number of pupils and the amount of their fees have nearly doubled.

**PAIKPARAH SCHOOL.**—The Anglo-Vernacular School at Paikparah was established on the 16th October, 1854, as a free School by Coomar Kalikissen Roy, but when it obtained aid from Government, schooling fees were collected from the boys at the rate of four annas, six annas, eight annas, and one rupee, according to the circumstances of the pupils. Attached to it are five Teachers and two Pundits and also a Pupil Teacher. The success of this School is owing to the indefatigable exertions and able management of the Head Master Babu Russick Loll Sirkar. The number of boys on the roll at the end of the present year was two hundred and thirty-nine. The system of instruction is the same as in Government Zillah Schools. The boys of the first class read the Entrance Course. One student passed the Entrance Examination successfully this year and was placed in the 2nd Division. I have classified this School as 'excellent.'

On the 1st of October, 1861, its supporter, Coomar Kallikissen Roy gave up the management and withdrew his monthly subscription of Rupees 64. In this difficulty, the Head Master, Babu Russick Loll Sirkar applied to several of the influential Native gentlemen of the neighbourhood who consented to support the School. The School had a balance in its favour of Rupees 728-12-5, by which its expenses were met from the 1st October to the end

of February last. The number of pupils attending this School on the 30th of April, 1857 was 143; and in April last 239. The amount of schooling fees realized in these years is Rs. 365-6-6, and Rs. 760-14, respectively. Hence the income from fees has been doubled in the last three years.

**SYEDPOOR SCHOOL.**—The Anglo-Vernacular School at Syedpoor was established in September, 1855, through the influence of Babu Eshwar Chunder Chatterjea. Several changes have taken place in the instructive staff since the commencement of this School, but it has at last secured the services of some young Teachers of whom the Head Master says, that they do great credit to their appointment by their punctuality of attendance, their diligence and the interest they take in the discharge of their duties. The schooling fees vary from four annas to one rupee a month. The members of the Committee regularly visit the School and examine the pupils once a month. The discipline is good. In the late Entrance Examination, out of five candidates, two passed in the 2nd Division. In the year before last, one pupil passed in the First Division and won a stipend of ten Rupees tenable for two years in the Presidency College. The records of the School and the book of reference are all in good order. The credit of the good state of the School is chiefly due to the exertions of the Head Master, Babu Koylash Chunder Ghose. The number of pupils attending this School on the 30th of April, 1857, was 109, and in April last 162. The amount of schooling fees realized in these two years was Rs. 452-8 and Rs. 655-5 respectively.

**GARDEN REACH SCHOOL.**—The Anglo-Vernacular School at Garden Reach was established in the year 1853 by Rev. C. Davies. The present building was erected at the cost of Prince Keikobad Shah. The School is now under the management of the Church Missionary Society. The rate of schooling fees is one Rupee in the first four classes and eight annas in the remaining four classes. A fine of one anna is also charged when the boys do not pay their schooling fees in advance within the 5th of the month. In each of the last two Entrance Examinations, one of the boys has been successful. One of them obtained a Scholarship and

is now prosecuting his studies in the Presidency College and the other intends to join the Civil Engineering College. I have classified the School as 'good.' The following statement will show the comparative state of the School during the last 5 years.

	<i>Pupils</i>	<i>Fees realized.</i>
1857, .....	131	354 5 7
1858, .....	145	564 8 6
1859, .....	135	920 5 3
1860, .....	153	1,082 0 6
1861, .....	147	1,230 1 1
1862, .....	187	1,234 1 3

BOROO SCHOOL.—The Boroo School was established in 1856. The manager and principal supporter, Babu Sreenauth Bose is an intelligent Zemindar, and takes much interest in his School. The Head Master, Babu Peary Mohun Dutt is an active and painstaking Teacher. Nothing speaks so favourably of the Head Master as the fact, that with only three assistants, he has been able not only to bring up students to the standard of the University Entrance Examination, but has also maintained the efficiency of the whole School. The Deputy Inspector in his report of the annual examination of the School in January last says:—"In most of the aided Anglo-Vernacular Schools, it is the sole object with the Head Master and the manager to bring up for the Entrance Examination a few students. With this view more attention and time are devoted to the highest than to any other class. The consequence is that the School suffers materially. I have great pleasure in remarking that such is not the case with the Boroo School. I was highly satisfied with the lower classes." I have classified the Boroo School as "good." Four candidates appeared in the last Entrance Examination, of whom one succeeded and was placed in the 2nd Division. The number of students on the rolls of this School on the 30th of April of the year 1857 was 128, and in April last 111. The amount of fees realized in these years is respectively Rs. 511-8, and Rs. 432-1.\*

---

\* This declension is owing to the establishment of two new Schools in its vicinity.

**BARRIPORE SCHOOL.**—The Barripore School was established in the year 1856, by Babu Rajcoomar Chowdry. One candidate from this School appeared for the Entrance Examination and passed with great credit to himself and to his School. The Barripore School is fortunate in its Head Master, Babu Bistoo Churn Mitter, who is an intelligent and zealous Teacher. He receives very little assistance from the lower Teachers who are not quite competent men. The consequence is, that the progress of the Junior classes is far from being satisfactory. I have classified this School as 'good.' The number of students on the rolls on the 30th of April, 1857, was 103, and in April last 123. The amount of fees realized in each of these years, is respectively Rs. 231-14-0 and Rs. 468-11-0.

**RAJPORE SCHOOL.**—The Rajpore School was established by Babu Madhub Chunder Mookerjee and Golucknauth Ghoso in the year 1856. In April, 1857, the number on the rolls was 150, and in April last 140. The amount of Schooling fees realized in these two years is respectively Rs. 198-4 and Rs. 815-12. The School-house was in a very bad state, but it has been lately repaired and sheds erected for some of the classes. Babu Golucknauth Ghose of Jugutdul now pays the required amount of subscriptions. The School would probably be in a better state than it is at present, if the managers took greater care to enlist the co-operation of other gentlemen resident in the neighbourhood. Much evil and no good is caused at Rajpore by party feeling. No candidate appeared from this School for the Entrance Examination I have classified it as 'fair.'

**NIBODHoy SCHOOL.**—There are two aided Anglo-Vernacular Schools in the Baraset Division, one at Nibodhoy and the other at Takee. The Nibodhoy Anglo-Vernacular School has suffered severely from the epidemic. Still the progress made by the boys is satisfactory. The Head Master Babu Judunauth Singha an ex-student of the General Assembly's Institution pays great attention to the instruction of his pupils. On account of the insufficiency of the instructive staff, the Entrance Course has not yet been introduced in the 1st class. This School

was established in 1848, by Babu Kalikrishna Dutt and received Government aid in 1857.

TAKEE SCHOOL.—The School at Takee numbers 90 pupils, and it is not in so satisfactory state as it is expected to be. This is owing to the frequent changes of the Head Masters who do not continue at Takee for any length of time in consequence of the unhealthiness of the place. Two students of this School appeared at the Entrance Examination, but neither of them has been successful. This School was established by Babu Preonauth Chowdry and others in the year 1854. In 1856 it received Government aid. The pupils and fees were in 1862, 94 and rupees 465-5-3, against 81 and Rs. 212 in 1857.

RANAGHAT SCHOOL.—This School was established by the Pal Chowdry family of Ranaghat in May, 1853, and was supported by the proprietor till June, 1856, when a Government grant was given. Many of the gentlemen who lent a helping hand to the School at the beginning, afterwards held themselves aloof, and the only man who now takes any active interest in the School is Baboo Sree Gopal Pal Chowdry, Zemindar. He not only pays his own promised subscriptions, but meets every deficiency of income. The number on the rolls in 1857-58 was 76, and the amount of fees collected was Rupees 391-12. At the close of 1861-62 the number was 130, and the fees, Rupees 599-8. In the University Entrance Examination held in March, 1859 and December, 1860, this School succeeded in presenting 4 students who obtained admittance. They were all classed in the 2nd Division. In 1861 there were no candidates. This School labours under the great disadvantage of having as yet no house of its own. For some time the use of an old dilapidated building was allowed, but the repairs not having been made, it was considered unsafe to occupy it any longer. The lads now assemble in the lower rooms of the manager's dwelling house. For many obvious reasons, the place is unsuited to its wants. The manager has commenced building a separate School house; but the work is not progressing satisfactorily. I classify this School as *good*.

**BAGATTY SCHOOL.**—This School was established in January, 1858, through the liberality and exertions of Rakhal Doss Mittra and Oomesh Chundra Mittra, inhabitants of the village. Originally it was intended to be a purely Vernacular School for the education of a few indigent youths. But many orthodox Hindu gentlemen of Tribany and the adjoining villages, desired to have an English School in the neighbourhood, as they were disinclined to send their children for tuition to the Bansbariah Mission School. Accordingly putting themselves under the patronage of Babu Ram Gopal Ghose, they converted their Vernacular School into an English School in June, 1860, and a few months afterwards obtained aid from Government.

At the close of the official year 1860-61, the number of pupils on the roll was 266. The amount of fees collected during the session i. e. since the School received Government assistance, was Rupees 775-1-9. Owing to the breaking out of an epidemic fever at the village there was a great falling off in attendance during 1861-62. At the close of the session there were only 129 pupils on the rolls, and the amount of fees realized was Rupees 900-4. This School succeeded in sending three candidates to the University Entrance Examination in December, 1860, of whom one was passed in the 1st Division and the other two in the 2nd. In 1861 only one candidate went up and he was placed in the 2nd Division. I regret I cannot speak favourably of the School-house.

**ILSOBA MUNDLYE SCHOOL.**—The Ilsoba Mundlye School was established with a Government grant in 1856, by three of the educated natives of the place Baboos Ram Gopal Ghose, Doorga Churn Sircar, and the late Babu Hurrynath Sircar. The villages of Ilsoba and Mundlye are both inhabited by a considerable number of respectable native gentlemen. The former of these places has been reckoned to be one of the principal seats of Sanscrit learning in the Hooghly district. The School is held in high estimation throughout the neighbourhood. The rate of fees in 1857 was 8 annas, in 1858 twelve annas, and in 1862 fourteen annas in the highest class. The number of students in 1857 was 150, and it is

now 222 (including the Vernacular Department). Four of the students were sent to compete at the last Entrance Examination and three of them passed. The Vernacular Departments attached to English Schools are usually very bad on account of the attention of the best pupils being engrossed by English ; but the Vernacular Department of this School forms an exception to the general rule. The students of this School stand superior even to the students of purely Vernacular Schools in the Scholarship examinations of every year, a circumstance which reflects great credit upon the efficiency of the teachers and the earnestness of the managers.

**DWARBASINEE SCHOOL.**—The Dwarbasinee School was set up in the year 1856 with a Government grant of Rupees 50 by Babu Joykissen Mookerjee. The English Department is in good condition. There are some villages in the neighbourhood of Dwarbasinee which are inhabited by respectable men who appreciate English education. The proprietor has succeeded in securing the services of qualified and painstaking teachers. Three students competed at the University Entrance Examination of the last year of whom two were successful. I am sorry to observe that I cannot make the same remark upon the progress of the Vernacular Department which is in a very unsatisfactory state. The number of students in 1857 was 77 and is now 132. The rate of fees remains unchanged, being 8 annas in the higher and 4 annas in the lower classes.

**BORAL SCHOOL.**—The Boral School was opened in 1857 with a Government grant of Rs. 50, Baboos Markundonath Bose and Thakoor Doss Mozoomdar are the principal managers. The locality is not very good, but the number of students is about 100, inclusive of the Vernacular Department. The English Department is working satisfactorily and one of the students passed high up in the first grade at the last Entrance Examination, a circumstance unusual in students of aided Schools, and creditable to the teachers as well as to the conductors of the Institution. The Vernacular Department although not so good as the English, is in a satisfactory state.

**KONNAGOR SCHOOL.**—The Konnagor School continues to maintain its reputation. "No School under my charge," says the Deputy Inspector of Howrah, "shows such signs of marked progress as the Konnagor aided Anglo-Vernacular School." It was established in the year 1854, by the exertions of Babu Shib Chunder Deb, the Deputy Collector of Calcutta. He still takes a warm interest in its welfare. On the 30th of April last, the number on the roll was 215. The rate of Schooling fees is now two rupees in the higher and one rupee in the lower classes. The amount of fees realized last year was Rupees 2,601 against Rs. 1,006-6 of 1857. Six candidates appeared in the last Entrance Examination, of whom two passed in the 2nd Division.

**JONTE SCHOOL.**—This School was established in the year 1850, by Babu Ramnarayan Mookerjea, the Zemindar of the village. Immediately after, Babu Prosono Coomar Ghose joined the institution as Head Master, and introduced for the first time in India the Glasgow Training system. In 1850, the Hon'ble J. E. D. Bethune, then President to the Council of Education, recommended the School to Government for a special grant of Rupees 100 per mensem. From that time, the School has made steady progress and every year sent successful candidates to the University Entrance Examination. In the last year seven appeared for the examination, of whom one was placed in the first Division and two others in the second. The number of pupils attending this School on the 30th of April, 1857, was 193, and in April last 266. The amount of Schooling fees realized in these two years was Rs. 1,392 and Rs. 2,578 respectively.

**SULKEA SCHOOL.**—The Sulkea aided School was founded in 1855 by Babu Khetter Mohun Mitter and his friends. A grant of Rupees 87 was at first sanctioned for the School on the favourable condition that an equal sum should be raised by subscriptions and fees together and that a Model Vernacular School should be maintained. As the latter part of the condition was not kept and the Vernacular Department was altogether inefficient, the aid was subsequently modified and a grant of Rupees 50 was allowed, on condition that an equal sum should be raised by subscription only,

exclusive of the fees. The rate of schooling fee varies from one to two rupees. In the last Entrance Examination out of 9 candidates, 5 passed in the 2nd Division.

**KRISHNAGOR AIDED SCHOOL.**—This School received a grant of Rupees 35 per month on the condition that an equal sum should be raised by subscriptions and fees together. Permission was accorded for the first two classes to learn English, on the ground that without this concession, pupils would not continue long enough in the School to learn the vernacular properly. The privilege has been so widely interpreted that the Deputy Inspector now reports "This School is only nominally a Vernacular School, the terms under which the grant was obtained having permitted an unlimited extension of the English Department, and this opportunity having been used by the managers to meet the requirements of the times." It is quite clear that the School on its present footing would never have obtained a grant on the favourable terms allowed only to Vernacular Schools. The collections from fees during the year 1861-62 have been Rupees 1,944-8-3, against Rupees 379-11-3 in 1856-57. The number of pupils on the rolls in April last was 311, against 214 in April, 1857.

**MANJOOAN SCHOOL.**—This School was established in 1858 by Babu Shama Churn Sircar, interpreter of the Supreme Court, Calcutta. The whole expense of the School was borne by that gentleman till the 1st of September, 1860, when a Government grant of Rupees 60 a month was sanctioned. Babu Shama Churn besides contributing the total amount of subscriptions himself, pays the tuition fee of every boy at the rate of four annas a month. He has to give in all upwards of Rupees 85 a month, towards the support of the School. Such liberality as his is rarely to be met with in this country. The institution labours under the usual difficulties of a free School. The people have to pay nothing for the education of their children and consequently care very little for the School. The number of pupils has gone on decreasing from 100 on the 30th April, 1860, to 62 in April last. While the number of pupils and the amount of schooling fees of the other Schools in

Nuddea have increased, there has been a gradual decrease in attendance at this School. The amount of schooling fees in

1859-60, was .....	Rs.	333	4	0
1860-61, .....	"	281	12	0
1861-62, .....	"	198	4	0

Here there is no Committee, the proprietor being the sole manager. I have classified this School as 'moderate.' It has as yet sent up no pupils to the Entrance Examination.

I have the honor to be,

Sir,

Your most obedient Servant,

H. WOODROW,

*Inspector of Schools, Central Division.*

*Classification of Schools in the Central Division.*

Name of School.	Class.		Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
<b>GOVERNMENT ZILLAH SCHOOLS.</b>					
Barrackpore,	... Excellent,	... 129	20 8 3	0 2 7	
Howrah,	... Excellent,	... 196	207 2 5	1 0 11	
Ooterparah,	... Excellent,	... 162	88 8 10	0 8 9	
Barasat,	... Good,	... 85	218 7 2	2 14 9	
Russapuglah,	... Good,	... 65	672 15 10	10 5 8	
	Total,	... 637	1237 10 6	1 15 1	
<b>NORMAL SCHOOLS.</b>					
Hoogly Normal School,	... Good,	... 116	791 0 0	6 13 1	
Calcutta Normal School,	... Good,	... 72	540 4 8	7 8 1	
	Total,	... 188	1331 4 8	7 1 4	
Hoogly Model School,	... Excellent,	... 146	0 0 0	0 0 0	
Calcutta Model School,	... Excellent,	... 286	166 2 8	0 9 4	
	Total,	... 432	0 0 0	0 0 0	

\* Abolished on the 31st December, last.

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment -Grant,	Cost to Go- vernment of each boy.
			Rs. A. P.	Rs. A. P.
<b>GRANT-IN-AID ANGLO-VERBAL CULAR SCHOOLS.</b>				
Cossipore,	Excellent,	210	90 0 0	0 6 10
Paikpara,	Excellent,	239	64 0 0	0 4 3
Syedpore,	Good, ...	162	50 0 0	0 4 11
Garden Reach,	Good, ...	187	80 0 0	0 6 10
Alipore,	Good, ...	141	80 0 0	0 9 1
Barripore,	Good, ...	123	45 0 0	0 5 10
Boro,	Good, ...	111	50 0 0	0 7 2
Rajpore,	Fair, ...	136	40 0 0	0 4 8
Bistopore,	Fair, ...	85	30 0 0	0 5 8
Sookchar,	Moderate,	72	25 0 0	0 5 7
Kristonagor,	Moderate,	51	31 0 0	0 9 2
Kadihatty,	Moderate,	44	32 0 0	0 10 8
Sorissa,*	Moderate,	45	30 0 0	0 10 8
Total, ...		1609	647 0 0	0 6 5
<i>In Baraset.</i>				
Halyshulur,	Good, ...	104	50 0 0	0 7 8
Ishapore,	Fair, ...	72	30 0 0	0 6 8
Nibadhoj,	Fair, ...	52	24 0 0	0 7 5
Takce,	Fair, ...	94	50 0 0	0 8 6
Nulkoorah,	Moderate,	51	28 0 0	0 8 9
Shalipore,	Moderate,	42	16 0 0	0 6 1
Total, ...		415	198 0 0	0 7 8
<i>In Howrah.</i>				
Konnagar,	Excellent,	215	30 0 0	0 2 2
Joyni,	Excellent,	266	100 0 0	0 6 0
Jogotbullubpore,	Good, ...	147	50 0 0	0 5 5
Sulka,	Good, ...	192	50 0 0	0 4 2
Bolootee,	Fair, ...	111	50 0 0	0 7 2
Ampta,	Fair, ...	126	40 0 0	0 5 1
Andool,	Moderate,	102	50 0 0	0 7 10
Total, ...		1159	370 0 0	0 5 1

\* Received grant in April last.

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant.	Cost to Government of each boy.
<i>In Hoogly.</i>				
Bansberriah,	Excellent,	109	150 0 0	1 6 0
Ilsoha Mundlye,	Excellent,	93	70 0 0	0 12 1
Bora,	Good, ...	53	50 0 0	0 15 1
Dwarbasini,	Good, ...	90	50 0 0	0 8 11
Dushghora,	Fair, ...	92	32 0 0	0 5 7
Talimpahar,	Moderate,	97	60 0 0	0 9 11
Sharapooly,	Moderate,	48	50 0 0	1 0 8
Jajoor,	Moderate,	59	50 0 0	0 13 7
Bhustarah,	Moderate,	85	60 0 0	0 11 4
Pandoos,	Moderate,	72	40 0 0	0 8 11
Comerpore,	Indifferent,	49	56 8 0	0 0 0
	Total, ...	847	668 8 0	0 12 8
			<b>6697</b>	
<i>In Nuddea.</i>				
Meeherpore,	Good, ...	106	50 0 0	0 7 7
Nabodwipa,	Fair, ...	20	35 0 0	1 12 0
Kurroempore,	Fair, ...	56	75 0 0	1 5 5
Gosic Durgapore,	Fair, ...	56	37 0 0	0 10 7
Bemunpooker,	Fair, ...	62	60 0 0	0 15 6
Manjooan,	Moderate,	40	25 0 0	0 10 0
	Total, ...	310	282 0 0	0 10 4
			<b>28200</b>	
<i>In Santipore.</i>				
Bagatty,	Excellent,	117	50 0 0	0 6 10
Bullaghur,	Excellent,	109	50 0 0	0 7 4
Ranghat,	Good, ...	180	40 0 0	0 4 11
Santipore,	Good, ...	213	50 0 0	0 8 9
Gootceparal,	Fair, ...	73	45 0 0	0 9 10
Khamargachie,	Fair, ...	38	50 0 0	1 5 1
Goverdaungah,	Fair, ...	82	55 0 0	0 10 9
Katulraparah,	Moderate,	53	50 0 0	0 15 1
Bakoolia,	Moderate,	81	25 0 0	0 12 1
	Total, ...	846	415 0 0	0 7 10
			<b>41500</b>	

Name of School.	Class.	Number of boy <sup>c</sup> on the Roll.	Amount of Govern- ment Grant.	Cost to Govern- ment of each boy.
<b>LORD HARDINGE'S SCHOOLS OR GOVERNMENT VERNACULAR SCHOOLS.</b>				
<i>In the 24-Pergunnahs.</i>				
Dukhin Baraset,	Good, ..	46	17 1 8	0 5 11
Muzzilpore,	Good, ..	128	19 13 10	0 2 6
	Total, ...	174	36 15 6	0 3 4
<i>In Hooghly.</i>				
Otterparah,	Good, ..	106	18 8 1	0 2 9
<i>In Baraset.</i>				
Chota-Jagoolia,	Good, ..	96	26 5 8	0 4 5
Boro-Jagoolia,	Fair, ..	45	24 5 5	0 8 8
	Total, ..	141	50 11 1	0 5 9
<b>GOVERNMENT MODEL SCHOOLS.</b>				
<i>In Baraset.</i>				
Halishuhur,	Moderate,	47	39 10 0	0 13 6
<i>In Howrah.</i>				
Sheakhala,	Good, ..	98	49 5 3	0 8 1
Ilurope,	Fair, ..	32	28 5 10	0 14 2
	Total, ...	236	96 3 2	0 6 6
<i>In Santipore.</i>				
Khantooria,	Excellent,	65	49 9 5	0 12 2
Hurrypore,	Fair, ..	87	47 2 6	0 8 8
	Total, ...	152	96 11 11	0 10 2
<i>In Nuddea.</i>				
Moheshpore,	Excellent,	86	48 12 8	0 9 1
Bhajanghat,	Excellent,	70	49 7 6	0 11 4
Debogram,	Good, ..	65	48 1 3	0 11 10
	Total, ...	221	146 5 5	0 10 7

Name of the School.	Class.	Number of boys on the Roll.	Amount of Government Grant.	Cost to Government of each boy.
<b>GRANT-IN-AID VERNACULAR SCHOOLS.</b>				
Thakoorpooker,	Fair, ...	100	18 0 0	0 2 11
Shambazar,	Fair, ...	118	16 0 0	0 2 2
Aheritollah,	Fair, ...	126	10 8 0	0 1 4
Kansariparal,	Fair, ...	81	10 0 0	0 2 11
Kalighat.	Fair, ...	91	17 0 0	0 3 0
Boral,	Fair, ...	51	12 0 0	0 3 8
Bursea,	Fair, ...	83	20 0 0	0 3 10
Sarengabad,	Fair, ...	48	20 0 0	0 6 8
Sookchar,	Moderate, ...	41	13 0 0	0 5 1
Rajahaut,	Moderate, ...	143	16 0 0	0 1 9
Moydah,	Moderate, ...	43	10 0 0	0 3 9
Aheritollah Bungobidyaloya,	Moderate, ...	81	10 8 0	0 2 1
Ishuripore,	Moderate, ...	33	13 2 0	0 5 6
Barripore,	Moderate, ...	60	13 8 0	0 3 7
Andermanick,	Moderate, ...	40	14 8 0	0 5 10
Makhaltoollah,	Moderate, ...	35	9 8 0	0 4 4
Bonmograh,	Moderate, ...	46	7 0 0	0 2 5
Sulke,	Moderate, ...	22	10 0 0	0 7 3
Gochurn,	Moderate, ...	42	17 0 0	0 6 6
Chukrobaria,	Moderate, ...	34	17 0 0	0 8 0
Karanjali,	Moderate, ...	35	15 0 0	0 6 10
Kollagachia,	Indifferent, ...	20	15 0 0	0 12 0
Belghoria,*	... ...	0	0 0 0	0 0 0
Luckhikantipore,†	... ...	0	0 0 0	0 0 0
	Total, ...	1352	304 10 0	0 3 7
<i>In Baraset.</i>				
Nyhatti,	Good, ...	76	17 0 0	0 3 7
Rajibpore,	Good, ...	50	15 0 0	0 4 10
Subernapalli,	Good, ...	39	12 0 0	0 4 11
Hadiapore,	Good, ...	57	15 8 0	0 4 4
Kassipore,	Fair, ...	51	12 0 0	0 3 9
Kowgachee,	Fair, ...	49	13 0 0	0 4 3
Gocknah,	Fair, ...	36	10 0 0	0 4 5
Poorah,	Fair, ...	64	20 0 0	0 5 0
Bharasimlah,	Moderate, ...	46	10 0 0	0 3 6
Modanpore,*	Indifferent, ...	26	12 0 0	0 7 5
Kassimpore,	Bad, ...	55	14 0 0	0 4 1
	Total, ...	549	150 8 0	0 4 5

\* Abolished in April, 1862.

† Abolished in August, 1862.

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each boy.
		4	Rs. A. P.	Rs. A. P.
<i>In Howrah.</i>				
Mahesh,	Excellent,	61	15 0 0	0 3 11
Reshra,	Good, ..	77	20 0 0	0 4 2
Santragachee,	Good, ..	99	20 0 0	0 3 3
Konnagote,	Fair, ..	120	12 8 0	0 1 8
Serampore,	Fair, ..	118	17 8 0	0 2 4
Blunderkali,	Moderate,	73	10 0 0	0 2 2
Gungadhpore,	Moderate,	46	13 8 0	0 4 8
Joyne,	Indifferent,	39	16 0 0	0 6 7
Ramkistopore,	Indifferent,	54	12 0 0	0 3 7
	Total, ..	687	136 8 0	0 3 2
<i>In Hoogly.</i>				
Alamamoodpore,	Excellent,	106	12 0 0	0 1 10
Baidobatty,	Fair, ..	45	12 8 0	0 4 5
Balarah,	Fair, ..	38	17 8 0	0 7 4
Gopalgangor,	Fair, ..	66	19 0 0	0 4 7
Goarbarez,	Fair, ..	43	11 0 0	0 4 1
Slagunge,	Fair, ..	63	10 2 0	0 2 7
Kinkerbatty,	Moderate,	41	13 8 0	0 5 3
Hurrypal,	Moderate,	36	15 0 0	0 8 0
Dwarhatta,	Moderate,	113	25 0 0	0 3 6
Boshua,	Moderate,	53	10 0 0	0 3 0
Mirjanagor,	Indifferent,	59	13 8 0	0 3 8
Shomospore,	Indifferent,	29	12 8 0	0 6 11
Shursha,	Bad, ..	35	10 0 0	0 4 7
Paurah,	Bad, ..	59	13 8 0	0 3 8
Palarah,*	.. ..	0	0 0 0	0 0 0
	Total, ..	780	195 2 0	0 4 0
<i>In Santipore.</i>				
Garapotah,	Excellent,	8	14 0 0	0 2 9
Goga,	Good, ..	40	20 0 0	0 8 0
Naricha,	Good, ..	37	13 8 0	0 5 10
Bansbariah,	Good, ..	7	20 0 0	0 4 5
Hoyerah,	Good, ..	46	13 0 0	0 4 6
Goopteeparah,	Moderate,	31	8 0 0	0 4 2
Raunghat,	Indifferent,	4	13 0 0	0 4 4
	Total, ..	357	101 8 0	0 4 7
<i>In Nuddea.</i>				
Krishnaghur,	Excellent,	311	35 0 0	0 1 10
Doulutgungo,	Good, ..	43	20 0 0	0 7 5
Nakhooria,	Good, ..	58	16 0 0	0 4 5
Moorhaut,	Fair, ..	32	14 0 0	0 7 0
Joyrampore,	Fair, ..	50	12 0 0	0 3 10
	Total, ..	494	97 0 0	0 3 2

\* Abolished in April, 1862.

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each boy.
<b>ATTACHED SCHOOLS.</b>				
<i>In 24-Pergunnahs.</i>				
Kadihatty,	.. Moderate,	57		
Kristonagore,	.. Indifferent,	27		
	Total, ..	84		
<i>In Baraset.</i>				
Ishapore,	.. Good, ..	60		
Shalipore,	.. Moderate,	16		
Nebodhol,	.. Indifferent,	22		
	Total, ..	98		
<i>In Howrah.</i>				
Boloottee,	.. Good, ..	40		
Jogabuttlubpore,	.. Good, ..	56		
Ampta,	.. Good, ..	36		
	Total, ..	132		
<i>In Hoogly.</i>				
Ilsoha Mundlye,	.. Excellent,	129		
Jajoor,	.. Good, ..	38		
Bansbariah,	.. Fair, ..	29		
Bhastarah,	.. Fair, ..	25		
Bora,	.. Moderate,	44		
Omerpore,	.. Indifferent,	59		
Dwarbasini,	.. Indifferent,	42		
Talinparal,	.. Bad, ..	49		
Sharapooly,	.. Bad, ..	17		
	Total, ..	432		
<i>In Santipore.</i>				
Kamargatchee,	.. Fair, ..	28		
Bagatty,	.. Fair, ..	12		
	Total, ..	40		
<i>In Naddea.</i>				
Kurrumpore,	.. Fair, ..	53		
Gosio Durgapore,	.. Fair, ..	16		
Nobodwipa,	.. Fair, ..	17		
Bamunpooker,	.. Moderate,	24		
	Total, ..	110		
<b>GIRLS' SCHOOLS.</b>				
<i>In 24-Pergunnahs.</i>				
Calcutta Girls' School for European Children,	.. Fair, ..	93	200 0 0	
Muzzilpore Girls' School,	.. Indifferent,	25	10 0 0	

Name of School.	Class.	Number of Boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each girl.
<i>In Baraset.</i>				
Nabatty Girls' School,	Indifferent,	20	Rs. A. P. 6 0 0	Rs. A. P. 0 4 10
Nibodhioi Girls' School,	Indifferent,	16	11 0 0	0 11 0
	Total, ..	36	17 0 0	0 7 7
<i>In Howrah.</i>				
Konnagar Girls' School,	Moderate,	35	25 0 0	0 11 5
<i>In Hoogly.</i>				
Gopalnagar Girls' School,	Bad, ..	14	27 0 0	1 14 10
Dwarhatta Girls' School,	Bad, ..	12	27 0 0	2 4 0
	Total, ..	26	54 0 0	2 1 3
<i>In Nuddea.</i>				
Kishnaghur Girls' School,	Moderate,	38	15 0 0	0 6 4
Nabodwipa Girls' School,	Moderate,	42	20 0 0	0 7 8
	Total, ..	80	35 0 0	0 7 0
<b>PRIVATE ANGLO-VER. SCHOOLS.</b>				
<i>In 24-Pergunnahs.</i>				
Ariabah,	Moderate,	71		
<b>PRIVATE VERNACULAR SCHOOLS.</b>				
<i>In 24-Pergunnahs.</i>				
Khurdah,	Moderate,	69		
<i>In Santipore.</i>				
Somerah,	Fair, ..	85		
Santipore,	Fair, ..	50		
	Total, ..	135		
<i>In Nuddea.</i>				
S. E. Krishnaghur,	Fair, ..			
N. Krishnaghur,	Fair, ..			
Meteyaree,	Fair, ..			
Goatulloe,	Fair, ..			
Malleriah,	Moderate,			
Mooragassa,	Moderate,			
Bathoon Doharee,	Moderate,			
Katdah,	Moderate,			
Kassiadangal,	Indifferent,			
Dhurnodoho,	Indifferent,			
	Total, ..			
<b>PRIVATE GIRLS' SCHOOLS.</b>				
<i>In 24-Pergunnahs.</i>				
Rajahaut Girls' School,	Indifferent,	29		
<i>In Nuddea.</i>				
Belliadangah Girls' School,	Moderate,			
Kassiadangal Girls' School,	Moderate,			
	Total, ..			

## CIRCLE SCHOOLS.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant.	Cost to Government of each boy.
				Rs. A. P.	Rs. A. P.
<i>In 24-Pergunnahs.</i>					
Burrangor, I. ..	Burrangor, I. ..	Fair, ..	76	7 5 10	0 1 7
Augurparah, ..	Panihatty, I. ..	Fair, ..	45	5 7 0	0 1 11
Moneekhali, ..	Kristonagor, I. ..	Fair, ..	26	5 9 4	0 3 5
Kaukuli, ..	Kristonagor, II. ..	Fair, ..	70	5 8 8	0 1 3
Sursoonah, ..	Sursoonah, I. ..	Fair, ..	45	7 0 2	0 2 6
Panihatty, ..	Panihatty, II. ..	Moderate,	47	5 5 8	0 1 10
Gahtee, ..	Kadihattey, I. ..	Moderate,	50	6 9 8	0 2 1
Sookchar, ..	Sookchar, I. ..	Moderate,	82	5 0 0	0 1 0
Ariahah, ..	Panihatty, III. ..	Moderate,	36	6 1 4	0 2 8
Kristonagor, ..	Kristonagor, III. ..	Moderate,	40	5 5 4	0 2 2
Kaikhali, I. ..	Kadihattey, II. ..	Moderate,	34	5 6 10	0 2 7
Talah, ..	Sinthee, I. ..	Moderate,	90	5 14 0	0 1 1
Manicktollah, ..	Sinthee, II. ..	Moderate,	45	5 7 0	0 1 11
Burrangor, II. ..	Burrangor, II. ..	Moderate,	47	5 13 0	0 2 0
Bistopore, ..	Bistopore, I. ..	Moderate,	41	7 1 4	0 2 7
Gopalnagar, ..	Bistopore, II. ..	Moderate,	43	6 5 1	0 2 4
Bhootigodah, ..	Bistopore, III. ..	Moderate,	45	6 1 4	0 2 2
Kodalia, ..	Kodalia, I. ..	Moderate,	55	6 3 5	0 1 10
Barriopore, ..	Kodalia, II. ..	Moderate,	72	5 0 0	0 1 1
Gazepore, ..	Rajpore, I. ..	Moderate,	71	6 4 10	0 1 5
Rajpore, ..	Rajpore, II. ..	Moderate,	79	6 8 8	0 1 4
Tolligunge, ..	Tolligunge, I. ..	Moderate,	75	6 3 10	0 1 4
Behalah, ..	Sursoonah, II. ..	Indifferent,	46	5 7 6	0 1 11
Noskerpore, ..	Sursoonah, III. ..	Indifferent,	42	5 0 0	0 1 11
Bycuntpore, ..	Rajpore, III. ..	Indifferent,	64	5 8 0	0 1 4
Dhakoria, ..	Tolligunge, II. ..	Indifferent,	60	5 0 0	0 1 4
Bakhrah, ..	Chalukholah, I. ..	Indifferent,	44	6 5 3	0 2 4
Mukhaliah, ..	Chalukholah, II. ..	Indifferent,	40	6 3 2	0 2 6
Chukmanee, ..	Chalukholah, III. ..	Indifferent,	39	5 11 4	0 2 4
Teighoria, ..	Sookchar, II. ..	Indifferent,	25	5 2 8	0 3 4
Sinthee, ..	Sinthee, III. ..	Indifferent,	55	5 10 0	0 1 8
Kaikhali, II. ..	Kadihattey, III. ..	Indifferent,	43	5 3 0	0 1 11
Bundipore, ..	Sookchar, III. ..	Bad, ..	27	5 0 0	0 3 0
Burrangor, III. ..	Burrangor, III. ..	Bad, ..	25	5 0 0	0 3 2
Duckhin Jogoldol, ..	Kodaliah, ..	Bad, ..	24	5 0 0	0 3 4
Shapore, ..	Tolligunge, III. ..	Bad, ..	22	5 5 8	0 3 11
		Total, ..	1773	207 2 11	0 1 10

Name of Villages.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each boy.
<i>In Barasct.</i>					
Kameah,* ..	Badu, I. ..	Good, ..	64	Rs. 5 13 8	Rs. 0 1 6
Barabari, ..	Barabari, I. ..	Good, ..	47	6 2 0	0 2 1
Nawabgunge, ..	Nawabgunge, I. ..	Good, ..	48	5 9 1	0 1 10
Rooderpore, ..	Rooderpore, I. ..	Good, ..	60	7 8 0	0 2 0
Sreepore, ..	Sreepore, I. ..	Good, ..	48	7 8 0	0 2 6
Deyparah, ..	Barabari, II. ..	Fair, ..	63	6 0 0	0 1 6
Chunnunpooker, ..	Newabgunge, II. ..	Fair, ..	48	5 11 4	0 1 10
Sibane, ..	Neelgunge, I. ..	Fair, ..	39	5 5 8	0 2 2
Arbalia, ..	Arbalia, I. ..	Fair, ..	44	9 0 0	0 3 3
Takee, ..	Takee, I. ..	Fair, ..	46	7 8 0	0 2 7
Dukhin Sreepore, ..	Dukhin Sreepore, ..	Fair, ..	47	7 8 0	0 2 7
Ghulghulia, ..	Sreepore II. ..	Fair, ..	52	7 8 0	0 2 4
Panitarah, ..	Sankarah, I. ..	Fair, ..	47	5 0 0	0 1 8
Sankarah, ..	Sankarah, II. ..	Fair, ..	20	5 0 0	0 4 0
Koomerpore, ..	Sankarah, III. ..	Fair, ..	30	5 0 0	0 2 8
Mokundpore, ..	Dukhin Sreepore, II. ..	Fair, ..	23	7 8 0	0 5 3
Moneerampore, ..	Newabgunge, III. ..	Moderate,	35	5 5 8	0 2 5
Nerayunpore, ..	Belindoo I. ..	Moderate,	32	5 1 4	0 2 6
Majparah, ..	Belindoo II. ..	Moderate,	28	5 2 8	0 2 11
Burboria, ..	Neelgunge, II. ..	Moderate,	28	6 11 4	0 3 10
Adult School, Kameah, II. ..	Badu, II. ..	Moderate,	44	4 12 0	0 1 8
Futtepore, ..	Barabari, III. ..	Moderate,	37	3 12 0	0 1 7
Dheetaralh, ..	Fultah, I. ..	Moderate,	57	5 3 10	0 1 6
Bohirah, ..	Badu, III. ..	Moderate,	26	4 4 0	0 2 7
Joypool, ..	Joypool, I. ..	Moderate,	21	5 0 0	0 3 10
Dighrah, ..	Joypool, II. ..	Moderate,	19	5 0 0	0 4 3
Seithpore, ..	Seithpore, I. ..	Moderate,	40	5 0 0	0 2 0
Prithibee, ..	Seithpore, II. ..	Moderate,	20	5 0 0	0 4 0
Chalklah, ..	Seithpore, III. ..	Moderate,	50	5 0 0	0 1 7
Junglepore, ..	Rooderpore, II. ..	Moderate,	25	7 8 0	0 4 10
Badooria, ..	Arbalia, II. ..	Moderate,	36	9 1 1	0 4 0
Seekrah, ..	Seckrah, I. ..	Moderate,	40	7 8 0	0 3 0
Busserhaut, ..	Busserhaut, I. ..	Moderate,	80	5 0 0	0 1 0
Peepa, ..	Busserhaut, II. ..	Moderate,	30	5 0 0	0 2 8
Tatra, ..	Busserhaut, III. ..	Moderate,	50	5 0 0	0 1 7
Kameah Female School, ..	Badu, IV. ..	Indifferent,	16	4 7 8	0 4 6
Adult School, Barabari, II. ..	Barabari, IV. ..	Indifferent,	9	3 12 0	0 6 8
Bhatparah, ..	Neelgunge, III. ..	Indifferent,	25	5 0 0	0 3 2
Kadumgachee, ..	Kadumgachee, I. ..	Indifferent,	41	5 8 1	0 2 2
Kotrah, ..	Kedumgachee, II. ..	Indifferent,	25	5 8 0	0 3 6
	Carried over, ..	.. ..	1540	232 3 8	

# Girls' school.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each boy.
	Brought over, ..	..	1510	232 3 8	
Bamunmoorah, ..	Kadumgachee, III.	Indifferent,	25	5 0 0	0 3 2
Duttopookher, ..	Joypool, III.	Indifferent,	20	5 0 0	0 4 0
Champapookheria,	Seekrah, II.	Indifferent,	30	7 8 0	0 4 0
Syedpore, ..	Takee, II.	Indifferent,	35	7 8 0	0 3 5
Charghat, ..	Charghat, I.	Indifferent,	50	7 8 0	0 2 5
Ghospore, ..	Charghat, II.	Indifferent,	30	7 8 0	0 4 0
Dadpore, ..	Belindee, III.	Bad,	30	5 0 0	0 2 8
Fultah, ..	Fultah, II.	Bad,	21	5 0 0	0 3 10
Barrackpore, ..	Fultah, III.	Rad,	28	5 0 0	0 2 10
	Total, ..		1809	287 3 8	0 2 6

Girls attending the Circle Schools, .. .. .. .. 33

### PATSHALAS.

#### *In Santipore.*

Santipore, Moderate,	..	..	..	..	..	80
Doomerdah, Moderate,	..	..	..	..	..	30
Total, ..	..	..	..	..	..	110

### SCHOOLS ABOLISHED.

#### *In 24-Pergunnahs.*

Bolghoria Vernacular School, ..	..	..	..	..	..	1
Luckicantopore Vernacular School, ..	..	..	..	..	..	1
Kollagachia Vernacular School, ..	..	..	..	..	..	1
Malencho Vernacular School, ..	..	..	..	..	..	1

#### *In Baraset.*

Modunpore Vernacular School, ..	..	..	..	..	..	1
---------------------------------	----	----	----	----	----	---

#### *In Hoogly.*

Palarah Vernacular School, ..	..	..	..	..	..	1
Total, ..	..	..	..	..	..	6

FROM

H. WOODROW, Esq., M. A.

*Offy. Inspector of Schools, S. W. Bengal.*

To

W. S. ATKINSON, Esq., M. A.

*Director of Public Instruction.**Dated, Calcutta, the 8th July, 1862.*

SIR,

I HAVE the honor to submit the usual Annual Report on the state of Education in the South-Western Division of the Lower Provinces of Bengal.

\* \* \* \* \*

By the re-adjustment of educational divisions in July last, South-West Bengal gave over the district of Howrah to the Central Division, and received from South Bengal the districts of Burdwan, Beerbloom, Bancoorah, and Puraliah, and from Behar the district of Chota-Nagpore.

The area and population of the present South-Western Division exclusive of the vast and almost unknown regions under the South-West Frontier agency is as follows:—

<i>District.</i>	<i>Area.</i>	<i>Population.</i>
Burdwan, .....	2,224	1,854,152
Beerbloom, .....	3,114	1,040,876
Bancoorah, .....	1,476	480,000
Jehanabad, .....	754	509,220
Midnapoor, .....	5,029	666,328
Balasore, .....	1,876	1,000,000
Cuttack and Pooree, .....	4,829	1,000,000
Khoordah, .....	980	571,160
Ungool, .....	180	22,805

Manbhoom, .....	5,652	772,310
Singhbhoem, .....	2,911	200,000
Ramnuggur, .....	8,524	372,216
Chota-Nagpore, .....	5,808	302,359
Palamow, .....	3,468	180,611
Sumbulpoor, .....	4,693	274,000
	—	—
Total, .....	51,501	9,246,097
	—	—

The number of different Schools in the South-Western Division is shewn in the following table.

SCHOOLS IN SOUTH-WEST DIVISION.

	1861-62.	
	<i>Schools.</i>	<i>Pupils.</i>
Government Zillah Schools, .....	9	1249
Government Model Vernacular Schools, .....	13	1007
Government Vernacular Schools, .....	23	898
Grant-in-aid Native Girls' Schools, .....	1	22
Grant-in-aid Anglo-Vernacular Schools, .....	28	1891
Grant-in-aid Attached Schools, .....	9	243
Grant-in-aid Vernacular Schools, .....	47	2049
Indigenous Schools under improvement, .....	55	2175
	—	—
Total, .....	185	9534
	—	—
Private Anglo-Vernacular Schools under inspection, .....	6	824
	—	—
Total, .....	191	10358
	—	—

*Classification of the Government and Aided Institutions in  
South-West Division.*

Government and Aided Institutions.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Government Zillah Schools, .....	4	2	1	2	.	.	.	9
Government Model Schools, .....	1	5	3	4	.	.	.	13
Government Vernacular Schools, .....	1	1	2	14	2	3	.	23
Anglo-Vernacular Schools, Aided, .....	2	4	7	12	3	.	.	28
Attached Schools, .....	.	..	2	4	2	1	.	9
Vernacular Schools, Aided, .....	.	3	12	15	14	3	..	47
Native Girls' Schools, Aided, .....	.	..	..	..	..	1	.	1
Indigenous Schools, .....	.	..	1	17	17	20	.	55
Total, .....	8	15	28	68	38	28	..	185

The following is a short account of the Zillah Schools in the South-Western Division, chiefly taken from the reports of the Local Committees.

**BEERBHOOOM SCHOOL.**—The number of students on the rolls on the 30th of April last was 201, against 185 of the previous year. The amount of fees realized during the last twelve months was Rs. 2,726-6. Fourteen candidates appeared for the Entrance Examination, of whom seven passed. One of them has been placed in the 1st and the others in the 2nd Division. Of the successful candidates one has gained a Scholarship of the second and another of the third grade. The Annual examinations of the School were conducted by the members of the Local Committee. From the remarks of the examiners, it appears that the result was satisfactory. The School-house has been enlarged during the year and is now a handsome and commodious building.

**BANCOOBAAH SCHOOL.**—The number of pupils on the roll at the close of the session was 216—the exact number attending the School at the corresponding period of the previous year. Two

students passed successfully the last Entrance Examination, and one of them obtained a Junior Scholarship. The Annual examination was conducted by the members of the Local Committee. The result on the whole was satisfactory. The finances are in a flourishing state. The two additional rooms of the School premises have been roofed in and nearly completed, and are now used as Class-rooms. The Institution is held in high estimation by the native community, as is evinced by the great number of boys who come from long distances for admission.

**BALASORE SCHOOL.**—The number of students on the rolls on the 30th of April last was 70 against 74 of the previous year. No candidates appeared for the Entrance Examination. The Annual examinations were conducted by the members of the Local Committee who were not quite satisfied with the progress of the students. The Secretary remarks that the progress of the School during the last year has not on the whole been satisfactory. This is owing to the frequent changes that have taken place in the Instructional Staff and to the absence for nearly two months of the 2nd and 3rd masters, who went up to Cuttack to pass the Entrance Examination and were detained there several weeks in consequence of the postponement of the examination. The Committee testifies with much pleasure the general good conduct and zeal of the masters attached to this School.

**CUTTACK SCHOOL.**—The number of students on the rolls of this School on the 30th of April last was 175, against 178 of the corresponding date of the previous year. The cost to Government of educating each pupil in this institution has been very satisfactorily reduced during the last four years :—

In 1858-59, the cost was Rs.	3	0	7
In 1859-60, .....	2	14	6
In 1860-61, .....	2	3	1
In 1861-62, .....	1	15	6

Six boys from the School were candidates for the University Entrance Examination during the past year, of whom four passed in the 2nd Division. The Annual Examination of the School was conducted by the members of the Local Committee who have report-

al favourably of the progress made by the students in almost all the classes. The boys of the 2nd class only could not, in Mathematics, give satisfaction to the examiner. The members of the Local Committee in Cuttack take great interest in the School. During the year under report they visited the School 29 times. In neither of my Divisions am I aware of any other Local Committee whose members have paid so many visits to the School under their charge. The conduct of the pupils and teachers has been satisfactory. The Head Master continues to maintain the high character he has acquired.

**MIDNAPOOR SCHOOL.**—The number of students on the rolls of this School on the 30th of April last was 270, against 238 of the preceding year. The amount of Schooling fees realized during 1861-62 was Rs. 3,363-1, against Rs. 2,964-15-6 of 1860-61. Most of the classes in this School are now so overgrown, that the Local Committee are of opinion, that unless each large class is divided into sections, it is quite impossible for the teachers to do justice to their charge. Ten boys were sent up to Calcutta as candidates for the Entrance Examination. Of these two were prevented from attending on account of illness. Of the eight who attended the Examination, four were successful. One of these, a student of the 2nd Class of the School, passed in the 1st Division. The Annual examinations were conducted by the members of the Local Committee, and their reports shew that the students have made a fair progress. Two additional rooms have been erected during the year for the accommodation of the students. The furniture and apparatus of the School was originally of inferior quality and is now worn out. As the School has a handsome surplus yearly, I strongly recommend that an entire new supply be obtained from Calcutta.

**POOBEE SCHOOL.**—The number of boys attending this School on the 30th of April last was 81. Four of the first class boys went up to pass the Entrance Examination at Cuttack. Of these, only two passed and were placed in the 2nd Division. The annual examination was conducted by the members of the Local Committee. From the remarks of the examiners, it appears that with the exception

of the 3rd and 6th classes, the students did not acquit themselves satisfactorily.

**PURULIAN SCHOOL.**—The institution is rising steadily in the opinion of the people. The number of pupils in the School on the 30th of April, 1862, was 101, shewing an increase of 10 boys over and above the number on the corresponding day of the previous year. The instructive staff, which consists of the Head Master and his two assistants, is not adequate for the efficient discharge of the duties of the School in its present state. Every one of the teachers has charge of two classes. The first class especially suffers, as the Head Master has various other duties to perform besides teaching. Three candidates appeared for the Entrance Examination, of whom one passed in the 2nd Division. The Annual examinations of the School were conducted by the members of the Local Committee and they are of opinion "that there has been a marked progress and improvement throughout the School, and that the result has been satisfactory." The general conduct of the pupils and teachers has been satisfactory. The floors of the School building are in a bad state and require repairs.

**CHOTA-NAGPORE SCHOOL.**—There has been gradual but steady increase in the tuition fees of the School. The amount collected in 1859-60 was Rs. 30-5; in 1860-61, Rs. 184-14; and in the year 1861-62, Rs. 206-6-9. This increase in the Schooling fees, shews clearly an increase in the desire of the people to acquire the English language. The old prejudice against learning a foreign language is daily growing less, and the aristocratic feeling of the higher orders of the people in thinking themselves degraded by allowing their children to mingle with those of the *Chuprascies* and *Peadahs*, &c., is fast dying away, while the great Zemindars and even the Rajahs of the district, who, a couple of years ago, looked with disdain upon all such institutions, are daily being convinced of their mistake. Far removed from any populous town and possessing very few inhabitants itself, a School at Ranchee can seldom be expected to count more than 60 or 70 resident pupils on its rolls. They are principally the sons of men from Behar, who come for

employment in the several Government or private Kutcheries, and keep their families, a part of the year at home, and a part of it with them. The aboriginal inhabitants of the place take very little interest in the School. The Annual examinations were conducted by the members of the Local Committee, who expressed themselves satisfied with the manner in which the students acquitted themselves. No one appeared for the Entrance Examination this year. The School building has been thoroughly repaired and is in excellent condition, but further accommodation is required. It is extremely inconvenient to carry on the business of the School in only two small rooms. The instructive staff with the exception of the Head Master, have not satisfied the Local Committee, who are of opinion that the services of efficient junior teachers cannot possibly be secured at Ranhee on such low salaries as ten rupees. I entirely coincide in this opinion. Schools in distant parts of the country should give good salaries, or qualified teachers will not go to them.

**SUMBULPOOR SCHOOL.**—The number of pupils attending the School on the 30th of April last was 76 against 67 of the preceding year. This increase may be regarded as a fair index of the growing appreciation amongst the natives, of the benefits of this institution. The Annual examinations were conducted by the members of the Local Committee. The Secretary observes, that "the result of the present examination shows that the Head Master and staff of masters have conscientiously and satisfactorily performed their duties."

*The work done by the Deputy Inspectors in the South Western Division, during the year ending the 30th April, 1862, is exhibited in the following Table.*

	Schools under inspection.	No. of schools visited.	No. of miles travelled.	Books sold.	Price of Books.
Deputy Inspector of Burdwan, .....	52 278	2385	1000	0 0 0	Rs. A. P.
Deputy Inspector of Jehanabad, .....	22 0	0	0	0 0 0*	
Deputy Inspector of Baneorah and Beer-boom, .....	25 113	1518	0	0 0 0	
Deputy Inspector of Midnapoor, .....	41 104	1213	466	87 3 6	
Deputy Inspector of Cuttack and Balasore, .....	14 54	1045	0	0 0 0	
Deputy Inspector of Pooree, .....	22 115	1852	1823	357 13 0	
Total, .....	176 664	8013			
Yearly Average, .....	30 132 $\frac{4}{5}$	1602 $\frac{3}{4}$			

I have the honor to be,

Sir,

Your most obedient Servant,

II. WOODROW,

*Offg. Inspector of Schools, S. W. Division.*

\* No returns received.

## Classification of the Schools in the South-west Division.

Name of the School.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost to Government of each boy monthly.
			Rs. A. P.	Rs. A. P.
<b>GOVERNMENT ZILLAH SCHOOLS.</b>				
Midnapore,	Excellent,	270	318 7 7	1 2 10
Bancoorah,	Excellent,	218	183 12 11	0 13 6
Beerbboom,	Excellent,	201	238 2 0	1 2 11
Cuttack,	Excellent,	175	290 10 8	1 10 7
Balasore,	Good, ..	70	209 9 0	2 15 11
Pooree,	Good, ..	81	212 9 7	2 10 0
Purulin,	Fair, ..	101	140 5 4	1 6 3
Chhotu-Nagpore,	Moderate,	68	143 5 9	2 1 9
Sumbulpore,	Moderate,	65	130 0 8	2 0 0
	Total, ..	1249	1866 15 6	1 7 11
<b>GRANT-IN-AID ANGLO-VERBAL CULAR SCHOOLS.</b>				
<i>In Burdwan.</i>				
Chuchdighee,	Excellent,	118	65 0 0	0 7 0
Culna,	Excellent,	142	104 0 0	0 11 8
Cutwa,	Good, ..	74	69 0 0	0 14 11
Bagnaparab,	Good, ..	89	35 0 0	0 6 4
Badlab,	Fair, ..	117	50 0 0	0 6 10
Mahatah,	Moderate,	43	35 0 0	0 13 0
Okershaw,	Moderate,	82	35 0 0	0 6 10
Mymari,	Moderate,	143	35 0 0	0 3 9
Mondolgram,	Moderate,	31	50 0 0	1 7 6
Satgachea,	Indifferent,	57	37 0 0	0 10 5
	Total, ..	935	515 0 0	0 8 10
<i>In Bancoorah.</i>				
Searsole,	Fair, ..	81	50 0 0	0 9 11
Gopalpore,	Fair, ..	80	45 0 0	0 9 0
Bisnepore,	Moderate,	30	45 0 0	1 8 0
Ajoodhya,	Moderate,	50	50 0 0	1 0 0
	Total, ..	241	190 0 0	0 12 7

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant.			Cost to Government of each boy.			
			Rs.	As.	P.				
<b>GOVERNMENT MODEL SCHOOLS.</b>									
<i>In Burdwan.</i>									
Jowgram,	Good, ..	67	49	3	4	0 11 9			
Mancur,	Good, ..	60	49	15	6	0 13 1			
Amadpore,	Fair, ..	85	49	3	4	0 9 3			
Dienhat,	Fair, ..	60	43	0	3	0 11 6			
Sreckissenpor,	Moderate,	50	43	7	1	0 13 11			
	Total, ...	322	231	13	6	0 11 8			
<i>In Midnapore.</i>									
Basidebpore,	Excellent, ..	115	48	3	8	0 6 9			
Janadunpore,	Good, ..	81	46	15	8	0 9 3			
Bodungunge,	Good, ..	72	43	7	3	0 9 8			
Golegramsharpore,	Good, ..	102	45	12	2	0 7 2			
Protappore,	Moderate,	38	49	8	1	1 4 10			
	Total, ..	402	233	14	10	0 9 2			
<i>In Jehanabad.</i>									
Kistonagor,	Fair, ..	156	42	3	3	0 4 4			
Ghatal,	Moderate,	72	22	6	11	0 5 0			
Bali-Dewangunge,	Moderate,	55	19	12	6	0 5 9			
	Total, ..	283	84	6	8	0 4 9			
<b>GRANT-IN-AID VERNACULAR SCHOOLS.</b>									
<i>In Burdwan.</i>									
Moshagram,	Good, ..	69	16	0	0	0 3 9			
Sadeepore,	Good, ..	71	15	0	0	0 3 5			
Gunpore,	Fair, ..	22	11	0	0	0 8 0			
Borobaloon,	Fair, ..	18	14	8	0	0 12 11			
Kowchar,	Moderate,	45	13	8	0	0 4 10			
Dignagor,	Moderate,	55	10	0	0	0 2 11			
Berogram,	.. ..	37	0	0	0	0 0 0			
	Total, ..	317	80	0	6	0 4 7			
<i>In Bancoorah.</i>									
Radhanagor,	Fair, ..	61	10	0	0	0 2 7			
Bhorah,	Indifferent,	40	16	0	0	0 6 5			
Tanadighee,	Indifferent,	53	16	0	0	0 4 10			
	Total, ...	154	42	0	0	0 4 1			

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.	Cost to Go- vernment of each boy.
			Rs. As. P.	Rs. As. P.
<i>In Beerhoom.</i>				
Sooree,	Fair, ...	117	19 0 0	0 2 7
Slatkohonea,	[Moderate, ..	50	7 0 0	0 2 3
Oeckkorun,	Moderate, ..	33	7 8 0	0 3 8
Labpore,	Moderate, ..	46	7 8 0	0 2 7
Dwarka,	Moderate, ..	48	16 0 0	0 5 4
Krimnar,	Indifferent, ..	40	12 0 0	0 4 10
Rajnagar,	Indifferent, ..	35	12 8 0	0 5 9
	Total, ...	369	81 8 0	0 3 6
<i>In Midnapore.</i>				
Hobichok,	Fair, ...	56	16 0 0	0 4 7
Dabhoge,	Fair, ...	48	25 0 0	0 8 4
Morakata Bhabanipore,	Fair, ..	52	10 0 0	0 3 1
Bhabanipore,	Moderate, ..	47	10 0 0	0 3 5
Anandpore,	Moderate, ..	30	10 0 0	0 5 4
Gurbetta,	Moderate, ..	78	11 0 0	0 2 3
Alugram,	Indifferent, ..	30	10 0 0	0 5 4
Changoal,	Indifferent, ..	29	5 0 0	0 2 9
Bhauderia,	Indifferent, ..	21	5 0 0	0 3 4
Amanpore,	Bad, ...	31	5 0 0	0 2 4
Jaspore,	Bad, ..	39	10 0 0	0 4 1
	Total, ...	467	117 0 0	0 4 0
<i>In Cuttack.</i>				
Cuttack,	Fair, ...	132	12 0 0	0 1 5
Domeparah,	Moderate, ..	20	10 0 0	0 8 0
	Total, ...	152	22 0 0	0 2 4
<i>In Pooree.</i>				
Pooree Academy,	Fair, ...	57	20 0 0	0 5 7
Piplee,	Moderate, ..	33	6 8 0	0 3 2
	Total, ..	90	26 8 0	0 4 9
<i>In Balasore.</i>				
Barrobutty,	Good, ...	42	14 0 0	0 5 4
Soonhaut,	Moderate, ..	39	10 0 0	0 4 1
Dhamnagar,	Indifferent, ..	24	10 0 0	0 6 8
	Total, ...	105	34 0 0	0 5 2

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant.	Cost to Government of each boy.
<i>In Jahanabad.</i>				
Dabburpore,	Fair, ..	36	Rs. As. P. 12 8 0	Rs. As. P. 0 5 7
Rathra,	Fair, ..	33	10 8 0	0 5 1
Jarah,	Fair, ..	42	10 0 0	0 3 10
Ranebazar,	Moderate,	46	13 8 0	0 4 8
Madhabpore,	Moderate,	16	13 8 0	0 13 6
Batanol,	Moderate,	39	13 8 0	0 5 6
Indass,	Indifferent,	39	13 8 0	0 5 6
Keshlubpore,	Indifferent,	16	12 8 0	0 12 6
Terole,	Indifferent,	32	10 0 0	0 5 0
Bokrah,	Indifferent,	25	10 8 0	0 6 9
Akoe,	Indifferent,	39	12 0 0	0 4 11
Allatee,	Indifferent,	32	10 0 0	0 5 0
<i>ATTACHED SCHOOLS.</i>		Total, ..	395	142 0 0
<i>In Burdwan.</i>				0 5 9
Mondolgram,	Indifferent,	37		
<i>In Bancoorah.</i>				
Bissenpore,	Moderate,	32		
Scarsole,	Bad, ..	17		
<i>In Beerbhoom.</i>		Total, ...	49	
Roypore,	Moderate,	41		
<i>In Midnapore.</i>				
Tamluk,	Fair, ..	37		
Contai,	Indifferent,	21		
<i>In Jahanabad.</i>		Total, ...	58	
Jeerat,	Fair, ..	26		
Gopeenathpore,	Moderate,	36		
Moyapore,	Moderate,	33		
<i>GIRLS' SCHOOLS.</i>		Total, ...	95	
<i>In Midnapore.</i>				
Midnapore,	Bad, ..	22	5 0 0	0 3 8
<i>PRIVATE SCHOOLS.</i>				
<i>In Burdwan.</i>				
Maharaja's School,	Good, ..	455		
Church M. School,	Good, ..	150		
Jannah,	Moderate,	66		
Patooli,	Moderate,	95		
Birsool,	Bad, ..	20		
Oaree,	Bad, ..	38		
<i>Total, ...</i>		824		

*Patshalas under Improvement.*

Name of the School.	Class.	Number of boys on the Roll.	Amount of Government Grant.	Cost to Government of each boy.
			Rs. A. P.	Rs. A. P.
<i>In Burdwan.</i>				
Dhullook,	Fair, ..	26	6 6 6	0 3 11
Porbootholee,	Moderate, ..	60	2 3 10	0 0 7
Bursaul,	Moderate, ..	103	4 5 2	0 0 8
Barree,	Moderate, ..	20	2 3 10	0 1 9
Mahuta,	Moderate, ..	63	3 7 10	0 0 11
Rulee,	Moderate, ..	51	2 3 10	0 0 8
Narcadoupore,	Moderate, ..	36	3 7 10	0 1 7
Jogodbari,	Moderate, ..	60	3 14 6	0 1 0
Mentensore,	Moderate, ..	70	2 3 10	0 0 6
Asthy,	Moderate, ..	58	2 3 10	0 0 7
Nobogram,	Moderate, ..	55	2 3 10	0 0 8
Jannah,	Moderate, ..	59	2 3 10	0 0 7
Charnock,	Indifferent, ..	95	3 7 10	0 0 7
Aral,	Indifferent, ..	61	3 8 2	0 0 11
Mamodpore,	Indifferent, ..	100	4 11 10	0 0 9
Golase,	Indifferent, ..	56	3 7 10	0 1 0
Multee,	Indifferent, ..	61	3 3 10	0 0 10
Chanchi,	Indifferent, ..	41	2 3 10	0 0 10
Poilah,	Indifferent, ..	43	2 3 10	0 0 10
Bejoor,	Indifferent, ..	50	2 3 10	0 0 9
Kajeebaree,	Bad, ..	20	2 3 10	0 1 9
Palparah,	Bad, ..	70	3 7 10	0 0 10
Goda,	Bad, ..	40	2 14 4	0 1 2
Naranpore,	Bad, ..	50	2 11 10	0 0 11
Patilra,	Bad, ..	30	2 3 10	0 1 2
Gramidehe,	Bad, ..	40	2 3 10	0 0 11
Garahata,	Bad, ..	20	2 3 10	0 1 9
Bagnaparah,	Bad, ..	20	2 3 10	0 1 9
Mamodpore,	Bud, ..	10	2 3 10	0 3 7
	Total, ..	1171	85 0 8	0 0 11
<i>In Midnapore.</i>				
Berballabpore,	... .. ..	37	2 1 0	0 0 11
Bukshibazar,	... .. ..	42	2 1 0	0 0 9
Paharipore, No. I.	... .. ..	30	2 1 0	0 1 1
Nayarangunge,	... .. ..	45	2 1 0	0 0 9
Miabazar, I.	... .. ..	25	2 1 0	0 1 4
Carried, over, ...	...	179	10 5 0	

Name of the School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant.			Cost to Govern- ment of each boy.
			Rs.	A.	P.	
Brought over, ...	..	179	10	5	0	
Shujagunge,	..	27	2	1	0	0 1 3
Bibigunge,	..	25	2	1	0	0 1 4
Betrapara,	..	18	2	1	0	0 1 10
Mirabazar, I.	..	55	2	1	0	0 0 7
Miabazar, II.	..	31	2	1	0	0 1 0
Shopaibazar,	..	17	2	1	0	0 1 11
Shibazar,	..	16	2	1	0	0 2 1
Mirjamohulla,	..	30	2	1	0	0 1 1
Shora,	..	18	2	1	0	0 1 10
Harishpore,	..	16	2	1	0	0 2 1
Habipore,	..	12	2	1	0	0 2 9
Patnabazar, No. I.	..	30	2	1	0	0 4 1
Patnabazar, No. II.	..	8	2	1	0	0 4 1
Paharipore, No. II.	..	8	2	1	0	0 4 1
	Total, ..	193	39	3	0	0 1 3
<i>In Pooree.</i>						
Bolegbur,	Moderate,	89	7	0	0	0 1 3
Choorah,	Moderate,	20	7	0	0	0 5 7
Manicagorah,	Indifferent,	23	7	0	0	0 4 10
Sonpore,	Indifferent,	18	7	0	0	0 6 3
Bhanpore,	Indifferent,	25	8	10	8	0 5 6
Hauntoor,	Bad,	17	8	10	8	0 8 2
Dhamal,	Bad,	19	8	10	8	0 7 1
	Total, ...	211	54	0	0	0 4 1

## SCHOOLS ABOLISHED.

*Zillah Pooree.*

Undhia, ... ... ... ... ... 1 .

*Zillah Bancoorah.*

Kaksha, ... ... ... ... ... 1

Total, ... 2

FROM

R. L. MARTIN, ESQ., M. A.

*Inspector of Schools, South East Division.*

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated, Dacca, the 29th May, 1862.*

SIR,

IN compliance with the instructions contained in your office Circular No. 1823, dated 26th September, 1860, I have the honor to submit to you the report of my Division for the year ending 30th April, 1862.

CHANGES IN THE INSPECTOR'S DIVISION.—As you are aware, I received over charge of the Division of East Bengal from Mr. H. Scott Smith, on the 6th June, 1861, and on the 9th June, I received a copy of the following letter addressed by you to Mr. Woodrow.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

H. WOODROW, ESQ., M. A.

SIR,

I HAVE the honor to request that in anticipation of a general re-arrangement of the Divisions of the Inspectors, you will at once take over charge of the Zillah 24-Pergunnahs and Baraset from Mr. Martin, Inspector of Schools for East Bengal.

This alteration will necessitate a change in the Deputy Inspectorship of Jessore, which at present includes the greater part of Baraset. The best arrangement will probably be to make over the Schools in

Jessore to the Deputy Inspector of Pubna, who will no doubt be able by some increase of exertion to supervise the Schools in both Districts. The Deputy Inspector of Jessore will then become Deputy Inspector of Baraset, and the limits of his district and of that of the Deputy Inspector of the 24-Pergunnahs must be so arranged as to make a fair distribution of work between the two.

You will have the goodness to carry out these changes without delay, in communication with Mr. Martin, to whom a copy of this letter will be sent.

The necessary letter of appointment will be issued and instructions given to the Civil Pay Master as soon as I receive a report from you that the arrangements have been completed."

In obedience to the orders contained in this letter I immediately made over charge of all the Schools in those Zillahs to Mr. Woodrow; and in the following month of September in accordance with orders of a later date, I received from Mr. Robinson charge of the Schools in the Zillahs of Mymensing and Sylhet and the Khasya Hills and Cachar. In compliance also with the wishes of the Lieutenant-Governor, I fixed my head-quarters at Dacca.

EXTENT OF THE SOUTH EASTERN DIVISION.—My present District is called educationally the South East Division, and is bounded on the North by the Zillah of Rungpore and the Province of Assam, on the East by Munceporoe and Burmah, on the South by Arracan and the Bay of Bengal, and on the West by the 24-Pergunnahs, Baraset, Nuddea, Rajshahi and Bograh.

ITS EDUCATIONAL INSTITUTIONS.—It contains the Zillahs of Jessore, Pubna, Furreedpore, Burrusal, Chittagong, Noakhali, Tipperah, Dacca, Mymensing and Sylhet, in addition to the Khasya Hills and Cachar. The following Table shews the number and character of the Institutions in the South East Division under the supervision of the Government Educational Department.

1861-62.

	Schools.	Pupils.
Government College at Dacca,.....	1	138
Government Collegiate School at Dacca, .....	1	212
Government Zillah Schools, .....	8	1302
Government Vernacular Schools, .....	3	280
Government Normal Vernacular Schools, .....	1	119
Government Model Vernacular Schools, .....	1	192
Grant-in-aid Native Girls' Schools, .....	4	109
Grant-in-aid Anglo-Vernacular Schools, .....	33	2487
Grant-in-aid Vernacular Schools, .....	44	2281
Indigenous Schools under improvement in circles,	81	3671
Schools in Khasya Hills, .....	16	458
Girls' Schools receiving an allowance towards their support,.....	9	193
 Total number supported, .....	 204	 11434
 Private Anglo-Vernacular Schools under in- spection, .....	 7	 480
Private Vernacular Schools under inspection, ...	47	1567
 Total,.....	 259	 13489

I regret that the change which has taken place in the allotment of Zillahs during the year, renders it impossible for me to give a comparative table for the whole of my District, but the following table has been drawn out for the Zillahs of Jessore, Pubna, Furreedpore, Burrisal, Dacca, Tipperah, Noachali, and Chittagong which are common to the old Division of "East Bengal" and the new Division of "South Eastern Bengal," and will shew the educational changes which have taken place in those Zillahs during the past year.

	Schools in above-named Zillahs during 1860-61.		Schools in same Zillahs during 1861-62.	
	Schools.	Scholars.	Schools.	Scholars.
Government College at Dacca, .....	1	76	1	138
Government Collegiate School at Ditto, .....	1	246	1	212
Government Zillah Schools, .....	7	1128	7	1158
Government Vernacular Schools, .....	2	89	2	80
Ditto, Normal Vernacular School, .....	1	116	1	119
Ditto, Model Vernacular School, .....	1	247	1	192
Grant-in-aid Native Girls' Schools, .....	4	83	4	112
Grant-in-aid Anglo-Vernacular Schools, ..	25	1782	29	2182
Grant-in-aid Vernacular Schools, .....	29	1970	39	2204
Indigenous Schools under improvement in circles, .....	72	3071	84	3671
Girls' Schools receiving an allowance towards their support, .....			9	193
Total, .....	143	8808	178	10461
Private Anglo-Vernacular Schools under inspection, .....	5	434	3	295
Private Vernacular Schools under inspection, .....	18	668	17	386
Private Girls' Schools, .....	3	42	0	0
Total, .....	169	9952	198	11142

The total numbers of Schools and pupils under superintendence or inspection by Government officers in these Zillahs has increased during the year by 29 Schools and 1190 pupils.

**DACCA COLLEGE.**—The remarkable increase in the numbers attending the Dacca College is only to be accounted for by the general spread of the desire for a higher education in the district and by a feeling amongst the natives that if they want to get good appointments they must aim at a higher standard than the majority of their predecessors. As nothing has more tended to keep back this country than the desire which its young men have shewn to go out into the world on low pay, as soon as they have obtained a slight smattering of English, I look upon the increase in the numbers attending the Dacca College as a most favorable sign; and I hope that ere long, we shall see very few lads in the neighbourhood of Dacca

willing to make success at the Entrance Examination the height of their ambition. To shew that this is at present true to some extent, I may mention that I could not get a single lad in the College Department to accept an appointment of Rupees 35 a month, because it was said that the locality, where the appointment was vacant, was an unhealthy one.

**DACCA COLLEGIATE SCHOOL.**—The numbers in the Collegiate School are again less this year by 31; the reason of this is the same as that given by Mr. Woodrow last year, viz. that, "The high fee exacted in this School deters new comers from entering it, and fills the rolls of the Pogose School and of the Branch School." In both these Schools, the fees charged are about half the fee in the corresponding classes in the Government establishments. The number of students learning English in the town of Dacca has, on the whole, increased by 54 during the year.

**ZILLAH SCHOOLS.**—The numbers in the Zillah Schools have varied, though not considerably. There has been an increase of 29 at Chittagong, of 26 at Commillah, of 19 at Furreedpore and of 11 at Noakhali, and a decrease of 49 at Burisal, 6 at Pubna, 3 at Jessoro.

**AIDED A. V. SCHOOLS.**—The number of Aided Anglo-Vernacular Schools has only increased by 14, but the number of pupils attending them has increased by 663. I have recently recommended Government to grant aid to 9 more Anglo-Vernacular Schools, which, it is expected, will educate 775 more students. Many of these Schools would probably ere this have received aid, were it not that for some time after taking over charge of my office, I did not feel myself justified in recommending aid to Schools of which I knew nothing, and during the last few months there has not been any money available for the purpose.

**NUMBER OF STUDENTS LEARNING ENGLISH.**—In that part of my district which was included in East Bengal last year, there

has been a total increase of the students learning English in Schools under inspection from 3666 to 3985 or of 319 students.

Many private Schools have also sprung up during the year, in which the elements of English are taught, and in many of the Vernacular Schools there are one or two English classes of from 10 to 20 boys, so that the actual number of scholars studying English has increased by a number much greater than that mentioned above.

**DACCA NORMAL SCHOOL.**—The Normal Vernacular School at Dacca numbered 119 students on the 30th of April, which is an increase of 3 upon the number on the same date last year.

**GOVERNMENT VERNACULAR SCHOOLS.**—Only two of the six Government Vernacular Schools in the Division of East Bengal still remain under me; these are the Schools at Jessoro and Fuzzilpore. These schools are attended by 52 and 28 students respectively against 53 and 36 last year. The Hardinge School at Mymensingh which is now under me, numbers at present 200. It is represented to be in a highly satisfactory condition, but I have not as yet been able to find time to visit it. There is a Normal class attached to it in which students are prepared to go out as Teachers to Village Schools.

The number of Vernacular Schools has increased from 129 to 156 and the number of students in the same from 6286 to 6957. This increase, as it is steady, is very encouraging.

**STANDARDS OF STUDY.**—The course of study in the Schools in my Division, as is to be expected, varies immensely. In the best English Schools under my inspection, the course is arranged with a view to the education of students up to the standard of the University Entrance Examination. All the Zillah Schools and Four Aided Schools in my division have succeeded this year in sending up candidates who proved successful. In some half dozen additional Aided Schools the Entrance standard has been this year introduced with a fair prospect of success. Schools not coming up to this standard make the free student-

ship Examination the goal at which they aim. This Examination is conducted annually for the purpose of selecting candidates (five in each Zillah) from the Aided Anglo-Vernacular Schools for admission into the Zillah Schools. The standard of Examination is arranged, so as to render it probable that the successful candidates will be able to succeed at the Entrance Examination of the University after two years additional study—the period for which they are allowed free studentships being two years. Anglo-Vernacular Schools not educating up to this standard are placed in one of the three last, in most cases in one of the two last, grades of classification.

**NORMAL SCHOOL STANDARD.**—The Normal School course is the same as that laid down for the Normal Schools at Calcutta and Hooghly.

\* \* \* \* \*

Admission to the Normal School depends upon the result of the Vernacular Scholarship Examination. To the best students at this Examination are awarded Vernacular Scholarships of Rs. 4 a month either for four years in a Zillah or for one year in the Normal School. Twenty-five *stipends* of Rs. 3 in the Normal School for one year are available for those students who pass the Examination with distinction but for whom no *Scholarships* are available.

**VERNACULAR SCHOLARSHIP STANDARD.**—The following is the course read by candidates for Vernacular Scholarships.—

#### VERNACULAR SCHOLARSHIP STANDARD FOR 1862.

**Literature.**—Raghu Banghu by Pundit Chandra Kant Shiromoney. Charupat, part III. Poetical Selections by Pundit Noculessur Bidyabhusan.

**Composition.**—Descriptions of objects and of historical characters and facts.

**Dictation.**

**Grammar.**—Contractions, gender, verbs, cases and combinations from the Grammar by Eshwar Chandra Bidyasagar or any similar

work, roots from the Dhatumala by the Rev. J. Long. Teachers are requested to use as a text-book or guide roots and affixes as contained in the Dhaturibike by the Rev. W. Bomwetsch.

*Mathematics*.—Arithmetical including Decimals, Square and Cube Roots, Compound Interest and Mensuration, Euclid Books I. and II. with Deductions by Bhoodeb Mookerjee, Mental Arithmetic, Zemindari and Mahajani accounts, Four simple Rules of Algebra.

*General Knowledge*.—From notes of objects, lessons by Ramgatti Nyarutna.

*Natural Philosophy*.—By Bhoodeb, page 136, i. e. to the end of the Laws of Motion.

*History*.—History of Bengal by Ramgatti Nyarutna and by Eshwar Chandra Bidyasagar. History of India by Tarini Charan Chatterjee. History of British India by Kristo Chandra Roy.

*Geography*.—Tarini Charan's Bhugol Bibaran, Parts I. and II., Map-drawing. (A particular knowledge of the countries and places read of in history is required.)

*Physical Geography*.—By Rajendra Lal Mitra from Chapter VIII. to the end.

**VERNACULAR SCHOOL STANDARD**.—No Vernacular School is classified as either excellent or good which does not send up candidates to this Examination. It will be seen then that 89 Schools in my district educate up to a standard quite as high as that proposed for Entrance into the Calcutta University, if we omit English.

In the other Vernacular Schools a lower standard is reached, but in all which are not classed as either indifferent or bad, a "fair knowledge of the Bengali language and of Arithmetic, Geography, and the History of Bengal is obtained.

The best girl in any of the Girls' Schools in my Division reads Charupat No. I. and the History of Bengal, and knows a good deal about the Geography of India and a little about Arithmetic. She can write a letter in Bengali with considerable correctness.

**ZILLAH SCHOOLS.**—The following Table will shew the names of the Zillah Schools in my Division, as also the number of pupils attending them and the cost to Government of Education per head in each School.

	No. of pupils on the Rolls on 31st April.	Average attendance during the year.	Assignment for the year.	Cost to Government for each boy.	No. of candidates at Entrance Examination.		No. passed at Entrance Examination.			
					Rs.	As.	P.	Rs.	As.	P.
Chittagong, .....	251	160	5534	6 6	1	11	11	19		9
Burisal, .....	259	200	2750	0 5	1	2	1	20		13
Mymensing, .....	176	134	2582	1 9	1	9	8	14		14
Pubna, .....	104	66	2864	7 11	2	13	9	10		6
Furrelpore, .....	117	78	3210	0 0	3	7	5	7		5
Jessore, .....	169	95	3571	15 1	2	15	4	12		1
Commillah, .....	114	121	2510	2 0	1	11	11	14		6
Noskhali, .....	82	56	1815	11 1	2	11	9	5		1

**CHITTAGONG.**—This School has been fortunate enough to have had on its Local Committee for many years, gentlemen who have taken a real interest in it. The members of the Committee meet regularly and visit the School in rotation, which is more than I can say of any other Local Committee in my Division.

The School sent up 19 candidates to the Entrance Examination. One of these was absent on the days of the Examination and 9 or half the number of those present passed. I examined this School a few days after the Entrance Examination (but before the result was known) when many of those who had been candidates were present, and was very much disappointed in what I saw of the head class ; I make the following extract from my Diary.

“ The students of the first class have no idea of expressing in English what they want to say, with even tolerable correctness.”

I find, by enquiry at the Dacca College, that the Principal and Head Master entertain the same opinion of those students of this School who succeeded at the Examination and joined the Dacca College; I must therefore express surprise at the result of the Entrance Examination as far as this School has been concerned. I hope on the occasion of my next visit to find the Students improved in this respect.

The School building is in good repair, but it wants ventilation. On the occasion of my late visit I suggested the propriety of ventilation by means of Gumlows, as mentioned by Mr. Woodrow in last year's Report. The Library appears to be very fair and the third Master, who is in charge of it, appears to take care of the books which are entrusted to him.

The Head and Second Masters left during the year and Baboos Brojo Mohun Roy and Ishan Chunder Naung have succeeded them.

BURISAL.—Of the six Zillah Schools which I have seen, the Burisal School is in my opinion much the best. It sent up 20 candidates to the Entrance Examination and passed two candidates in the first, and eleven in the second division. Burisal is the only Zillah School in Bengal which has passed more than one in the First Division.

My opinion, however, was formed independently of the result of this Examination. I extract from my Diary for the 6th of January.

“I was particularly pleased with the manner in which the students generally were able to give, in their own words, the sense of a passage read.”

In fact I was pleased with nearly every thing connected with the School, except the condition of the furniture. I accordingly sanctioned rupees 300 from the surplus funds for the purchase of new furniture; and to keep the present furniture in good repair and to purchase more when necessary, it has been determined to make every student pay eight annas half yearly to a “furniture fund.”

The Head Master in this School had a larger class than he could manage, it was therefore proposed by the Local Committee that an additional master should be appointed on Rupees 75 monthly, principally for the purpose of assisting the Head Master and so allowing that officer time to devote to the superintendence of the School, as for many months his whole time was taken up in teaching. The entertainment of this additional master has been sanctioned by you, his pay being debitible to surplus fees. To ensure the payment of his salary, the fee charged in the highest class has been raised from Rupees 1 to Rupees 2 per mensem.

As a result of the measures reported last year by Mr. Woodrow, the Library of this School presents this year a more respectable appearance than it did then.

The want of good accommodation for the Head Master had been long felt, you have therefore lately been pleased to sanction the erection of a bungalow from the private funds of the School for the Head Master, for which he is to pay a fair rent.

The Pundit of the School was carried off by fever last February, and the Pundit of Chittagong was transferred to fill up the vacancy thus caused.

I consider the condition of this School as an excellent proof of the usefulness of Baboo Chunder Mohun Tagore. I regret to say that he complains a great deal of rheumatism caused by the dampness of the atmosphere and wishes for a transfer; I should not, however, like to see him removed from my Division, though I must say my reasons for wishing this are selfish.

**MYMENSING.**—I have not as yet been able to inspect this School, but it is worthy of remark that of the fourteen candidates forming the first class of the School in January last, the whole number competed and succeeded at the Entrance Examination. No other Zillah School in Bengal has passed so

many candidates. Great credit is due therefore to the Head Master, Baboo Ona Churn Dass.

PUBNA.—The want of a good School house has long been felt in this station. A bungalow was erected in the year 1855, by the officer in charge of the Public Works Department at a cost of Rs. 1,600, but in the same year it leaked so badly that it was found necessary to repair it thoroughly. The School is still held in *that* bungalow. In the month of May last, the Secretary to the Local Committee of Public Instruction at Pubna applied to Government for a grant of Rs. 5,000, for the erection of a suitable building, on the ground that an equal sum had been raised by donations from private gentlemen. In consequence, however, of the Financial pressure, His Honor the Lieutenant-Governor was obliged to decline according his sanction to the proposal.

The Library has been regularly supplied with books, and is resorted to both by the masters and the pupils in general.

FURREEDPORE.—In the month of May last the financial state of the School was in such an unsatisfactory condition, that it was considered expedient to reduce the establishment. In order also to keep the expenditure of the School within its income the Library and contingent allowances were very little drawn upon during the year. Lately, however, the numbers on the rolls have increased, and it is hoped that the School has now got its head well above water. It is to be remembered that Furreedpore is not a *full* civil station and that therefore there are not the same number of Government servants there as elsewhere, and hence there are not the same number of students in the School.

The Local Committee meet here more regularly than in most other stations in my Division.

The School house is still occupied by the Kamroop Regiment and the classes are consequently much inconvenienced. You have been pleased to bring to the notice of Government

the inconvenience experienced, and I have learnt from you with pleasure, that orders have been issued by the Government of Bengal to the Military Authorities to evacuate that building.

The Head Master, Mr. Lefevre, was absent from School on Medical certificate on the occasion of my visit, I have not therefore seen him *in his School*, but he has been very highly spoken of by many Local Committees in succession, and was strongly recommended for promotion to a College by Mr. Woodrow some years ago. I think he would be able to perform satisfactorily the duties of the third Master of a Collegiate School, which is the appointment that he is at present anxious to obtain. Of Mr. Lefevre's seven pupils who competed at the last Entrance Examination, one passed in the First and four in the Second grade. Furreedpore is one of the seven Zillah Schools in Bengal, which have passed candidates in the First Division at the Entrance Examination. The good opinion expressed of its Head Master has therefore been confirmed by the result of the last University Examination.

**JESSORE.**—This School did not come up to my expectations. It is true that circumstances prevented me from passing more than five hours in the School and that I did not therefore examine the classes thoroughly ; taking, however, into consideration the result of my own inspection and that of the Entrance Examination I cannot but say that I was disappointed. I believe myself the condition in which I found it to be due to the fact that the lower masters are but inferior men. The Head and Second Master's both appear to me to be able ; but the Junior Masters, more especially the third, seem to me to be much inferior to men holding similar posts in other Zillah Schools, I purpose calling upon all the Junior Masters to pass the next University Examination or to forfeit their appointments. Were the school house properly ventilated, I should look upon it as the best in my Division.

**COMMILLAH.**—The number of students in this School has so much increased that the services of an additional master were found to be necessary. The Local Committee of Public Instruction at the station, acting upon an impression that an additional master (with a salary dependant upon surplus fees) would not be appointed, formed a supernumerary class in the School and paid the master of the same from the fees received from his own pupils. When I learnt this, I reported the fact to you and recommended that this class should be looked upon as a part of the School; to this proposal of mine, you assented, and the master of this supernumerary class is now considered to be on the establishment. The School house at this station is composed of one large room with a small room at one end in which the first class is taught. As the attention of the boys in all the classes is necessarily distracted from their studies whenever any disturbance occurs in one, I have suggested to the Head Master the propriety of putting up mat partitions between the classes, not high enough to interfere with the ventilation, but sufficiently high to prevent interruption to the studies of the different classes. During the year, the 3rd Master was promoted to the second mastership of the Noakhali School and Baboo Hurri Hur Dass, a high 3rd grade certificate-holder, was appointed as his successor (Baboo Hurri Hur Dass has been recently appointed Head Master of the Normal School, Gowhatta).

The Library contains 362 volumes, and has been used by the masters and pupils in general with great advantage.

**NOAKHALI.**—Though the establishment of this School has been reduced, it still maintains the same position as it did before the reduction. This was of course expected when the establishment was reduced, but in my opinion, credit is not the less due on that account to the Head Master.

The Register of attendance on the 30th April shews an increase of eleven boys on the rolls during the year.

The last class has not been properly attended to during the year; measures must be taken to provide better for the progress therein for the future.

AIDED ENGLISH SCHOOLS.—The following are the superior Aided Anglo-Vernacular Schools in my Division. Under this head I include all the Schools which educate candidates for the Entrance Examination.

	No. of pupils on the Rolls on the 30th April.	Government Aid.	Cost of education to Government of each boy.	No. of candidates at Entrance Examination.		No. passed at the Entrance Examination.
				Rs. As. P.	No. of candidates at Entrance Examination.	
Pogose,.....	413	60	0 3 4	37		12
Noral,.....	92	90	1 6 11	2		2
Goomarkhali,.....	110	80	1 2 3	6		2
Syllet Mission,.....	217	150	0 12 1	14		2
Pulwa Magorah,.....	73	50	0 15 3	1		0
Kaleeparah,.....	119	50	0 4 9	Purpose to send up candidates for		
Tagoreea,.....	66	20	0 5	7 up candidates for the first time this year.		
Rowile,.....	66	25	0 4 11			
Khoohies,.....	0	60	0 0 0			

I have placed these Schools in the order in which I class them.

**Pogose School.**—The Pogose School of the commencement of which a long account is given in last year's report, stands far above the others. It may be compared with the best amongst the Zillah Schools of Bengal. Burisal alone amongst Zillah Schools has passed as many students in the first Division of the Entrance Examination; and leaving aside Collegiate Schools and a few in the Metropolis, none have passed so many candidates on the whole as the Pogose School, except Mymensing and Burisal. And this has been done at a monthly cost to Government per student of Rs. 0-3-4.

**Noral.**—Among the Anglo-Vernacular Schools, next to the Pogose stands that at Noral; this, as well as the Noral Vernacular School, was in the first instance established by the

late Baboo Ram Ruttum Roy, and they are now supported by his brothers, who pay Rupees 117 monthly from the revenues of their Zenindary towards their support.

**COOMARKHALI.**—I must also notice particularly the Coomarkhali School which is principally supported by a wealthy merchant, Baboo Mothoora Nauth Kundoo. It is seldom that we find merchants in this country zealous supporters of education; I therefore take great pleasure in naming him.

**VERNACULAR SCHOOLS.**—The best of the Vernacular Schools in my Division are situated in the Dacca district. The state of popular education in the Dacca Zillah may be fairly compared with that in the twenty-four Pergunnahs. This may be attributed to the vicinity of Dacca, the capital of East Bengal. In this city there is both a College and a Normal School which supplies the surrounding district with teachers in the same manner as do the Calcutta Colleges and Normal Schools. A teacher who would gladly accept an appointment on Rupees 15 in the interior of the twenty-four Pergunnahs or Dacca would demand at least Rupees 25 in Jessore or Burisal. Moreover there are educated men of position in both the twenty-four Pergunnahs and Dacca, who encourage and contribute much towards the support of Schools.

**CIRCLE SCHOOLS.**—The following Table shews the number of Circles in each district, the number of Patshallas attached to them, the number of pupils attending them, and the cost to Government for educating each pupil.

	Number of circles.	Number of Pat- shallas.	Number of Pupils.	Average cost to edu- cate each pupil.
Dacca,.....	18	47	2230	Rs. As. P. 0 2 3
Burisal, .....	5	13	659	0 2 7
Jessore, .....	6	15	415	0 1 9
Furreedpore, .....	4	16	550	0 2 7

I cannot speak too highly of the success of the circle system in the Districts under my supervision. These Schools have not succeeded in educating their students as cheaply as it is necessary that the State should educate the masses, but they have succeeded in educating up to a certain standard at a much lower cost than has been effected by other means. The Circle Schools and the Aided Vernacular Schools in the Dacca District educate up to the same standard, and the cost of education per head in the former is but 2 annas 3 pie, while in the latter it is 12 annas 3 pie. The circle system is also capable of infinite extension in its present form and is, I believe, capable of modifications (one of which I have proposed lately for your consideration), by means of which students can be educated up to a lower, but still a most desirable standard at half the cost per head of the cheapest system as yet introduced.

You have been lately good enough to allow the circle Pundits to share the ten rupees which is allowed monthly for reward to each Circle with the Guru Mahashoys and the pupils of the Schools. I believe that, by this means, the greatest inducements to labour have been held out to the Pundits, and that from this order we may expect the most beneficial results. It is no longer necessary to reward the pupils to the extent that was originally contemplated. They are quite anxious enough to learn on the improved system without more reward than a yearly distribution of prizes, I have therefore determined to spend the Rs. 10 per circle allowed for rewards as follows. The Pundits are to be arranged each quarter according to the progress their students have made during the quarter and to the general condition of the circles placed under them. A reward of Rs. 15 per quarter is to be given to a third of the total number of Pundits in accordance with the position of their names in this list, so that one Pundit in every three will draw Rs. 20, monthly instead of Rs. 15, the addition

to his pay being dependent upon the report that is made of him at the end of each quarter, by which means a good Pundit who has received Rs. 20 a month one quarter, may only receive Rs. 15 a month the next, should he be less active in the 2nd than in the first quarter. This will, I believe, stimulate the Pundits to continued exertion and as a consequence cause an improvement in the Circle Schools. There will then remain available in the case of the best circles Rs. 5, and I purpose laying aside about one rupee eight annas monthly towards a prize fund for the circle, which with the chance of Vernacular Scholarships and Normal School stipends will be sufficient inducement to the pupils to study ; and the remaining Rupees 3-8 I mean to give to the three Gurus in proportion to their capabilities and activity. This sum would be I believe sufficient, but as a general rule more would be available, if necessary, for the purpose, since I do not expect that the same Pundits will every quarter stand near the top of the list, and therefore in some quarter of every year, at all events I expect to be able to have 8 rupees and 8 annas instead of 3 rupees and 8 annas for distribution amongst the Gurus of the Schools forming a circle ; should experience shew me that I allow too much to the Pundit and too little to the Gurus, I shall be obliged to diminish the allowance to the former and increase that to the latter. This, however, I do not anticipate. I will of course take care that no circle receives more than its Rupees 25 monthly.

IMPROVEMENT IN VILLAGE SCHOOL MASTERS.—While on this subject, I may mention that the village School-Masters of the present day are as a body superior to those of five years ago. Not only have many of the old men been obliged by circumstances to improve themselves, but new men of superior attainments have, in many cases, taken the place of the old. If the village Guru dies or becomes incapacitated for further work by old age, some one must take his place. There are old men of

of his own stamp on the spot, but they think over it, they must smoke the hookah with numberless friends before they can make up their minds ; meanwhile an active young man who has received an education (though probably only a partial one) in one of our Schools and is at least able to read printed books, enters the lists and before his aged antagonist has made up his mind, he has got together all the students of the School which has lost its head and becomes himself the village School Master.

In this way the race of Gurus of the old School must become extinct, their places being filled up by younger and better men, who will probably improve themselves with a view of obtaining Circle Punditship.

#### PRIVATE SCHOOLS.

**BANGLA BAZAR (DACCÀ).**—There are many private or self-supporting Schools under the inspection of myself and my subordinates in the South-eastern Division. Of these the Bangla Bazar self-supporting School requires to be especially mentioned. Though this School has the disadvantage of competition with the Collegiate School and the Pogose Aided School, it has nevertheless sent fourteen candidates up to the last Entrance Examination and passed *nine* of them. This result was so creditable to the Head Master, that I recently recommended him to you for Government employ, and you have been pleased to appoint him to the Third Teachership of the Burisal School on Rs. 50 monthly.

**JALABARI.**—I would also wish to mention prominently the Jalabari School in the Burisal Zillah which has been for some years supported on a good footing by Baboo Dwarka Nauth Biswas, I trust soon to number this School amongst my Aided Schools.

All the private Schools in my Districts receive every aid and encouragement possible from my Deputies and from

myself. But private Schools seldom continue for a long time, inasmuch as their finances rest on an insecure base, the zeal of their projectors being soon cooled.

**ADULT SCHOOLS.**—Whilst all other classes are eligible to the benefit of education by day, those who are at work *during the day* are necessarily deprived of the power of improvement in the majority of schools. The night Schools at Dacca and Bindah (in the Jessoro Zillah) have been established in order partially to supply this want. These Schools are solely intended for those who pass their days in the exercise of their trades or professions. They are superintended by Circle Pundits. Ten rupees per month is allowed towards defraying the expenses of the night School at Dacca, but no separate assignment has been made for that at Bindah. They contained 21 and 30 students respectively on the rolls on the 30th April. In the former the Vernacular Scholarship standard is studied.

I will spare no exertion in my endeavours to spread these Schools as widely as possible.

**UNIVERSITY EXAMINATIONS.**—For the first time this year students who have received their education entirely at the Dacca College have been successful at the Degree Examination. It is true that these students have not gone up straight from the College. They have been engaged during the last year as teachers, but as during that year they were located in villages where they were unable to receive any assistance in their studies, their success must be attributed to the education they received at Dacca. The names of these two successful candidates are Parbutty Churn Roy and Rojoni Nauth Chatterjee.

At the First Examination in Arts, the Dacca College passed 12 students, this is a greater number than was passed by any other Institution except the Presidency College.

At the University Entrance Examination, the total number of passed candidates was 477, of these 26 were School Masters and 12 were private students, if then we deduct

these numbers, we find that the Educational Institutions of Bengal, Behar, the North-Western Provinces, the Punjab and Ceylon passed at the Entrance Examination of the Calcutta University 439 students, and that of these 112, or more than 25 per cent. of the whole number of passed candidates were from Schools in the South-Eastern Division of Bengal. It is therefore hardly necessary for me to remark that the state of education in this Division is most satisfactory.

**FEMALE EDUCATION.**—It is with great pleasure I have to state that Female Education has gained a secure footing in the Dacca District. Many Schools have sprung up during the year, and I believe that many more are just about to be opened. I certainly anticipate the permanence of these Schools. A few days since I had the pleasure of forwarding to you an application for a grant of public money in aid of an Adult Female School in the city of Dacca, towards the support of which twenty rupees monthly has been subscribed *entirely* by native gentlemen of respectability.

I believe that a great obstacle in the way of the establishment of many female Schools is the want of Mistresses for them. Many Zemindars would have Schools, if they could get Mistresses to teach the pupils, but they will not admit a man into their Zenanas, where such Schools are always held. A peculiar difficulty is met with in attempting to spread Female Education at present in India. In the first place, there is the objection to the education of females at all, and in the next place, there is the objection to placing girls under male teachers, an objection which is entertained in all countries, but of less importance in England inasmuch as female Teachers are always to be readily found for Girls' Schools. Were female Teachers available, I should expect to hear at once of many female Schools springing up in the interior of the Dacca District. Zenana teaching is of course more desirable, but here the same difficulty presents itself even in a higher degree.

At present Zenana teaching must be entirely conducted by the fathers, husbands, and brothers of the learners, and instruction depending upon such teaching can never be certain, since, as a general rule, only the drones of a family lie at home; the bees, who would be really willing to teach, are scattered over the country earning money for the support of their families. It is true that many Bengali gentlemen, who would not hear of such a thing some years ago, are now willing and anxious to have their female relatives educated, but where there is the will there is not always the opportunity, and where there is the opportunity there is not the will. Hence in my opinion the great importance of female *Schools* in Bengal.

IMPORTANCE OF EXAMINATIONS FOR TEACHERS.—It has been universally remarked by those who have been concerned with education in this country, that Bengalis, sharp and clever up to the age of manhood, deteriorate in a lamentable manner after that age. It is therefore of the greatest importance to prevent those who are engaged in the education of the people from lapsing themselves into ignorance. The University of Calcutta has made an exception in favour of Teachers which I look upon as of the utmost importance. Teachers alone are permitted to compete at the intermediate and Degree Examination without studying for certain specified times after Entrance in affiliated Colleges. I therefore always ask any Master applying for promotion to shew me what examinations he can point to as passed in proof that he has either kept up the knowledge which he had once acquired or improved himself since becoming a Teacher; if he can point to nothing higher than the Entrance Examination, I tell him that to please me, he must pass *both* the higher University Examinations; and I generally make it a condition, on appointing a new man, that he is to pass the next intermediate or Degree Examination as the case may be; or in the case of Aided Schools, I only give the newly appointed man a portion of the salary of the appointment,

promising to give him the remainder so soon as he shall pass such or such an Examination.

TEACHERSHIP EXAMINATIONS.—In last December, in conjunction with Messrs. Robinson and Brennand and Baboo Sree Nauth Turkopunchanum by your direction I held an examination at Dacca for candidates for employment and promotion in the educational Department, on this occasion 25 candidates presented themselves. We awarded on that occasion—

- 1 High Second Grade certificate.
- 2 Middle ditto, ditto.
- 5 Low ditto ditto.
- 3 High Third Grade ditto.
- 2 Middle ditto ditto.
- 2 Low ditto ditto.
- 4 High Fourth Grade ditto.
- 3 Middle ditto ditto.
- 1 Low ditto ditto.

I also held in conjunction with Mr. W. C. Eades, a similar examination at Chittagong, when four candidates presented themselves, one only obtaining a middle fifth grade certificate.

STATISTICAL RETURNS.—I found great difficulty last year in obtaining the Statistical Returns from all my Schools in sufficient time to enable me to submit the Returns of my division in proper time to you. Therefore in order to effect the receipt of the said Returns in good time this year, I adopted the following plan, which has proved very successful. I ordered the Deputy Inspector of each District to fix upon four places where he could be on the 30th of April and on the 2nd, 4th and 6th of May, so situated that the Masters of all the Aided Schools in his District might meet him at one of these places without much inconvenience. Four places having been fixed upon, I wrote to the Head Master of every Aided School and directed him to be present, at \_\_\_\_\_ on \_\_\_\_\_ taking with him the Statistical Return of his School for the year and all papers

which would be required for the purpose of checking the same. The Deputy Inspectors thus met the Head Masters, checked the Returns and forwarded them to me. The consequence was that I received most of the Returns very early, and that in the majority of cases I found the Returns correct.

Had all the Deputy Inspectors done as I wished, the Statistical Return of my Division for the year ending 30th April, 1861, would have been ready by the 15th of May, but I regret to say that such was not the case and that in consequence some delay has occurred. I would wish, however, to mention here prominently the name of Kasi Kant Mookerjee, who has in this as well as in every other respect carried out my wishes to perfection. He has many more Schools in his District than any other Deputy Inspector, and yet I received his Annual Report accompanied by the Statistical Return of *every* School under him on the 7th of May, and every Return was faultless. I cannot say the same for any other Deputy Inspector under me. I of course allow for the time occupied in transit through the post.

GENERAL IGNORANCE OF PASSING EVENTS.—I have been greatly struck in the course of my tours of Inspection in the interior by the profound ignorance displayed regarding events that are passing at the present day, among boys who can tell me every thing that happened in India for a thousand years before the present century commenced. The Deputy Inspector of Dacca reported to me that he would be able from the private School Funds to supply every School under his superintendence with a copy of a weekly Vernacular paper. I trust that the other Deputy Inspectors will be able to effect the same for their Schools, and to help the Circle Schools in my Division in this respect. I have subscribed from the allowance for Circle Schools for six months for as many copies of the Dacca Prokash as there are Circles; by this means, the Masters and senior students will be kept conversant for the next six months

with passing events, and I purpose at the end of that time to offer to subscribe for the next six months for the paper for any Circle which will pay for the postage of the same. As the subscription per annum is Rs. 5 and the postage Rs. 3, I shall by this means be able to ascertain to what extent the masses in this Division appreciate a knowledge of what is going on beyond their own little world.

**EXTENT OF DIVISION.**—I have tried to visit as many Schools as I possibly could this year, but I have not been able to see as many as two-thirds of the number under me. I now know my whole District thoroughly, and I hope to be able to see during the course of the current year nearly every School. To do this, however, it will be necessary for me to be absent from my Head quarters nearly the whole year, and, as a consequence, undesirable delays must occur in my office. I was not settled in my Head quarters at Dacca before the end of July and during the nine months commencing with August and ending with April, I have only been at home three months and a quarter in all, and never more than three weeks uninterruptedly (except in the month of December, in which month also the Teachership examination took place, and took up much of my time). In the course of my tours, I have visited Sylhet, 130 miles North-east of Dacca.

Chittagong, 135 miles South-east of Dacca.

Pulwar Magoorah, 100 miles South-west of ditto.

Kururca, 90 miles North-west of ditto.

These distances are all measured as the crow flies, they are in reality much greater. From this, some idea may be got of the size of my Division.

**DIFFICULTIES ATTENDANT UPON MOVING ABOUT.**—The want of good roads throughout the District is one of the chief hindrances to the regular attendance of students at our Schools. The boys of one village find great difficulties in reaching the village in which the School is situated, and I need hardly remark that

every village does not possess a School. Boys on their way to School have very many difficulties to contend against—the want of roads, the number of bheels, and in some cases the existence of jungles infested by tigers. More than one School in my Division has been closed during the year in consequence of the number of tigers in the neighbourhood. In the rainy season the whole country is many feet under water. I have myself gone straight across the same country on horse-back in the dry season and in a large boat during the rains. In the latter season many of the students sit in "gumlows" and paddle themselves along. Many stand on a raft constructed of a plantain tree divided into three pieces bound together, and pole themselves along sometimes for the distance of three or four miles ; but a comparatively small number are able to afford small dinghies. It is to me wonderful how so great a proportion of the total number on the rolls of a School manage to attend during the rains.

**IRREGULAR PAYMENT OF SUBSCRIPTION IN AIDED SCHOOLS.—**  
The greatest difficulty I have to deal with, is the non-payment of subscriptions. If the subscribers to every School paid their subscriptions regularly, the office work of an Inspector would be almost like clock-work, and he would have twice the time for inspection that he has at present. It is with the greatest unwillingness that I take legal steps against subscribers to Schools, but I have been I am sorry to say obliged to do so in some cases. So long as a School is really in existence, hardly anything would induce me to take legal measures against the subscribers ; but in the case of three Schools which have been abolished in the district of Furreedpore, the managers have refused to pay up the arrears of their subscriptions on the plea that the School has ceased to exist (the abolition having been entirely their own doing, and in each of the three cases the reduced condition of the School having been caused by the irregularity with which subscriptions were paid). In these cases

I have made the necessary documents over to the Legal Remembrancer and requested him to proceed against the defaulters.

In four other cases also (three in the Furrecdporo and one in the Jessore District), I have been obliged, with your sanction, to order the managers to pay their subscriptions and the schooling fees of the students into the Collectorate, whence the establishment of the School and other expenses of the same will be paid in the same manner as in the case of Government Schools. I trust that these cases will act as examples to others, and that next year I shall have less trouble from this cause.

**ENDOWED SCHOLARSHIPS.**—It is with great pleasure that I have to announce to you that the Deputy Inspector of Dacca has succeeded Radhica Mohun Roy, Mouli Abdool Ali, Gobind Chunder Paul Chowdry, Ramkista Paul Chowdry. in inducing four rich gentlemen in his District, marginally noted, to award Scholarships some for two Sessions, some for one Session, to meritorious students of Anglo-Vernacular and Vernacular Schools to enable them to prosecute their studies for a longer period than they would otherwise have been able to do. These scholarships have been with your permission named after the generous founders. I hope to be able at the end of the year, which is now commencing, to have to report the endowment of many more scholarships, some of them at all events in perpetuity.

**DEPUTY INSPECTORS.**—I have much pleasure in acknowledging the assistance which I have received from the Deputy Inspectors *as a body* in my Division, but more especially I would mention Baboo Kassi Kant Mookerjee. It will seldom be the good fortune of any Inspector to have such an assistant as he is. Baboo Kassi Kant has paid 372 visits to Schools during the year, and the average time spent by him in a School on each occasion is rather over four hours. He has accomplished this also without running up excessive travelling

bills and he has sold during the year 9739 volumes of the value of Rs. 3,695.2.6.

All our best Deputy Inspectors, however, are on the look out for Deputy Magistracies; no sooner does a Deputy Inspector think that his Inspector has formed a good opinion of him than he asks to be recommended for a Deputy Magistracy. It is in my opinion desirable either that Government should form a higher grade of Deputy Inspectorships, which no one could attain to except by having served in the lower grade with extraordinary success, or that the Inspectors of Divisions should be occasionally asked to nominate one of their Deputy Inspectors who has served at least five years in that capacity for a Deputy Magistracy. By this last plan, a constant succession of excellent men would be induced to work in this line with the hope of getting the higher appointment; and, as a Deputy Inspector who has had six months' experience of his work, ought to know it perfectly, I believe the plan would answer admirably. I look upon regular and frequent inspection as necessary not only to the healthy condition of Vernacular Schools but even to their very existence. Not only do they fall off in the quality of the education they give, but also in the number of the students whom they educate if they be not inspected frequently. You have lately ordered that every Deputy Inspector shall at the end of each quarter afford a satisfactory explanation in the case of every School not visited by him during that quarter. From this order, I anticipate the best results. *Many* of my Deputies do more at present than they are now called upon to do, but in future *all* must visit every School in their District four times at least during each year. I have always found the villagers most anxious that I should visit the Schools; in fact when circumstances have prevented my doing so, they have lamented their fate, crying out that they were born under an evil star.

The Shom Prokash has, in a late number, recommended that

there should be fewer Inspectors and Deputy Inspectors, and that the amount thus gained should be spent in granting aid to new Schools. I should like the Editor to know as much as I do of the condition into which those Schools which are not frequently visited invariably fall, and also to see the lamentable complaints which I receive from the Masters of such Schools respecting the non-receipt of their salaries. If he saw these letters, and also knew how much superior and how much freer from complaint those Schools are which are frequently visited, he would, I have no doubt, change his opinion. I should say that any money spent in giving grants-in-aid would be almost thrown away, unless at the same time measures were taken to provide for the regular inspection of the Schools aided. If any change is desirable in the number of Deputy Inspectors, it is that it should be increased rather than diminished.

The following are extracts from the Annual Report of the Deputy Inspector of Dacca :—

**JUNIOR SCHOLARSHIP RULES.**—Previous to noticing the Aided Anglo-Vernacular Schools, I can hardly refrain from alluding to the new Junior Scholarship rules, which forming as it were the bulwark of these Institutions have opened a new era to their prosperity. Their immediate effect in this District has been the adoption by three of its Schools of the Entrance Standard.

**AIDED ANGLO-VERNACULAR SCHOOLS.**—There are at present nine Anglo-Vernacular Aided Schools in the District, against seven of last year. The Government grant to them amounts per month to Rs. 262, whereby 980 against 807 students of the last year are trained, (some of them up to the Entrance Standard) at an average cost to Government of about 4 annas and 3 pie per mensem. The Anglo-Vernacular Schools have therefore received this year an accession of 173 students. Of these Anglo-Vernacular Schools, 1 is excellent; 2 good; 1 fair, 4 moderate; and one, newly established, indifferent.

\* . \* . \* . \* . \*

**AIDED VERNACULAR SCHOOLS.**—I now advert to the Vernacular ones. The three female Aided Schools in the city being numbered

as one, there are at present 13 Vernacular Aided Schools in the District against 11 which it contained last year. These are receiving a total grant of Rupees 178 and affording instruction to 795 students, in the place of 672 students of last year, at an average cost of about 3 annas and 6 pie each. The Vernacular Schools, therefore have gained 123 boys over last year's number. Of these 15 Schools, there are 3 excellent, 4 good, and 5 fair, the female Schools alone coming under the class of moderate and indifferent, and these even have improved their condition.

\* \* \* \* \*

Touching the introduction of the English language in these Schools, my prophesies of the last year have in part been fulfilled. It is neither prudent nor possible to stem the tide of popular feeling. Education, unfortunately, with most of the parents is a matter of speculation, the first return from which is expected in the shape of stipends and the next in that of lucrative appointments. An English education pays far better, and to it these people have turned their attention. The elements of the English language have therefore already found their way at Fulbariya, Majpara, Kokutiya, Malkhanagor, and Jainshar. Dhamroy has a good deal of it and the rest are but too anxious for their proper share of it. I have here likewise particularly to remark that some of the Circle Schools too have an infusion of it, the people having united in subscribing a small sum for an English teacher.

**INDIGENOUS SCHOOLS UNDER IMPROVEMENT.**—There are at present 17 Circles at work in the District comprising 49 patshalas, having on their rolls 2,230 students, which give on an average 131 students to each Circle, against 122 of last year;—and all this at an individual cost of 2 annas and 2 pie to Government. Their comparative state during the last two years will be evident at a glance on reference to the following table.

Year.	Number of Circles.	Number of Schools.	Number of boys.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Average No. of boys in each circle.	Cost to Government per boy.
1860-61	15	41	1838	0	4	15	10	12	122	0 2 4
1861-62	17	49	2230	7	14	12	7	9	131	0 2 2

The Circle Schools therefore have not only gained more strength during the year, but have likewise improved their grades ; and I feel happy in recording that the 3rd place in the general list at the last Vernacular Examination was borne off by a Circle School. The Schools have therefore in most cases reached a position which their warmest supporters never at the outset anticipated, and all this at so very trifling a cost to Government, that Schools worth the name, professing to impart a liberal education, can hardly be supposed to exist for any thing less.

**PRIVATE SCHOOLS.**—As the mountain chains of a continent send out off-shoots and spurs to far and distant quarters, as most plants well rooted naturally multiply their kind, so our Aided and Circle Schools are giving birth to private ones. This is an incontestible proof of the growing demand for education. All these are open to inspection. In most of them appointments have been entrusted to my charge. From the latest information a list has been drawn up of the 12 most popular ones which have successfully adopted our improved mode of instruction. From this it will appear that there are at least at present 616 students no part of the expense of whose education is borne by the State. *Mere Guru Mahashoy patshahas* have been carefully omitted from this list.

\* \* \* \* \*

**FEMALE EDUCATION.**—Whatever improvement education may occasion in the condition of the Indians, we cannot hope for the complete regeneration of the country, till the light of knowledge is allowed to make its unrestricted passage into the hidden recesses of the *Zenana*.

\* \* \* \* \*

**ZENANA TEACHING.**—When regular female Schools are being every day formed, it is not of much importance now to add that female education has made great progress in the Zenana. But the fact is now beyond doubt. Having tried to secure the services of some Mistresses in the city to be employed in the villages, I found it impossible to do so as all were employed in educating the wives of rich Baboos. The state of the interior of the district is even more satisfactory. About five hundred copies of Shooshelar Upakhyan have been sold, and it may be safely assumed that more than half have been purchased for the females in the interior of the district.

\* \* \* \* \*

**VERNACULAR SCHOLARSHIP EXAMINATION.**—To award the Vernacular scholarships Government and private, a general examination of all the best students of Vernacular, Aided, and Circle Schools was commenced on Friday the 27th September and lasted for four days. 131 candidates presented themselves against 88 of last year. The same questions were set to each; the papers on literature and mathematics being for the first time printed. The greatest vigilance was observed in printing the papers. The result of the examination may be summed up as follows.

Number of Candidates.	Total No. of marks.	No. obtaining above $\frac{1}{2}$ or 225.	Above $\frac{2}{3}$ or 180.	Above $\frac{3}{4}$ or 150.	Above $\frac{4}{5}$ or 112 $\frac{1}{2}$ .	Below $\frac{1}{4}$ .	Remarks.
131	450	13	48	28	25	17	

The examination may therefore be considered as very creditable to the Teachers entrusted with the Schools. The Dacca Model School, as may well be expected, has the honor this year of occupying the 1st position. The village Schools have carried off the highest marks in each and every one of the subjects. The Kokutiya Aided and the Kachadiya Circle School respectively occupy the 2nd and 3rd places.

\*     \*     \*     \*     \*     \*

In my last Report I longed for the day when our village fairs should sell cheap useful books along with their variegated assortment of other goods, and I have actually been greeted with such a sight while moving in the interior.

**THE PRESS.**—The Vernacular Press has issued this year a large number of publications. The Dacca Prokash the property of the Press is ably conducted. The Sanskar Shun Shodony (The Reformer) a monthly paper published by the Kokutiya Aided Vernacular School is yet alive. Its object is “To hold as it were, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time, his form, and pressure.” It fearlessly attacks every existing custom, and has consequently roused a host of enemies.

It is gratifying to be able to add that another Bengali Press has just been brought to be stationed on the other side of the river.

**DACCA NORMAL SCHOOL.**—The following extracts from a voluminous report furnished by the Head Master of the Dacca Normal School will supply all the information requisite with regard to the progress of that Institution.

“The School has during the last twelve months, attained a higher position than it ever did previously.

1. During the year just past, the Director of Public Instruction visited the Institution and expressed his approval of its condition.
2. The Inspector of the Division, too, frequently noticed the Institution and examined its classes, giving a very favorable opinion of its efficiency.
3. The Students passed better in the annual examination of 1861-62 than the other Normal Schools of Bengal.
4. The Dacca Normal School has sent out since 1st May, 1861 twenty-nine students as teachers of Vernacular Schools.

\*     \*     \*     \*     \*     \*

**VISITORS.**—During the year passed by, the School has been more fortunate than in previous years, inasmuch as in former years, besides the Inspector in his annual visit, no other gentleman visited the

school; but this year the School has had in addition visits from the Director himself, from the Rev. Messrs. Garstin and O'Brien Smith, from Major Sneyd and Capt. Lance. The Director accompanied by the Inspector twice visited the School; on the latter occasion he staid nearly four hours and examined the 1st class in Surveying, Astronomy, Art of Teaching and Geometry.

I quote from the Director's letter, No. 133 of the 20th January last.

"I have much pleasure in conveying to you my general approbation of the condition of the classes of the Normal School. I was particularly struck with the life and spirit with which the students entered into their various employments and with the general intelligence displayed by them."—The Inspector, speaking of the same visit, stated in the visitors' Report book. "I visited the Dacca Normal School in company with the Director of Public Instruction on the 4th and 5th December last. I found as usual every thing in a most satisfactory condition, the pupils all cleanly dressed and orderly, the Masters all engaged in the performance of their duties. The most advanced class was examined for some time by us in Geometry, Astronomy and Surveying and acquitted itself on the whole very satisfactorily. The students appeared rather rusty in their Geometry, which was accounted for by the examination having taken place more than two months before. I know that some time ago they were well up in this subject. I should have been glad therefore to have seen their memories more retentive of the subject. Two or three of them taught a class in our presence excellently, proving thereby how successfully they have been trained up as Teachers. The Head Master (who is I know indefatigable in the discharge of his duties) converses and imparts instruction most fluently in Bengali.

The general condition of the School is most creditable to the Head and assistant Masters. The pupils are trained in Gymnastics and taught to run about and amuse themselves like English youths. In fact the whole aspect of the place proves that the thoughts of the Masters and especially of the Head Master, have been engrossed in considering how they might best discharge the onerous duties entrusted to them."



The numbers of students sent out as teachers is shewn by the following table.

Dacca Zillah, .....	18	Students gone as Teachers.
Burisal ditto, .....	4	Ditto.
Furreedpore ditto,.....	3	Ditto.
Rajshahi ditto, .....	2	Ditto.
Jessore ditto, .....	1	Ditto.
Assam ditto, .....	1	Ditto.

Total, ..... 29 Students.

Besides these students, I have seven more ready to accept appointments. Thus, till the Annual Examination, my first class will remain intact.

\* \* \* \* \*

With reference to the future prospects of these young men, I have been fully satisfied by the late order of the Inspector offering quarterly rewards of 15 Rupees to the Teachers of the best conducted Circle Schools; there is now a full inducement for the Teachers to exert themselves.

**THE DEBATING SOCIETY.**—This Society has now been in existence above five years. It is exclusively composed of our students and is named by them "The Dispenser of Ignorance." Wherever our students go they establish a branch of this Society, one of which exists in our own Model School. I trust to see some organisation established among its different branches. A regular correspondence and communication between them and the Parent Society would be of incalculable advantage to the native community. As it is, it is of great use in extending general information, acuteness of observation, fellow-feeling, and improvement in the Bengali dialect of Eastern Bengal. The Society has furnished its quota of improvement to our students and has made them superior in Bengali to the students of the Calcutta and Hooghly Normal Schools; so that the old notion, that a Dacca Vernacular School must be inferior,

to the Schools in and about Hooghly and Nuddea has been dispelled, I trust for ever."

I have the honor to be, Sir,

Your most obedient Servant,

RICHARD L. MARTIN, M. A.

*Inspector of Schools, South-East Division.*

*Classification of Government and Aided Institutions in  
the South-Eastern Division.*

	Excellent.	Good.			Fair.	Moderate.	Bad.	Unclassified.	Total.
		1	0	0					
Government College at Dacca, .....	1	0	0	0	0	0	0	0	1
Government Collegiate School at Dacca, ...	1	0	0	0	0	0	0	0	1
Government Zillah Schools, ..... ....	5	3	0	0	0	0	0	0	8
Government Normal Schools, .....	1	0	0	0	0	0	0	0	1
Government Model Schools,.....	1	0	0	0	0	0	0	0	1
Government Vernacular Schools, .....	1	0	0	0	2	0	0	0	3
Grant-in-aid Girls' Schools, .....	0	0	0	2	11	0	0	0	13
Ditto ditto Anglo-Vernacular Schools, ...	1	5	8	16	2	1	0	0	33
Ditto ditto Vernacular Schools, .....	5	11	12	9	7	0	0	0	44
Indigenous Schools, under improvement in Circles, .....	9	14	30	20	11	0	15	99	
<b>Total,.....</b>	<b>25</b>	<b>33</b>	<b>50</b>	<b>47</b>	<b>38</b>	<b>1</b>	<b>15</b>	<b>204</b>	

*Classification of Schools in the South-East Division.*

Name of School,	Class,	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
<b>GOVERNMENT ZILLAH SCHOOLS.</b>				
Burial,	Excellent,	259	229 2 8	2 2 0
Fureedpore,	Excellent,	117	270 0 0	3 7 5
Connilla,	Excellent,	111	211 10 10	1 11 11
Pubna,	Excellent,	101	230 6 0	2 13 9
Mymensing,	Excellent,	176	215 2 1	1 9 8
Jessore,	Good, ...	169	281 0 0	2 15 4
Chittagong,	Good, ...	251	294 8 6	1 11 11
Noakhali,	Good, ...	82	153 14 1	2 11 9
<b>NORMAL SCHOOL.</b>				
Dacca Normal School,	Good, ...	119	946 5 2	7 15 3
Dacca Model School,	Excellent,	118	37 3 3	0 3 11
<b>GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.</b>				
<i>In Dacca.</i>				
Pogose, (Dacca),	Excellent,	112	60 0 0	0 3 4
Kalipara,	Good, ..	121	50 0 0	0 4 9
Tagooriya,	Good, ..	65	20 0 0	0 5 7
Ronel,	Fair, ...	71	25 0 0	0 4 11
Bohur,	Moderate,	91	20 0 0	0 4 3
Lohajung,	Moderate,	11	20 0 0	0 9 3
Barodi,	Moderate,	62	25 0 0	0 4 0
Palash,	Moderate,	42	17 0 0	0 10 7
Nawabgunj,	Indifferent,	69	25 0 0	0 2 8
<i>In Fureedpore.</i>				
Shactghur,	Fair, ...	48	24 0 0	0 12 3
Madhubpore,	Fair, ..	27	15 0 0	0 10 11
Saidpore,	Fair, ...	18	15 0 0	1 2 5
Manicunj,	Moderate,	55	23 0 0	0 8 9
Semolya,	Moderate,	67	20 0 0	0 4 0
Oojani,	Indifferent,	33	20 0 0	0 11 0
Jalaldi,	Bad, ...	20	12 0 0	1 2 6

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Go- vernment of each boy per mensem.	
				Rs. As. P.	Rs. As. P.
<i>In Purna.</i>					
Coomarkhali,	Good, ..	110	80 0 0	1 2 3	
Kururiya,	Moderate, ..	41	35 0 0	1 2 8	
Baliyakandi,	Moderate, ..	56	20 0 0	1 2 0	
Korukdi,	Moderate, ..	41	25 0 0	0 1 1	3
<i>In Jessore.</i>					
Naral,	Good, ..	92	97 0 0	1 6 11	
Puluya Magoora,	Fair, ..	73	50 0 0	0 15 3	
Magoora,	Fair, ..	70	35 0 0	0 15 6	
Kheolna,	Fair, ..	0	60 0 0	1 6 3	
Katipara,	Moderate, ..	0	30 0 0	0 0 0	
<i>In Burisal.</i>					
Khaliya,	Moderate, ..	71	20 0 0	0 3 2	
Rayerkhati,	Moderate, ..	63	30 0 0	0 10 5	
Basanda,	Moderate, ..	80	30 0 0	3 8 5	
<i>In Mymensing.</i>					
Sherepore,	Moderate, ..	41	28 8 0	0 6 2	
<i>In Sylhet.</i>					
Shaikghat,	Good, ..	102	150 0 0	0 12 1	
Nuya Sharrik, } at Sudder Station,	Good, ..	105			
	Moderate, ..	45			0 5 9
<i>In Chittagong.</i>					
Meer Hya, (Patiya),	Moderate, ..	129	50 0 0	0 8 9	
<b>GOVERNMENT VERNACULAR SCHOOLS.</b>					
Mymensing,	Excellent, ..	200	61 2 3	0 6 11	
Jessore,	Indifferent, ..	52	15 0 0	1 1 0	
Fazilpore,	Indifferent, ..	28	20 0 0	0 7 8	

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Go- vernment of each boy per mensem.					
				Rs.	As.	P.			
<b>GRANT-IN-AID-VERNACULAR SCHOOLS.</b>									
<i>In Dacca.</i>									
Dhamrai,	Excellent,	129	20 0 0	0 3 0					
Kookootiya,	Excellent,	65	14 0 0	0 1 9					
Maippara,	Excellent,	82	12 8 0	0 2 2					
Amarpore,	Good, ..	44	11 0 0	0 5 9					
Ilashpara,	Good, ..	59	12 8 0	0 2 8					
Oolal,	Good, ..	42	12 8 0	0 4 2					
Meerpore,	Good, ..	54	15 0 0	0 5 2					
Dhoobdhara,	Fair, ..	32	10 0 0	0 1 3					
Maghma,	Fair, ..	29	10 0 0	0 7 5					
Malkhanagar,	Fair, ..	70	10 0 0	0 1 0					
Jamshar,	Fair, ..	52	12 0 0	0 5 5					
Jaimantap,	Fair, ..	43	12 0 0	0 0 7					
<i>(Girls' Schools.)</i>									
Bangala Bazar,	Moderate,	31		0 10 4					
Rongao,	Moderate,	32	0 0 0	0 7 9					
Lalbagh,	Indifferent,	33		0 5 2					
<i>In Furreedpore.</i>									
Baniajoori,	Excellent,	44	7 0 0	0 3 6					
Furreedpore,	Good, ..	142	22 0 0	0 1 9					
Dhancora,	Good, ..	41	7 0 0	0 1 6					
Baniboho,	Fair, ..	33	10 0 0	0 10 8					
Algi,	Fair, ..	38	11 0 0	0 6 1					
Dadranki,	Fair, ..	20	10 0 0	0 9 8					
Sribari,	Fair, ..	41	11 8 0	0 5 5					
Singar,	Fair, ..	33	10 0 0	0 4 9					
Lakikol,	Fair, ..	24	5 0 0	0 1 2					
Panor,	Moderate,	32	12 8 0	0 8 4					
Janpore,	Moderate,	16	15 0 0	0 10 10					
Natta Kholla,	Moderate,	40	7 0 0	0 2 9					
Gati,	Indifferent,	18	12 0 0	0 8 5					
Machain,	Indifferent,	18	13 8 0	3 6 0					
Khoolsi,	Indifferent,	37	7 0 0	0 4 0					
<i>In Pubna.</i>									
Dhooljans,	Excellent,	96	15 0 0	0 3 11					
Pubna,	Good, ..	84	10 0 0	0 2 0					
Coomarkhali,	Fair, ..	73	11 0 0	0 3 4					
Hatooriya,	Fair, ..	72	15 0 0	0 4 7					
Chapra,	Moderate,	49	49 0 0	0 4 8					
Chaitrahati,	Indifferent,	28	10 0 0	0 6 8					

Name of School.	Class.	Number of boys on the Roll	Actual Cost to Govern- ment per mensem.			Cost to Go- vernment of each boy per mensem.
			Rs.	As.	P.	
<i>In Jessore.</i>						
Moolghur,	... Good, ...	61	15	0	0	0 5 7
Naral,	... Good, ...	96	27	0	0	0 7 9
Bakabhabanipore,*	... Moderate,		10	0	0	
Khajura (Girls'),	... Indifferent,	15	9	0	0	0 11 1
<i>In Burisal.</i>						
Burisal,	... Good, ..	147	30	0	0	0 5 4
Pachchar,	... Fair, ...	41	10	0	0	0 4 3
Poragacha,	... Moderate,	23	15	0	0	0 11 1
<i>In Mymensing.</i>						
Arra,	... Good, ..	50	8	0	0	0 3 10
Dapooniyan,	... Moderate,	37	12	0	0	0 6 5
Suterpore,	... Moderate,	32	0	0	0	0 7 2
<i>In Chittagong.</i>						
Meer Hya,	... Moderate,	142	0	0	0	0 0 0

\* Returns not received.

## CIRCLE SCHOOLS.

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
<i>In Dacca.</i>					
Kachadiya,	Kachadiya, I.	Excellent,	59	Rs. As. P. 8 2 8	Rs. As. P. 0 2 2
Kaleepara,	Kachadiya, II.	Excellent,	124	10 2 8	0 1 3
Kola,	Kola, I.	Excellent,	63	9 0 0	0 2 3
Brahmingao,	Brahmingao, I.	Excellent,	46	8 0 0	0 2 9
Coomarbhog,	Coomarbhog, I.	Excellent,	76	10 0 0	0 2 1
Lalbagh,	Lalbagh, I.	Excellent,	75	9 13 4	0 2 1
Shologhur,	Shologhur, I.	Excellent,	58	9 2 8	0 2 6
Tarpasha,	Kachadiya, III.	Good,	17	7 12 0	0 2 7
Tantar,	Kola, II.	Good,	35	8 6 8	0 3 10
Beertarn,	Kola, III.	Good,	15	7 10 8	0 2 8
Khorhati,	Brahmingao, II.	Good,	48	7 13 4	0 2 7
Shoobodiya,	Shoobodiya, I.	Good,	57	6 1 4	0 1 8
Kalkapoor,	Simoliya, I.	Good,	41	5 12 0	0 2 2
Kannakshar,	Kannakshar, I.	Good,	42	7 1 4	0 2 8
Bezgao,	Kannakshar, II.	Good,	49	7 1 4	0 2 5
Narsiya,	Narsiya, I.	Good,	32	8 0 0	0 4 0
Rousaniya,	Rousaniya, I.	Good,	58	5 0 0	0 1 8
Feringhi Bazar,	Cusba, II.	Good,	31	6 1 4	0 3 1
Bojer Joguey,	Cusba, III.	Good,	89	6 11 8	0 1 2
Bactka,	Bactka, I.	Good,	56	5 0 0	0 1 5
Pachdona,	Pachdona, I.	Good,	62	6 4 0	0 1 7
Medni Mandel,	Coomarbhog, II.	Fair,	31	7 13 4	0 4 0
Shansidi,	Shologhur, II.	Fair,	41	7 6 8	0 2 1
Simagor,	Shologhur, III.	Fair,	39	7 5 4	0 3 0
Khamarpara,	Simoliya, II.	Fair,	35	6 11 8	0 3 1
Megoola,	Narsiya, II.	Fair,	41	5 0 0	0 1 4
Bongao,	Bongao, I.	Fair,	32	6 1 4	0 3 0
Sakari Bazar,	Bongao, II.	Fair,	75	6 8 0	0 1 4
Begum Bazar,	Begum Bazar, I.	Fair,	56	7 6 8	0 2 1
Night School,	Begum Bazar, II.	Fair,	21	10 0 0	0 7 7
Autshahi,	Bactka, III.	Fair,	53	5 0 0	0 1 6
Binatpara,	Pachdona, II.	Fair,	35	5 12 0	0 2 7
Matra,	Pachdona, III.	Fair,	33	5 12 0	0 2 9
Dohur,	Narsiya, III.	Moderate,	49	5 0 0	0 1 7
Bushael,	Rousaniya, II.	Moderate,	32	5 0 0	0 2 6
Cheergao,	Rousaniya, III.	Moderate,	35	5 0 0	0 2 3
Cusba,	Cusba,	Moderate,	28	6 0 0	0 3 5
Naraundiya,	Naraundiya, I.	Moderate,	31	6 0 0	0 3 0
Tutari Bazar,	Naraundiya, II.	Moderate,	28	5 13 4	0 3 4
Bhaor,	Brahmingao, III.	Indifferent,	60	5 0 0	0 1 4
Kajri Pagla,	Coomarbhog, III.	Indifferent,	31	5 0 0	0 2 6
Mandair,	Shoobodiya, II.	Indifferent,	47	5 0 0	0 1 4
Kagajitola,	Naraundiya, III.	Indifferent,	70	5 13 4	0 3 0
Raipoora,	Bactka, II.	Indifferent,	26	5 0 0	0 3 0

Name of Village.	Name of Circle.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
<i>In Furreedpore.</i>					
Saidpore,	Saidpore, I.	Fair, ..	37	5 0 0	0 2 2
Kunjpuri,	Brahminkanda, II.	Fair, ..	73	5 0 0	0 1 0
Gobindpore,	Brahminkanda, III.	Fair, ..	96	5 0 0	0 0 0
Kistopore,	Kistopore, I.	Fair, ..	57	5 0 0	0 0 5
Aboonabad,	Saidpore, III.	Fair, ..	27	5 0 0	0 3 0
Tepakhola,	Kistopore, II.	Moderate,	43	5 0 0	0 1 11
Pearipore,	Kistopore, III.	Moderate,	35	5 0 0	0 2 3
Brahmindi,	Brahmindi, I.	Moderate,	29	5 0 0	0 2 9
Rajapore,	Brahmindi, II.	Indifferent,	50	5 0 0	0 1 7
Dhopaghatta,	Brahmindi, III.	Indifferent,	36	5 0 0	0 2 2
Brahminkanda,	Brahminkanda, I.	Indifferent,	11	5 0 0	0 7 3
Deokinali,	Saidpore, II.	Indifferent,	49	5 0 0	0 1 7
<i>In Jessore.</i>					
Binda,	Binda, I.	Excellent, ..	44	5 0 0	0 1 10
Barakhaliya,	Binda, II.	Excellent, ..	41	5 0 0	0 1 10
Senhati,	Senhati, I.	Fair, ..	20	7 8 0	0 0 6
Chotakhaliya,	Binda, III.	Fair, ..	41	5 0 0	0 1 10
Pagla,	Pagla, I.	Fair, ..	25	5 0 0	0 3 2
Raiqgram,	Nuldi, I.	Fair, ..	32	7 8 0	0 3 9
Baw Baherdia,	Pagla, II.	Moderate,	23	5 0 0	0 3 2
Chota Baherdia,	Pagla, III.	Moderate,	25	5 0 0	0 3 2
Kodaliya,	Khajura, I.	Moderate,	40	5 0 0	0 2 0
Matharapore,	Khajura, II.	Moderate,	41	5 0 0	0 2 0
Doorgapore,	Khajura, III.	Moderate,	29	5 0 0	0 2 0
Chandani,	Senhati, II.	Indifferent,	20	7 7 0	0 0 6
Lukipusha,	Lukipusha,	Indifferent,	21	15 0 0	0 10 0
Saroniya,	Nuldi, II.	Indifferent,	32	7 8 0	0 3 9
<i>In Burisal.</i>					
Lakhatiya,	Lakhatiya, I.	Fair, ..	37	5 0 0	0 2 2
Kashipore,	Lakhatiya, II.	Fair, ..	15	5 0 0	0 5 4
Ponabaliya,	Ponabaliya, I.	Fair, ..	63	5 0 0	0 1 3
Goila,	Goila, I.	Fair, ..	49	5 0 0	0 1 7
Kulopara,	Goila, II.	Fair, ..	47	5 0 0	0 1 8
Foolusri,	Goila, III.	Fair, ..	15	5 0 0	0 5 4
Rajnugor, I.	Rajnugor, I.	Fair, ..	62	5 0 0	0 1 3
Rajnugor, II.	Rajnugor, II.	Fair, ..	30	5 0 0	0 2 8
Rajnugor, III.	Rajnugor, III.	Fair, ..	42	5 0 0	0 1 10
Koilas Gram,	Lakhatiya, III.	Moderate,	60	5 0 0	0 1 4
Gaba,	Gaba, I.	Moderate,	60	7 8 0	0 2 0
Bairmal,	Gaba, II.	Moderate,	25	7 8 0	0 4 7
Nagpara,	Ponabaliya, II.	Moderate,	27	5 0 0	0 2 1
Eloshar, I.	Eloshar, I.	Moderate,	46	7 8 0	0 2 7
Eloshar, II.	Eloshar, II.	Moderate,	45	7 8 0	0 2 8
Kool Kati,	Ponabaliya, III.	Indifferent,	35	5 0 0	0 2 3

FROM

J. SANDERS, Esq.

*Offy. Inspector of Schools.**North-West Division.*

To

THE DIRECTOR OF PUBLIC INSTRUCTION,  
*Fort William,**Dated, Patna, 6th June, 1862.*

Sir,

I have the honor to submit a report of the state of the Schools under the supervision of the Government Education Department in the North-Western Division during the year ending the 30th April, 1862.

**TERRITORIAL CHANGES.**—In the course of the past year, the district of Chota-Nagpore was detached from this Inspectorate and annexed to that of South Western Bengal. Under the new arrangement, the educational Division of Behar comprises eight large and important districts, those of Behar, Shahabad, Saran, Patna, Monghyr, Tirhoot, Bhagulpore and Purneah. Its area is estimated at 41,520 square miles, and its population at 9,437,500 souls.

**OF WHAT KINDS THE SCHOOLS ARE IN THIS DIVISION.**—The classification of Schools in this Division differs very materially from any that is furnished by Bengal, and demands some preliminary explanation. The grant-in-aid system is either totally unknown among the natives, or is regarded with dislike by the higher classes as inconsistent with their sense of self-respect. Equally foreign to their minds as yet is the idea of supporting a School on the English plan, be it to teach English or Vernacular, for the purpose of private emolument. But many native noblemen and gentlemen, from a desire to benefit their countrymen or from respect for the wishes of

\*Government, maintain Schools at their own expense under the entire control and direction of this Department.

The Vernacular Schools in this Division thus naturally form themselves into three principal classes.

1st. *Government Model Vernacular Schools*, or those in which the expense and the management alike are undertaken by the State.

2nd. *Zemindary Schools* (so called for want of a better name, though their supporters are not necessarily Zemindars), or those in which the management is committed to Government, but the expenses are borne by private persons—it may be by village subscriptions, raised for the most part at the instance of some leading landholders or of the resident officials.

3rd. *Indigenous Schools*, or those of which Government has no share either in the expense or the management. Among these are a few supported by the proceeds of charitable bequests.

The number and relative character of the educational institutions under Government supervision will now be manifest from the following table.

SCHOOLS IN THE N. W. EDUCATIONAL DIVISION.

	1860-61.		1861-62.	
	Schools.	Pupils.	Schools.	Pupils.
Government Zillah Schools,.....	8	966	8	1085
Government Model Vernacular Schools, .....	65	3643	63	3983
Zemindary Vernacular Schools,.....	29	912	29	1078
Zemindary Anglo-Vernacular School, .....	1		2	
Grant-in-aid Anglo-Vernacular Schools, .....			1	96
Indigenous Schools under improvement, .....	66		112	

From the Anglo-Vernacular School at Bettiah there are no accurate returns. The new School at Barh musters twelve pupils. Regarding the number of pupils attending the Indigenous Schools entered in the table, I have no reliable information. It may be useful, however, to place on record that the number of pupils brought forward by the teachers for examination during the last half year was 709. During the corresponding period of 1860-61, it was 447. But many of the teachers are more properly private tutors than what we understand by School-masters.

Of the Indigenous Teachers who have thus come under our notice, those from Saran, Shahabad and Purneah are without exception Mahomedans. Those from Behar and Patna are Kaists. Monghyr sends up a mixture of these two classes.

If we cannot infer that the education of youth in this province is chiefly in the hands of these two denominations of persons, these facts at least indicate that Mahomedans and Kaists are less influenced by professional prejudice and more accessible to improvement than the Brahmins, or any other class engaged in this occupation.

Subjoined is an abstract of the list of these Schools classified according to their merits, which, in obedience to your instructions, I have the honor to forward along with this report.

*Classification of the Schools in the North-West Division.*

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Government Zillah Schools,.....	0	2	1	2	2	1	0	8
Government Model Vernacular Schools,.....	0	3	15	22	12	7	4	63
Zemindary Vernacular Schools,.....	0	0	1	2	4	18	4	29
Zemindary Anglo-Vernacular ditto, ...	0	0	1	0	0	0	1	2
Grant-in-aid Anglo-Vernacular ditto,...	0	0	0	1	0	0	0	1
Indigenous Schools under improvement,.....	0	0	1	3	12	27	69	112

The merits of the different Zillah Schools are here underestimated rather than the contrary. Thus a School which, like that of Sarun, sent up 5 candidates to the University Entrance Examination, of whom 4 passed, and the 5th failed by a single mark in a single subject, might, without any great exaggeration, be ranked as excellent. Those at Monghyr and Purneah too, it is with considerable hesitation that I enter as indifferent, assuredly another year like the past will entitle them to a higher place.

As to the Government Vernacular Schools, their rank has been assigned them partly from their success at the Vernacular Scholarship Examinations, partly in consideration of the standard which their studies attain. The Zemindary and Indigenous Schools are estimated according to the extent and success with which they afford instruction in the educational works, Oordoo and Hindi, approved by Government; for, with many of them, these hold only a secondary place, Arabic and Persian, or in some cases Sanscrit, occupying the first. The standard adopted for a good School is that of the Vernacular Scholarship Examination. A School ranked in the 6th grade is not necessarily a bad School, for it may afford very

good instruction so far as it goes, but it goes no farther than the alphabet and the multiplication table. To the 7th column I have been obliged to consign those Indigenous Schools, where the number of pupils is so small, as to make the name of School hardly applicable. It is scarcely fair to class the trainer of one or two boys for an examination, with the Master whose skill is exerted over 50, 80, or 100 pupils.

**EXAMINATIONS.**—The University Entrance Examination exercises a most healthy influence, growing yearly, upon the students of our Zillah Schools. What it is to them, are the Vernacular Scholarship Examinations to our Vernacular Schools of all descriptions. I say of all descriptions, for even the Indigenous schools have commenced sending in candidates, who, even if our rules exclude them from enjoying the sweets of a scholarship, are alive to the advantages of a certificate. The half yearly examinations of Indigenous Teachers are bringing us yearly more and more into amicable contact with a body of men, whose improvement and hearty co-operation are of such unspeakable importance to the interests of national education.

**SYSTEM OF VERNACULAR SCHOOLS EXAMINED.**—Before proceeding to report in detail upon the different descriptions of Schools which have been enumerated, I may be permitted to enter into a somewhat more minute examination of the system of Vernacular Schools of which the main outline is sketched at pages 97 and 98; as it appears to me, in some important parts, to be by no means in a sound or progressive condition, while in others it is ripe for more extensive development.

**INTERMEDIATE CLASSES OF SCHOOLS. GOVERNMENT SCHOOLS AIDED BY THE PEOPLE.**—The three great classes into which I have found it convenient to divide the Vernacular Schools under my charge, are not so well defined, but that many of these institutions blend together the characters of both the first and second classes, and a still larger number those of the

second and third. Intermediate between the Government and the Zemindary Schools, come those which are maintained partly by the State, and partly by permanent local contributions. These are ranked with the Schools supported entirely from the public purse, because, though 'Aided Schools,' they are not so in the sense in which that expression is commonly understood. The pride of the Behari revolts at the idea of receiving Government assistance. Moreover, were they differently disposed, the natives of this Province have not yet acquired such familiarity with the English mode of conducting Schools as enables the Bengali to establish and foster them to that degree of maturity which may entitle him to apply successfully for a grant-in-aid. But the Behari, if he disdains to solicit the help of Government in maintaining a School, does not think it derogatory, quite the reverse, to aid Government in that undertaking, or to meet it on the equal footing of a fellow-contributor.

**Predilection for Persian.** I have had the satisfaction during my brief tenure of office, to receive several proposals from the inhabitants of different places, to provide a school-house and funds for the payment of one Teacher, if the State would defray the salary of another. True the offer is very frequently on their part to provide the expense of a *Persian Teacher*,—since we *will* patronise the homely Oordoo and Nagri, we may pay for those ourselves—but considering how indispensable Persian is wherever Hindustani is the language in use, and that Western science will lose nothing by being taught side by side with Persian Literature, to which on the other hand it serves as a valuable corrective, I have not hesitated to meet such applications with cordial encouragement. The pay of a competent Persian Teacher is commonly treble that of the teachers remunerated out of our funds. At a trifling cost we gratify the feelings and supply the wants of the people, and we bring the respectable youth of the locality within the influence of our instruction and our books, from which they would otherwise

keep aloof. Our choice lies between setting up our Vernacular School, with its popularity assured, in alliance with a Persian department which we shall also supervise, and setting it up in opposition to a popular Persian School which would be established in spite of us. There seems little room for doubt as to which alternative is preferable. It is something that the value of our superintendence and the superiority of our arrangements are thus practically recognised.

Use of the Kaithi character. In a very different light, however, do I regard the surreptitious teaching of the various local Kaithi characters, which prevails, I fear, to a considerable extent in our Vernacular Schools. As to this point, I believe it our duty to take up a firm stand, in so far at least as the Government Schools are concerned. The Kaithi indeed is not more unsuitable for printing than the Nastalik in which Oordoo and Persian are chiefly taught; but while the Nastalik is uniform, the varieties of Kaithi are countless. In my office there is a collection of twenty different kinds of Kaithi, current in the single district of Benares, with so little resemblance between them that a man who was familiar with but one, might well despair of deciphering the remainder. This is a great evil, even as regards manuscripts, but the mischief assumes gigantic proportions, when viewed in relation to the diffusion of knowledge by the press. We cannot cast types for all these alphabets, or print books solely for the limited districts within which they are in use. The Kaithi has indeed some, though not much, advantage over the Deva Nagri in the rapidity with which it may be written; it is in fact the current, or, so to speak, the *Shikastah* Nagri, and could a uniform mode of writing it be adopted, there could be no harm in the Nagri being superseded by the Kaithi in Behar, as it is by the Bengali character in Bengal. But to originate a uniform Kaithi, recourse must be had to the Deva Nagri, which is the basis of the Kaithi in all its Protean

varieties. The Deva Nagri once generally known, a uniform Kaithi ceases to be needed, or if needed, it would with a little guidance form itself.

So long as the local kinds of Kaithi are tolerated in our Schools, so long will this desirable result be indefinitely postponed. It should be excluded as we would exclude a pestilence. The boy who learns a character scarcely legible in the next village to his own, is nevertheless useful to the Bunnia his father, and to his small circle of friends, and is at once removed from School, before he can spell through one printed book, and before his mind has imbibed the rudiments of that useful information, with which we are anxious that it should be early imbued.

The boy who learns Deva Nagri, on the other hand, has a considerable store of literature accessible to him; he is kept at School, because there is no strong immediate temptation to remove him; and he has possession of the key to all the Hindi characters in use throughout his native land. The opinion of my Deputy Inspectors, however, is, that if they rigorously banish Kaithi, they will reduce very materially the attendance at our Schools. In this matter we must look for aid to Government influence. Were stringent orders issued for all documents at present scrawled in Kaithi to be written in Deva Nagri, we might hope for some abatement of the evil. Some efforts towards this object were made by my predecessor, not wholly without effect, but the subject urgently requires to be agitated afresh.

THE SYSTEM OF GOVERNMENT SCHOOLS SUCCESSFUL.—The Government Vernacular Schools, whether purely such, or assisted by local contribution, may be considered on the whole as successful. Yet the table at page 98 shows a falling off in their number since the previous year. The fact is, that the expenses of the Government Vernacular Schools now press closely upon the funds at our disposal for their maintenance.

This result is entirely irrespective of the demand for more Schools, that now exists in the majority of our districts. Not only are we unable to satisfy this demand, but every month brings with it the necessity of reducing some of the Schools already in operation. It is the very prosperity of these Schools in the aggregate, that compels the abolition monthly of some among their number. The cause of this seeming anomaly consists in the arrangement, so fair in itself, by which the Master receives one rupee in addition to his salary, for every ten boys over the standard number of thirty. Many of our Vernacular Schools are now so well frequented, that the Master's emoluments amount to 10, 15, or even 20 Rupees a month that is, to twice, or thrice, or four times the minimum guaranteed to him by the State. In other words, one flourishing School absorbs the funds that would enable us to open or maintain two, three, or four Schools, each with the respectable attendance of 30 pupils; for the fees never equal the Master's allowance. These meanwhile after paying the contingent charges of the School, and the salary of one or more assistant Teachers, have been allowed to accumulate till at the end of the year under revision, they amounted to not less than Rs. 378. The inevitable consequence has been that several Schools have lately been closed. Their abolition is not a proof of the failure of the system, but the effect of its success. In evidence of this, the table shows that the number of pupils attending our 63 Schools now, is greater by 340 than the number attending the 65 Schools in operation a year ago. The Schools broken up were of course the worst we had, but under ordinary circumstances there was not one of them, perhaps, that would have been condemned. Notwithstanding this weeding, however, our expenditure under this head is still in excess. Had the late pressure upon the finances of the country still continued, there would have been no resource but to pursue this process with an unsparing, though reluctant

hand. But better days already giving token of their approach, I have judged it more expedient to turn, if possible, our present embarrassments to profit, in the way of calling forth local pecuniary aid, or at least attracting pupils to our less popular Schools. With this view, the expenses of certain Schools of this descriptions have been temporarily defrayed from the accumulated fees which are lying idle, and the people of the neighbourhood have been warned that the existence of the School is now merely experimental, and that if the attendance does not sensibly increase within a short time, and more interest is not manifested in its welfare, it must be done away with. The number of Schools maintained out of our assignment for that purpose from the public Treasury (Rs 540) is consequently a good deal less than what the table might be presumed to indicate. In some cases, where, for instance, the School had been recently set up, or after long instigation the inhabitants had built or otherwise provided a School-house, its immediate disbandment could not have been effected without an appearance of vacillation in our counsels that would have shaken all confidence in the department for the future.

In like manner, in regard to the establishment of new Schools, where very tempting offers have been put forward by the inhabitants, or where people hitherto dormant, have after long efforts on our part awakened from their lethargy, and proposed to contribute towards a School, and where to balk their now-born zeal would be to undo the work of years, I have ventured to trench upon the fee fund, but only as a provisional and experimental measure.

The truth is, that the hour has arrived for a great movement in advance. Fortunately the financial condition of the Empire encourages the expectation that the means will not be wanting. I do not pretend to say, that, do what we may, this province will for years to come bear comparison with Bengal as regards an appreciation of the value of education;

But, that we cannot at one bound attain the goal is no reason why we should linger where we are. Since Mr. Chapman first broke ground here, full seven years have elapsed, and I shall not surely seem to form a very extravagant opinion of the success of efforts extending over so considerable a period, if I say, that the sum of Rs. 510 originally assigned to that gentleman for the support of the Government Model Vernacular Schools, might now with advantage be doubled. The following is an estimate of the capabilities of the districts composing this Inspectorate, with respect to the number of such institutions that might be opened within the next few years, with every prospect of success.

Name of District.	No. of Schools now open.	No. that might be supported.
Behar, .....	10	40
Patna, .....	8	12
Tirhoot,.....	7	40
Chuprah, .....	10	40
Monghyr, .....	7	15
Shahabad,.....	7	20
Purneah, .....	6	15
Bhagulpore, .....	8	10
	63	192

Sarun, Tirhoot and Behar could afford materials for almost any number of Schools within the prescribed limit of distances.

**FUND FOR VERNACULAR SCHOOL ACCOMMODATION.**—It is disheartening to find that even in places where the Chatsal is well filled, it is still difficult to procure a building for its accommodation, or even money or materials for the repair of one that already exists. I could name one instance of this kind, in Behar, a district where our scheme is in good repute, and where bamboos and grass are cheap and abundant. The School is a prosperous one, containing nearly 70 pupils, and yet the people will not subscribe enough to save the School-house from going

to ruin in the approaching rains. We cannot abandon a promising School, and sacrifice a School-house (for the School-house is Government property,) because the people are so blind to their best interests, and their duty, in this respect. We must repair the School once more, give them another trial, and live in hope that a better feeling may have arisen, ere the next occasion when the same inevitable demand shall recur. Such discouraging cases will happen in places where there is no proprietor, or other leading man, interested in education, to quash by his influence and example the petty jealousies, that invariably rankle in these small communities, and render impossible any united effort for the general weal. Again, in a poor district, and one where educational measures are of recent date, it is not to be expected that the people will pay for new School accommodation, or even for the preservation of such as already exists. In Purneah, fires at some seasons are so prevalent, that our best School-house there has been regularly burnt down every year since it was first built. Under these circumstances the fund for Vernacular School buildings, though originally intended to be merely temporary, and expected to be soon rendered unnecessary by the growing popularity of education, cannot yet be dispensed with, even if our operations are not to be extended beyond their present magnitude.

**ZEMINDARY SCHOOLS.**—I have defined our Government Schools as those in which both the cost and the management devolve upon the State. I have defined our Zemindary Schools as those in which the cost is borne by private parties, while the internal arrangements are under the control of the Government Education Department. But as in our Government Schools local contributions frequently bear a portion of the expenditure, so in our Zemindary Schools the entire ordering of the studies is by no means framed in accordance with the intentions of Government. The appointment of the Teachers is in some measure in our hands; the advice given by our

officers regarding the division into classes and other points of discipline, is listened to with deference, and carried into effect after a fashion; and to aid Government in the introduction of an improved plan of education was the professed object with which these institutions were founded. So far the Zemindary Schools differ from the more Indigenous Schools.

But if in many of our Government Schools the Persian language is avowedly, and the Kaithi character surreptitiously, taught, it is not to be supposed that the wishes of Government in the dispositions of the Zemindary Schools are so implicitly obeyed, as to assign to these highly valued acquirements at most a secondary place. On the contrary, it often seems as if the study of Persian (and occasionally of Arabic) for the higher ranks, and the learning to write Kaithi for the lower, were the chief ends contemplated by the supporters of the School; while a few of our commonest text-books, in Oordoo or Deva Nagri, are taught to one or two small classes, out of deference to the known predilections of Government, or to gain credit with the authorities, rather than from any conviction of the truth or usefulness of the information the books convey. I have here described one respect in which I regard the system of our Zemindary Schools as at this moment hollow and unsound.

Remedy considered. And yet these Schools, were they true to the principles and aims with which they were originated, would be a class of institutions most honorable to the country which can boast of possessing them. In accordance with views I have expressed a few pages back, with reference to the Kaithi character, it would seem to me, if the introduction of my own crude opinions here may be pardoned, that the rigid exclusion of this bastard Nagri ought to be made one imperative condition on which should depend the recognition of the Schools, by the Department, as belonging to this most respectable class, and the publication of its name under

this category. It is not necessary even to wait until we have succeeded in cleansing our own establishments of the pest, for the great Zemindar's local influence enables him to fill his Schools where the efforts of the department would fail. But with regard to Persian I would venture, still with the utmost submission, to suggest the question, whether the prevailing prepossession in favour of this beautiful language might not be turned to account for the diffusion of sound and useful knowledge. All the literary, all the polite, all the ambitious, classes among the natives, all who aspire to any thing beyond the supply of their daily wants, or the hording of money, disdain those languages to which we restrict the appellation of Vernacular. They disdain Western science, because it comes to them in this homely garb, and in alliance with vulgar associations. Were the Persian dealt with as a polite and courtly variety of Vernacular speech—were our text-books translated into that language—and were it made optional with the pupils of our Vernacular Schools to study them in that guise, we should at once render them not only popular but fashionable. All classes but the humblest would prefer gaining their acquaintance with Western science through this elegant medium, and would respect the truths inculcated for the sake of the language in which they were conveyed. The noble scheme of disseminating sound knowledge throughout the land would then embrace all classes, the middle and the high, as well as the low. For good as it unquestionably is to instruct the poor, it is not good that they should be more enlightened than the ranks above them. In Bengal even, it is now an established fact that only when taught in English is European science heartily studied. Hence the neglect with which it is treated in the Anglo-Vernacular Schools. Were English as highly appreciated in this part of the country as in Bengal, the partiality in its behalf might here also be made subservient to impressing in spite of their own indifference, useful information

on the minds of those engaged in mastering that language. That such will one day be the case, there can be little doubt. Meanwhile, what English is to the Bengali, Persian is to the native of Behar. But the tastes of the Behari are not, like those of his more fortunate countrymen, rendered conducive to his involuntary enlightenment. Were the Persian made the means of dissipating in some degree the cloud of ignorance from the minds of a single generation, how great the gain! But it is certain to do more than this, if it does anything at all towards this. For English, however esteemed it may become, can never, with a Hindustanee speaking population, supersede Persian. The latter must ever be studied, as being in fact Oordoo in its application to all but the most ordinary purposes of life. English must become the Vernacular idiom of the country before the tongue of Hafiz and Firdousi can cease to form an important element in the liberal education of its inhabitants.

Another defect in Zemindary Schools. The native conception of a Zemindary School is essentially feudal. It is that of a charitable institution provided by a beneficent lord of the soil for the good of his dependants. To realize this idea, the Zemindar must maintain the School himself, without help from any; and, secondly, such education as is provided there must be gratuitous. Hence on the one hand the exclusion of these Schools from the benefit of grants-in-aid. Not only so, but the Zemindar does not permit the teachers in his service to receive, like all other Vernacular teachers, rewards from Government for superior merit. As the Zemindary Schools are thus deprived of *external* aid, so are they destitute of any *internal* principle of growth. For instance, a Chatsal attains the respectable complement of fifty scholars. This number is as large as one Master can well manage, and if the School is to go on increasing in the manner it promises to do, he must have assistance. The Zemindar is applied to, with deserved com-

pliments on the flourishing condition of his School, and is solicited to appoint an assistant teacher or Naib. But the Zemindar's means are not inexhaustible. He cannot afford more money for the School than he spends upon it already. In Government Chatsals the Naib is remunerated out of the surplus fees. But the Zemindar's pride forbids this resource. At very few Zemindary Schools are fees levied. It is more accordant with the native sense of feudal dignity to feed and clothe as well as educate the pupils, than to make them pay. The same cause operates to keep down the standard of instruction, no less than the numbers under tuition. There seems to be no remedy for these defects inherent in the Zemindary Schools, except their gradual displacement by some more expansive system. We must be content to allow these Schools to continue limited in numbers and adapted, as a whole, only for the instruction of the humblest classes. That low standard of attainment, which is forced on many of these Schools by prudential considerations, is unfortunately prevalent in others, whose patrons, wealthy and titled men, have no such apology. But the root of the mischief is in the system itself. To the most wealthy and the most munificent there must always be a limit of expenditure. The evils to be guarded against, while this system lasts, and which are susceptible of mitigation, are the growing indifference on the part of the Zemindars; their increasing preference for the subjects of study and slovenly modes of teaching in vogue among their countrymen; and their increasing tendency to maintain the mere semblance of reading our books in their Schools, as a sort of propitiatory oblation to the powers that be. In all these respects, the system is at present in a retrograde condition requiring much and speedy reformation, if indeed we do not 'reform it altogether.'

INDIGENOUS SCHOOLS.—The system of rewarding village teachers for such pupils as they have succeeded in rendering

so proficient in the subjects taught in the Government Chat-sals, as to acquit themselves creditably at the half yearly examinations appointed to test them, is, I am happy to say, working well, and producing every year more valuable results. The table at page 98 shows how much the number of candidates on these occasions, and therefore the number under improvement of Indigenous teachers, if not of Indigenous Schools, has increased. The fund assigned for this object at the time of the establishment of this office, is now nearly exhausted. I beg strongly to recommend its being liberally renewed. The only objectionable tendency is that which is perhaps beginning to develop itself, of teachers preparing one or two boys on speculation, if I may say so, instead of exerting themselves to improve the general character of their School. Yet the latter is undoubtedly the object which the rewards are intended to promote. The propensity should be carefully watched, and counteracted. As yet it is desirable to encourage these men to study and to teach our books even on these terms, since they are found willing to do so. Once familiar with the subjects taught, the prospect of a larger reward will induce them to extend the perusal of our text-books to all the youth entrusted to their care. The system can then be modified to suit such altered circumstances.

ZEMINDARY ANGLO-VERNACULAR SCHOOLS.—The last quarter of the year under review has witnessed the first fruitage of that desire to acquire the English language, which the opening of the Railway in any place seldom fails to bring with it. The iron horse will soon traverse daily the whole length of the province, and the same result will no doubt every where follow on his track. The town of Barh has in this respect taken the lead. The public-spirited exertions of the Deputy Magistrate, Mr. Cole ably seconded by those of Syud Yoosooff Hossein, the Daroga, who has evinced an active interest in the project, have led to the foundation of the first and as yet the only Anglo-

Vernacular School in existence throughout seven of our Zillahs. I should perhaps rather describe it as an English Department added by local contribution to the Government Vernacular School already established and prospering at that locality, in the same manner as I have previously represented that, elsewhere, a Persian Department is a frequent local adjunct to our Vernacular Schools. The subscriptions are estimated at Rs. 30 a month, out of which the English Master is paid Rs. 15. In Behar such small beginnings are full of significance, and are not undeserving of countenance and encouragement. The number of Scholars is 12, of whom 11 are Hindus and 1 is a Mahomedan. The fee is 8 annas. The Master was a pupil of the Chuprah School, and accepts the small salary in the hope that the fees and subscriptions will soon admit of its being considerably augmented.

GRANT-IN-AID ANGLO-VERNACULAR SCHOOL.—The grant-in-aid to the School established at Patna by the Society for the Propagation of the Gospel, was sanctioned in July last. Through some misconception, the grant was not drawn until this month, and the School has not in consequence assumed as yet those dimensions which were designed. From the ability and zeal of the Reverend gentlemen in charge of it, and their readiness to adopt suggestions offered to them, I have formed sanguine anticipations of the eminence which this institution is destined to attain in future years.

ZILLAH SCHOOLS.—These institutions, in the face of unusual difficulties which they have had to encounter during the past year, exhibit an increase in the number of pupils, and in the average attendance, of above 11 per cent. The total number on the registers on the 30th April 1861, was 966; on the 30th April 1862, it was 1085. The average attendance in 1861-62 was 807.9, against 713.3, in 1860-61. This gratifying result is not confined to a few favoured Schools. The only one whose numbers have declined is that at Purneah. Their revenues have been augmented in more than a corresponding proportion, on

account of the raising of the fees in many of them. The general standard of instruction is also somewhat higher than formerly ; one more among them, the School at Mozufferpore, being now added to the list of those that have produced successful competitors at the University Entrance Examination ; while the others, with one exception, are steadily advancing towards that honorable goal.

ARRAH SCHOOL.—The exception alluded to is the School at Arrah. The names on the rolls of this School have indeed increased since the beginning of the financial year from 64 to 89, and the amount realized from fees is larger than that received during either of the two years preceding, and nearly as great as when the School was in its most flourishing condition before the mutinies. With all this, its condition is most unsatisfactory. The Secretary to the Local Committee, Dr. Hutchinson speaks of it in a tone of extreme despondency. The feeling is evidently shared by his colleagues, whose meetings as well as the visits of individual members to the School throughout the year, did not exceed three in number. It is the despair of seeing the School amend under the present set of teachers, and assuredly not apathy in the good cause of education; that keeps them aloof. At the same time active measures for the bettering of the instructive staff have been held in suspense for several months, by the prospect of the Head Master, Mr. Cameron, being removed to another appointment as one of the Income Tax assessors for the district. As Mr. Cameron has never overcome the unpopularity which has been noticed in previous reports, it is to be regretted no less for the School's sake, than for his own, that his expectations from that quarter are still unfulfilled. Recent steps which I have taken will soon, I think, put an end to this unpleasant and injurious uncertainty. The third English Master is incompetent for the post, which he holds, however, only as officiating ; and immediate means should be used to supply his place with a better man.

The Library continues in a most wretched condition. Of the permission granted in your letter No. 1749 dated 19th September 1860, to devote the undrawn portion of the Government assignment for 1859-60, to the restoration of the library, no advantage has been taken, through the fault, I fear, of this office. During the bygone year no more than Rs. 69 were drawn for books to replenish its shelves.

PATNA SCHOOL.—The Annual Examination of this School having been in great measure conducted by myself, I have the pleasure to record my favorable opinion of the progress which it is making under its present Head Master, Mr. Thomson. This impression is common to me with the other members of the local Committee, who took part in the proceedings on that occasion. 'Mr. Thomson' writes Dr. Sutherland, the Secretary, 'has been most attentive to his duties, and the great increase in the number of boys shows that he is appreciated by the native population. I consider the progress of the pupils to have been very satisfactory, and the present condition of the School is creditable to the whole of the Masters.'

The want experienced in the year before last of an additional Persian Teacher, was last year aggravated, in proportion as the number of pupils had augmented. The increased income from fees would, indeed, have allowed the entertainment of an assistant Moulvi, had it not been for the reduction of the assignment from Rs. 250 to Rs. 218 a month, in consequence of the formation of the general fund for scholarships. To such straits has the School been brought by this diminution of its revenues, that, so far from any addition to the establishment being possible, the fourth English Master, at present paid out of surplus fees, will probably have to be dismissed. To obviate this necessity, it is proposed to raise the fees of the 2nd Division of the 1st class to 1 Rupee, but it would be rash to predict the success of this experiment. For the last two sessions no donation of any kind has been received.

One pupil of this School came forward as a candidate at the last Examination for Entrance into the University. Besides passing he won a Junior Scholarship. By a curious coincidence, the boy's father, who is 2nd English Teacher in the School, underwent the same ordeal at the same time, and came out in the same division.

The Visitors' book has long been discontinued. The School-house though not repaired for three years, is not, with the exception of the out-offices, in immediate need of extensive reparation. The Library is in good order.

I am happy to observe that the project of opening a High School and eventually a College in Patna, seems to excite more interest among the people, than their reputation for apathy on the subject of their intellectual improvement had led me to anticipate. This feeling is evidence that, however poor may have been the positive results achieved by the old High School, a disposition was created which years have not destroyed, or which, as often happens in such matters, has even strengthened with the lapse of time.

Wilayat Ali Khan, a grandson of the opulent banker, the late Meer Abdoolah, affords a striking proof that, even in Bocotian Behar, there are not wanting men of enlightened mind and liberal feelings, ready to co-operate in our plans for the intellectual elevation of their countrymen. About a mile from the present School, and in a more eligible situation, being so much less removed from the English quarter at Bankipore, and still within easy reach of the city of Patna proper, stands an edifice, within whose walls in former days, the High Court held its sittings. Subsequently, it became the city residence of the Rajahs of Durbhangah, in whose possession it still remains. Though much dismantled, the massive brickwork of the walls, and the strongly constructed roof, bid defiance to time; and the judicious expenditure of a moderate sum might fit it for the reception of a High School or College. To such an institution

it is well calculated to conciliate popular respect, whether we regard its architectural merits, its conspicuous situation, or the dignity of its associations.

For this almost ruin, of value merely nominal in its present condition, Wilayat Ali Khan offered in exchange a house in Mozufferpore yielding a rental of 50 Rs. a month, and engaged, after expending upon it the sum of Rs. 2000 or 3000 necessary to put it in decent repair, to present it for the occupancy of the projected High School, free of rent. The manager of the Durbhangah estate, however, Mr. Forlong, not satisfied with the proposed equivalent, felt it his duty to decline the offer made by Wilayat Ali, whose generous intentions accordingly remain in abeyance.

Mr. Cockburn, officiating Commissioner, has favored me with his opinion that the High School should be opened at Bankipore rather than in the heart of the city, for two reasons principally. First, it would be near the residence of the European members of the Committee, whom the distance of the present School prevents almost entirely from visiting it. Secondly, it would also be near the quarter inhabited by the Court Amlah, who, of all classes, are likely to contribute the largest number of pupils. To these strong arguments it may be answered, that the Bankipore end of the town is already occupied by the grant-in-aid School established by the Society for the Propagation of the Gospel, on the premises of the old High School ; that though the Courts are there, it by no means follows that the majority of the Amlah live in that neighbourhood ; that even if they did, *they* are quite alive to the benefits of an English education for their children, and would send them any reasonable distance to obtain it ; that the main body of the inhabitants in this vast town, would care no more about a School at Bankipore, than about a School in Calcutta, and that the only way to awaken their interest, is to plant the School, with every attainable advantage in point of situation

and appearance, in the midst of their daily haunts, meeting their view at every turn, arousing their curiosity, and beckoning them to enter within its portals.

MONGHYR SCHOOL.—The most pleasing circumstance in connection with this School is the active interest which the Local Committee continue to take in its affairs. Not only have the members punctually held their monthly meetings, and regularly visited the School in turn, but they have recently of their own accord resolved to hold quarterly examinations, as that measure "is likely to encourage the pupils in their studies, and the interest of the members in native education will probably attract more boys to the School."\*

As might be expected, this institution is steadily, though slowly rising in the estimation of the community. Sixty, the number of pupils on the rolls at the end of April 1861, increased to seventy-five on the 30th April 1862. The year has been graced by two handsome donations from native gentlemen. One of Rs. 1000 from Rajah Leelamund Singh of Purneah, who already supports, under inspection, two Schools of his own in this district, with a punctual liberality unhappily rare, has been devoted to the special purpose for which it was bestowed, the erection of a wall around the School compound. The other, of Rs. 250 from Baboo Ram Pershad Doss, provides annually for the education of some poor but deserving youths. I have suggested to the Committee, the propriety of commemorating these and similar benefactions on the spot, in a conspicuous and lasting manner.

The annual examination on the whole afforded satisfaction to the Committee, by the members of which it was conducted. 'There was a decided improvement,' remarks the Secretary, 'in the English Department, owing doubtless to the Head Mas-

---

\* Minute of the ordinary monthly meeting of the local Committee of P. I. at Monghyr held on the 18th May 1862, para. 5.

ter's able supervision of the training and the gratifying exertions made by the 2nd Master, Bâboo Ram Chunder Nundy.' In a resolution passed at their subsequent meeting, however, they mention that the want of more strength in the English Department became apparent in the course of the proceedings.

\* \* \* \* \*

The Library has recently received the valuable addition of the Encyclopaedia Britannica.

MOZUFFERPORE SCHOOL.—The report of the Secretary to the Local Committee expresses much satisfaction with the present state and prospects of this School. One pupil having passed the University Entrance Examination, reflects credit on the exertions of Mr. Dunsmore, the Head Master, and has a salutary effect upon the boys in awakening a desire for this distinction. Some ambition of this kind has been greatly needed in order to counteract that temptation to leave School before completing the prescribed course of study, which the facility of obtaining employment in this district unfortunately creates.

The names on the Register last April as compared with April 1861, shew but a trifling accession of numbers, being 91 to 89. It should, however, be remembered that this accession has taken place in spite of an equalization of fees, which has had a very beneficial effect upon the finances of the institution.

The marks awarded at the annual examination were high, and the result would have afforded unmixed pleasure, but for an attempt at prompting by the recently appointed third master, which the Committee felt it incumbent on them to punish by suspending the delinquent for three months.

'English education,' the Secretary remarks, 'is valued, as I have had many coming to the School for admission much above the prescribed age.'

**BHAGULPORE SCHOOL.**—The School at Bhagulpore maintains its high character, and continues to disseminate the blessings of education, over an ever widening circle. While the year previous exhibited an increase of one-fifth in the number on the rolls, that just expired displays a further increase of one-fourth by comparison with its predecessor. 1860-61 opened with 190 boys; 1861-62 closes with 272. This rapid augmentation following upon the raising of the fees to an equality with the rates levied in Bengal, has operated, as may be conceived, most favorably on the finances of the School. The fees and fines deposited in the Collectorate in the course of the year amount to Rs. 2,189-7, or Rs. 261-11 more than in the year preceding.

That the progress of the pupils, though by no means contemptible, has not called forth unqualified expressions of approval, is ascribed, with evident justice, by the gentlemen who conducted the annual examination, to the School having been without a Head Master from the commencement until two months from the close of the session. Baboo Gooroo Churn Mitra, who long ably filled that post, retired on his pension before the beginning of the year. The temporary arrangement made to supply his place was not wholly successful. The new Head Master Baboo Nilmoni Ganguli who joined only in February last, has, in the brief interval, gained the confidence of the Committee and the public to a degree highly creditable to him. There seems to be every prospect of his worthily upholding the reputation of his School. But his most vigorous exertions are needed; for out of 5 candidates at the Entrance Examination, one only was victorious, and the honor of training the successful competitor is disputed with much apparent justice by the School at Purneah, where he had been a pupil till the month of August last. Surdhari Lal, an ex-pupil of the Bhagulpore School, and son of one of the members

of the Committee, passed the test, I am happy to observe, on the same occasion.

The present staff of teachers, especially in the Oriental department where two Moulvis have to teach Oordoo and Persian to nearly 300 youths, is scarcely adequate to the labour which the rapidly growing numbers of the pupils impose upon them. The surplus revenues could not be better employed than in adding to the strength of the establishment, and providing for a renewal of the School furniture. The present stock is at once insufficient and in a lamentable state of decay and disrepair.

The Library has been enlarged, and the circulation of books is brisk. Two silver medals of the value each of Rs. 20 were this year severally presented as prizes to the best English and Vernacular scholar by two native ladies, Rani Janki Coomari of Sooltanabad and Rani Shama Soondari of Ambar. The sum of Rs. 25 was placed at the disposal of the Committee, by another Zemindar, Mahashoy Dwarkanath Ghose, for general prizes. It is refreshing to find native generosity exerted in a manner at once so beneficial and so graceful. To Mr. Money, the Commissioner, the School is indebted for the useful and appropriate gift of a clock.

**GYA SCHOOL.**—This School commenced the year under circumstances peculiarly inauspicious. The funds were at a very low ebb. The trustees of the public Library had withdrawn their grant of Rs. 8000. The excess of expenditure over income was nearly 80 Rs. a month, and a considerable reduction in the establishment appeared inevitable. The enhancement of the fees, first at the beginning of the year, and subsequently to one rupee all round in August, brought down the number of paying students from 128 to 105; and this measure, together with the disordered condition of the School finances, had engendered a belief that Government contemplated abolishing the institution altogether.

The contrast exhibited by the present flourishing condition of the School is astonishing, and reflects great credit upon the residents, to whose public spirit and munificence it is entirely owing. Not only has the School paid its way, but the money in hand is sufficient to carry it through another year. The School house has been remodelled, and very considerably enlarged, and should the sum of Rs. 1700 appropriated to this undertaking prove insufficient, further subscriptions are already pledged to meet the additional demand. The paying students on the register have risen once more to 117, while the average attendance is 101.2 against 100.6 in 1860-61 and 95 in 1859-60. Finally the Library has had several good maps and nearly 100 volumes added to its store.

The example in liberality was set by Mr. Lautour, the late officiating Judge, whose monthly donation of Rs. 50 during the first three months of the financial year, enabled the Committee to keep on the whole establishment until the 1st of August, to increase by degrees the Schooling fees, and to call for other subscriptions. The call was generously responded to. The Maharani Indrajeet Coomari of Tekari presented Rs. 500 in aid of the general revenues of the institution, and ere the close of the year, the collections reached the handsome sum of Rs. 3100. Nor were personal exertions spared. Dr. Allen the Secretary of the Local Committee visited the School almost daily. The Rev. Mr. Clarko repeatedly examined the classes. Colonel Maxwell rendered valuable service in obtaining the Chief Engineer's permission to proceed with the building of the School house independently of the Public Works Department, and by his advice and in other ways, materially assisted in the progress of the work. Mr. Behrent, the Head Master, though suffering from ill health, has assiduously superintended the reconstruction of the School house, and the work has advanced with a celerity unusual in this country. \*

The gentleman just named continues to sustain the high

reputation he has already earned, and the Gya School takes rank with that of Chupra as one of the two best in this Division. Seven candidates presented themselves for the Entrance Examination of the University in December. Three proved successful, and two of the three had Junior scholarships awarded to them.

CHUPRA SCHOOL.—‘If,’ writes Dr. Jackson, Secretary to the Local Committee at Chupra, in his Annual Report on the state of this excellent School, ‘if a steady increase in the number of scholars, and local subscriptions amounting to Rs. 2,268 annually, be any criterion of the repute in which an institution of this nature is held, then it is evident that this School has earned the confidence of the native community, and that it stands high in their estimation.’

The numbers of pupils at the close of the financial year exceeds that at the close of the year before by 20, and of the year 1859-60 by 93, or 75 per cent. The receipts are more than double those of the last named year. The subscriptions towards the creation of a local fund in aid of the School resources, which formed so novel and gratifying a feature in the history of the year 1860-61, have augmented by Rs. 240 during the session under review. They now form the handsome sum of Rs. 189 per mensem. The names of the liberal donors are deserving of publication; the sum contributed monthly by each gentleman stands opposite his name.

1. The Maharejah of Bettiah, .....	Rs. 50
2. The Maharejah of Huttooah, .....	50
3. The Rajah of Sheohur, .....	15
4. The Rajah of Raminaghur, .....	15
5. Baboo of Manjha, .....	12
6. Baboo Sheo Gholam Roy Bahadoor, .....	10
7. Baboo Bunwaree Lall, .....	12
8. Baboo of Madhu Bance, .....	5
9. Baboo Ram Churn Sahoo, .....	5

10. Baboo Sada Burt Sahoo, .....	5
11. Baboos Bulram and Phulram, .....	5
12. Moonshi Jowad Hossein, .....	5

The flourishing condition of the School is entirely attributed to the exertions of the Head Master. "Mr. Hanvey," says Dr. Jackson, "is an excellent officer, he is an industrious, able, impartial and patient teacher, and has acquired the entire confidence of the European and Native community. I cannot speak too highly of the efficient way in which he discharges his duties. It is entirely owing to his exertions and the confidence he has inspired that the School has become so popular and has succeeded so well." While reading this high encomium, it is very melancholy to find lying before me, brought by the same post, and accompanied by a certificate from the same medical gentleman who pens these warm expressions of approbation, an application from Mr. Hanvey for sick leave, on the ground that his health, always delicate, is now suffering from the unmistakeable symptoms of pulmonary consumption. It will be difficult indeed worthily to supply his place during the interval of his absence.

The 2nd Master lacks energy. His class, instead of improving, is deteriorating daily, and his supersession is urgently recommended. With the exception of the 3rd Master, who performs his duties in a rather perfunctory fashion, the other teachers are well spoken of, and their classes acquitted themselves creditably at the annual examination. The 6th Master, Gouri Sunker, in particular is remarked on for the careful and efficient manner in which he has instructed such a large number of pupils as 54, in various stages of progress.

The Library is in excellent condition. 'Five students of the 1st class competed at the Entrance Examination of the Calcutta University. Four of them passed in the 2nd Division, and won 3rd grade junior scholarships; while the one that proved successful, failed by a single mark in English.'

**PURNEAH SCHOOL.**—The narrative of this School for the year 1861-62 is that of laudable endeavours thwarted at every turn by the effects of a pernicious climate. The conduct of the Masters is represented as having given the Committee entire satisfaction. The Head Master, Baboo Khetra Mohun Mookerjee, continues to devote himself zealously to his work, and the labours of all would doubtless be crowned with the success they deserve, but for the chronic evil of irregularity of attendance caused by sickness which spares neither Master nor scholar. 'Out of 61, the average number on the rolls,' observes the Secretary to the Local Committee, 'only 41 have daily attended the School; that is the attendance has been only 72 per cent.' In the first class matters were even worse, the students being able to be present scarcely half the working days throughout the session; and 'most unkindest cut of all,' Dhur Narain Roy, the pride of the School, who was fully prepared to pass the University Entrance Examination, was compelled by the hostile climate to leave the district so late as in the month of August, and entering the Bhagulpore School, has since successfully undergone that ordeal, and thus transferred to a rival institution those honors which Purneah may more legitimately claim.

About Rs. 250 worth of books have been added to the Library in the course of the year.

**VERNACULAR SCHOOLS—GENERAL SIGNS OF PROGRESS.**—It has already been stated, and the table at page 98 shews, that the number of pupils in our Vernacular Schools, both Government and Zemindary, has increased. The figures quoted, represent the numbers of pupils on the rolls on the 30th April 1861, and on the same day in 1862. I may add that the average attendance has also been greater during the past year. Thus:—

	Average attend- ance 1860-61.	Average attend- ance 1861-62.
Government Vernacular Schools, .....	2,712	2,933
Zemindary Vernacular Schools,.....	744	600

The number of candidates for Vernacular scholarships has risen within the same time from 52 to 115, and their performance on the average has not deteriorated. The proceeds from the sale of educational works which amounted to Rs. 2,045 in 1860-61, was Rs. 2,288 in 1861-62. I now proceed to report regarding each Zillah in detail.

BEHAR.—The Chatsals in this district are steadily improving. That at Goorooa, in which out of 50 boys one alone had got beyond the alphabet, having been abolished, there is not now a single School that can be classed as bad or even indifferent. The Deputy Inspector Baboo Ram Roop Lal is better acquainted with our methods of teaching than any other of my subordinates. He was educated at the Patna High School, and writes and speaks English remarkably well. At the Schools under his charge, the boys are better furnished with books, the arrangement into classes is better defined and sustained, and the examinations are more systematically conducted, than in any other Zillah.

The School at Bela mentioned in the last Report has been suffered by the inhabitants to pass into oblivion, without any further effort for its resuscitation. Their behaviour affords a fair sample of the character of the people throughout this district. They look upon our plans of education with respect and good will, send their children to School cheerfully, and will do any thing we want them—short of making the smallest personal sacrifice. Yet the office of introducing education here is not ungrateful. The people, if niggardly, are docile, and if

they will not provide us with School houses, they will at all events fill them with tractable and obedient pupils.

This district is one of the strongholds of Hinduism. Hence the Deva Nagri is more acceptable here than elsewhere. Here our hopes for the popularisation of that character chiefly centre. Hardly one Oordoo book is read in any of the Schools within its bounds.

Of the Zemindary Schools in this district I regret to be unable to speak favourably. Those at Tekari and Shergotti, the property of the Rani of Tekari, suffer from the neglect of their patroness, and are fast degenerating into Indigenous Schools of the old miserable type. That kept open at Bindah by Run Bahadoor Lal is almost totally disorganised, owing to this Zemindar's being involved in litigation. The best, where all are indifferent, is the Mohunt Jee's School at Bodh Gya.

Of the Indigenous School Teachers, two are reported as having presented their pupils for examination, one from Wuzeergunj, the other from Buniadgunj. The latter has 45 boys under his care. I have classed his School as a good fifth rate, but with a full expectation that another year will advance it to a higher grade.

**SIAHABAD.**—The former Deputy Inspector of this district whose inefficiency is noted in my predecessor's Report for 1860-61, was removed in July last, and his place supplied by Lala Pitamber Lal, an active and energetic officer. The Zillah has decidedly improved under the change of management, and as he has lately been furnished with one of the ablest Sub-Deputies and one of the best circuit Teachers in the Division, further progress may be confidently anticipated. Pitamber Lal succeeded in enforcing regularity of attendance, on the part of the Teachers in the first instance, and then of the pupils also. The district can boast of one really good Vernacular School, that at Jugdispore, to the support of which Messrs. Burn and

Co. contribute Rs. 15 a month. The sale of books has increased from Rs. 155 to Rs. 282 in the course of the year, and the School boys are well supplied with them. One School, that of Ekhlaspore, on account of its remote situation and relative inferiority, was abolished for the reasons stated at page 105, after an ineffectual effort to induce the inhabitants to avert its fate by some trifling contribution.

Regarding the Zemindary Schools, I regret my inability to speak in favorable terms. Those at Soorajpoora and Nonhur have never emerged from insignificance. That at Doomraon is capable of extension and improvement, but is declining through the Rajah's indifference to advice, or aversion from interference.

This nobleman appears to take more personal concern in his Schools than others of his rank, but unfortunately with a view rather to check than to promote their efficiency. A misapprehension of his highness's wishes in this particular betrayed the zealous Deputy Inspector of the district into an unfortunate exercise of authority. The Teacher of the Rajah's Chatsal at Bindouliya, Kishen Prashad, is a man unqualified to teach more than the elements of Kaithi. As the Deputy Inspector is held responsible for the state of all the Zemindary Schools confessedly under Government supervision, it has hitherto been the practice for officers of that grade to remove inefficient teachers, and appoint others, without farther reference to the patron of the School than an intimation of what had been done. Accordingly, Pitamber Lal deemed it his duty to remove Kishen Prashad, and put an abler Teacher in his place. The ejected pedagogue carried his complaint to the Rajah; the Rajah took umbrage at the interference with one in his employment, and without addressing any remonstrance to this office, countenanced the man in returning to Bindouliya and exciting an unseemly opposition to his successor. Having an opportunity of a personal interview with the Rajah, I pointed out

to him that, as his Schools were avowedly under the management of this Department, ther̄o was nothing derogatory to him in the Department doing what the manager of any one of his estates would do to any servant employed on that estate; that if he desired it, henceforth all dismissals and appointments in his Schools should be made by himself on a request from this office; but that in this instance I hoped, as a personal favour, that he would not affront the Deputy, and paralyse his efficiency in the district, by upsetting an arrangements which he had made in accordance with usage, and on unquestionably good grounds. The Rajah, however, was inflexible. No one had a right to meddle with his servants, and Kishen Prashad could give as good an education as the people of Bindouliya had any need of. If the Rajah takes it upon him to judge of this part of the question, it would seem that the officers of Government had better desist altogether from taking charge of his Schools. Not wishing however to push matters to this extremity, I have instructed the Deputy to withdraw his nominee, to continue his visits to the School as if nothing untoward had occurred, and to forward any complaints he may have to make against Teachers in the Rajah's Schools to this office, to be communicated to the Rajah with such recommendations as may seem called for. With the Rajah's evident knowledge of his own affairs, acquaintance with the state of his Schools, and determination to be sole master over his people, I find no fault. But his activity in this instance takes a wrong direction. I have no doubt he will soon perceive that, with regard to the qualifications of his Teachers, the internal arrangements of his Schools, and the kind of instruction to be imparted, he had better refer to us, and that he will benefit the cause of education and his own reputation more by keeping the School buildings in good repair, paying his Teachers punctually, and honoring his establishments by an occasional visit, than by thwarting the well-

meant, if sometimes overhasty, measures of the educational officers of Government.

This year, for the first time, candidates from this Zillah have appeared at the Vernacular Scholarship Examination. Their answers are fair. For the first time also, a considerable number of indigenous teachers, *all* from the town of Arrah itself, brought up their boys for examination.

SARUN.—Pundit Amarnath, the Deputy Inspector of this district, describes the fruits of the year's labours in glowing terms. He points with pride and exultation to the ample lists of names in the registers of both Government and Zominary Schools ; to the number of candidates for scholarships as compared with preceding years ; to the large sale of educational works ; and the important fact, that within the last six months, no fewer than 14 village teachers brought up pupils for examination, in excess of the number who had done so on any previous occasion. He justly remarks, as a pleasing and hopeful feature, that a kind of emulation towards their brethren in the Government Schools, is beginning to spring up among the village Teachers, which leads them to bestow greater pains in preparing their pupils, than the mere prospect of reward.

There is, I do not doubt, much truth in this flattering picture. That this Zillah is steadily advancing cannot be gainsaid. The report of the last half yearly examination, however, indicates, that the Schools, though numerously attended, are ill provided with books ; that the proportion of boys reading more than mere elements is small ; and that the books in the hands of such as are fortunate enough to have any, are so various and ill assorted, that the division into classes must often be little more than nominal.

To the dearth of books the School at Sahowli forms an honorable exception, though the want of uniformity is still a serious inconvenience. The new School at Uphur bids fair to be one of the best in the district. The Satjora School has

not proved a successful experiment, and on the necessity arising, already adverted to, for a reduction in the number of Model Schools, its brief career was brought to a termination.

The blemishes which I have noticed are, as might be expected, most conspicuous in the Zemindary Schools. Of the six belonging to the Rajah of Bettiah, three appear to conform but in name to the national scheme of education. Their registered pupils count the respectable number of 130 ; but of these not more than 22 read our books. In those of the Rajah of Huttooah, the chronic evil of delay in the disbursement of salaries, this year reached its climax. Since the beginning of 1862, my Deputy, zealous and diligent as he is, declared his utter inability to visit them, and confront the rabid outcries of the shopkeepers and other creditors of the unfortunate Teachers. My repeated and urgent remonstrances, I am happy to say, at length produced the desired effect. In April the arrears of 11 months were at length paid, and the Pundit received instant orders to hasten the Annual Examination. His report has just arrived in time to enable me to say that it indicates a state of things akin to that prevailing in the Bettiah Schools. Out of 136 boys 38 read our books—to the extent of the simple rules in Arithmetic, and the Deva Nagri alphabet.

No part of the duty of the officers of this Department is more distasteful, and I may add humiliating, than that of dunning these wealthy noblemen for the salaries of their School Masters. Nor is it a more courteous put off that they have to bear. They are frequently treated with supercilious insolence, less as officers of Government than as beggars asking alms. One was told that as the money given for Schools was given in charity, they had no business to be importunate, but might be thankful for what they could get. It is clear that, however well disposed these noblemen are, the ignorant, bigotted and greedy horde surrounding them, grudge every cowri that is bestowed to ameliorate the moral and intellectual

condition of their countrymen. They withhold the money that should nourish these institutions, and it is evident that the same malevolent influence is at work to render them ineffectual for every salutary purpose. An earnest movement on the part of Government, through officers much more dignified and influential than an educational Inspector, is urgently required to bring about an extensive reformation in this class of Schools.

With a view to ensure regularity in the payment of Teachers' salaries, I have endeavoured to prevail upon the Rajahs of Huttooah and Bettiah to deposit a sufficient sum in advance annually or half yearly in the hands of the Deputy Inspector or some other officer of Government. But the proposal has not as yet been carried into effect.

Sheonundun Singh of Shicobur, known as the Shicobur Rajah, has recently established a School at that village, and has another in contemplation at Moheshi. The former is maintained at an expense of Rs. 19 a month. The two together will cost him Rs. 30. The cheerful and handsome manner in which the Rajah responded to the suggestions of the Deputy Inspector in founding these Schools, augurs well for their permanence and success.

MONGHYR.—I cannot flatter myself that this Zillah has improved, or is in the way of improvement. It has not kept pace with the adjoining district of Tirhoot, with which, in the last report, it was placed upon a par. The time of the Deputy Inspector was long much occupied by the suit for defamation of character, mentioned in the report referred to. The progress of that lawsuit was at first very unfavorable. On the 21st of September, it was tried before Baboo Bolaki Chand, the Moonsiff at Monghyr, who decreed in favour of the defendant on the ground that the charge of bribery was fully substantiated. The judgment pronounced on that occasion appeared to my predecessor and to myself so grossly erroneous, that we both determined to await the issue of an appeal to a higher

tribunal, before acting as we should have been bound to act, had we felt any suspicion regarding the Deputy's integrity. The case came before Mouli Mohammed Rafeeq, the Principal Sudder Amcen, who upset the Moonsiff's decision as utterly destitute of foundation. On one point only some further investigation was necessary, and the Moonsiff was charged to conduct it. This order appears to have been unpalatable to that officer, and some delay has, in consequence, occurred in the final adjustment of the matter; but the character of the Deputy Inspector may be regarded as having come forth from the ordeal without the vestige of a taint.

The Schoolat Dulhatta Bazar having always sent up candidates to the Vernacular Scholarship Examination, it was marked out for abolition when the necessity for a reduction in the number of our Schools became apparent, not on the ground of inferiority, but in obedience to the established rule forbidding Government Chatsals to be kept up at Sudder stations. The School established two years ago at Bishunpore, has steadily advanced, and now takes rank among the best in this district. That at Tegra, the relic of one of Lord Hardinge's 101 Vernacular Schools, has somewhat declined. So has the Khurukpore School, through irregularity of attendance. The Teacher at Secundra is a good man, but imperfectly acquainted with our sciences and modes of imparting knowledge. More frequent and longer visits on the part of the Sub-Deputy Inspectors and Circuit Teachers are much needed, and should be enforced. In his Zillah, and still more in the neighbouring Zillah of Bhanglpore, there has been lately a growing laxity on the part of these officers, and a disposition to arrange their visits to suit rather their own convenience than the requirements of the Schools, which I have found it necessary to animadvert upon on terms of considerable severity.

The Vernacular Scholarship papers from this district have been cancelled for copying, with the exception of those of one

candidate from Bishunporo, who, however, was unfit to have presented himself at all.

The School at Jummooe is as bad as a Zemindary School must be when payments are irregular, and there is not much sincerity on the part of its promoters. To those patrons who accord a hollow, reluctant compliance to the known sentiments of their rulers, Raja Leela Nund of Purneah stands forth in pleasing contrast. His Schools at Jellalabad and Tarapore, on his Monghyr estates, receive their allowances with the same punctuality as if they flowed from the imperial treasury. Of these the latter bears a fair character. At Sheikpoora there is less difficulty in realizing the subscription, though that is no easy matter, than in getting the Zemindars who subscribe to send their children to the School. Hereditary religious feuds rage with as much virulence as ever between the rival branches of the family. Private Monvis are entertained, and the School is deserted. The subscriptions for the empty Chatsal and the expenses of private tuition, would, if lumped together, support a first-rate School.

The number of Indigenous Teachers who were examined in this Zillah during the last half year was no less than 59. Of these, many were of course new. Among such as had come up the year before, those from the vicinity of Tegra are remarked as having improved considerably, while those from Bishunpore have rather deteriorated. The Teachers from Monghyr itself were examined in the School-house, and Mr. Mayne the Head Master has favoured me with his observations upon them. Jan Ali one of them, from Mogul Bazar, produced 12 pupils who answered so well that I have classified his School as "moderate." Three others had prepared amongst them no fewer than 32 pupils, whose appearance was creditable. The remainder did very poorly.

Respecting the wealthy foundation School at Moulanagor, no returns can be procured, but the School is open to inspection.

On the last occasion 30 boys were examined upon our text books. The pupils were mostly new, and the old ones had been extremely irregular in their attendance, yet on the whole they answered respectably. The Moulvi is represented as a diligent and competent Teacher, educated at the Madrussa in Calcutta. His pay is only Rs. 15 a month, but lodgings and food are doubtless provided for the Teacher, as the scholars enjoy them. At the repeated instance of the Deputy Inspector, I have recommended the native gentleman who inherits the charge of the trust property, to raise his stipend to Rs. 30 a month, as his services appear to be really worth retaining.

The similar establishment at Alinagar has ceased to exist.

TIRHOOT.—This Zillah, although educational proceedings were commenced here only four years ago, now boasts of some of the best Schools in the Division, and this year sent up no fewer than 18 candidates to the Vernacular Scholarship Examination, who in point of facility and correctness of expression distanced all their competitors. For these gratifying results, great praise is due to Moulvi Liaqut Hossein, the Deputy Inspector, who, though the district is one of the most extensive under me, has achieved them with no other aid than that of two Sub-Deputies. In the absence of Circuit Teachers, he has had not merely to organize the Schools, but to instruct the School-masters.

Tirhoot and Purneah have no scholarships allotted to them, and have to be content with such as the other Zillahs fail to take up. This inequality should now be rectified.

The Choudri Roodro Prashad's School at Kochi, though not numerously attended, is one of the very best Zemindary Schools we have. The Choudri provides books for the pupils at his own expense. The Chatsal at Durbanga continues in the same deplorable condition noticed in the last Report.

No indigenous Teachers have yet prepared themselves for examination in Tirhoot.

PATNA.—This Zillah has not advanced, unless in so far as an accession of about 50 to the average number of our pupils may deserve to be considered as a sign of progress ; but it is something to be able to say of it, that it has not receded. The ground gained has been made good. The number of candidates at the Vernacular Scholarship Examinations has increased from 7 to 11, of whom no fewer than three come from a single private Indigenous Patshala, and one is under private tuition. At the School which has thus honorably distinguished itself, and which is maintained by Moonshi Monohur Lal, formerly Serishtadar of the Opium Agency, our educational works are studied with considerable success by 19 boys, out of the average number of 60 who there prosecute the favorite subjects of Hindoo erudition. The School at Telhara has been abolished. One under more promising auspices has been recently inaugurated at Mokama.

PURNEAH.—In Purneah, as in Tirhoot, there are no Circuit Teachers. The Deputy Inspector is aided by but one Sub-Deputy. He complains bitterly of the ignorance of the Teachers under him. So long as our funds do not admit of our setting up new Schools, I have recommended him to direct his chief attention and that of his Sub-Deputy, to the instruction of the Teachers and the improvement of the few Schools already in operation.

Before this order was issued, an urgent application was received from the inhabitants of the town of Purneah itself, for the establishment of a School, with the offer to provide suitable accommodation, and the salary of one Teacher. Eager to encourage any signs of an intellectual dawn in this benighted region, I consented, of course merely as a temporary expedient, to contribute out of the fee fund the usual salary of a Vernacular Teacher. There are now 30 pupils, and the School promises well. It was with regret that, previously to this, the pressure upon our scanty finances obliged me to

abolish the Chatsal at Ikhtyarpore, where the people, though poor, were well disposed.

In the course of the year it was found necessary to make some changes in the Inspective staff, which could not fail at the time to have a prejudicial effect. The Deputy Inspector was transferred to Shahabad, and for several months his place was filled by the Sub-Deputy, whose duties again were taken by one of the Teachers. Fida Hossein, the present Deputy, promoted from being Sub-Deputy Inspector of Sarun, has hitherto given me considerable satisfaction in his new capacity. In the interval, however, between his arrival and the departure of his predecessor the sale of books was almost entirely interrupted.

Under such disadvantages combined with those peculiar to this unhealthy region, the Schools are nevertheless making evident progress. As a proof that an interest in education is springing up, I may add the following circumstance to what has been already stated. In last year's report my predecessor laments that not a single Gooroo had yet brought his scholars for examination. In April of this year, 6 Gooroos, (or rather 6 Mia Jees) brought up 27 boys, of whom 13 were deemed by the Deputy deserving of recompense. The new Deputy writes that the difficulty his predecessors complained of in regard to procuring Teachers, is abating; that those already employed are becoming conversant with their work; and that there are two pupil Teachers now in training under him.

**BHAGULPORE.**—Though the Deputy Inspector of Bhagulpore was educated at the Agra College, is well acquainted with English, and in many respects, I understand, well adapted for the post he fills, education has made no stride during the year in this unpromising region. At the favored centres of Colgong and Permesburpore indeed the average attendance has been larger; and because they have gained in numbers more than the others have lost, or could lose without perishing from in-

anition, the average number of lads at School throughout the Zillah is likewise increased. But with these exceptions, the few Chatsals scattered over this extensive territory, are either now sinking into decay, or have never risen to vigorous proportions. That at Pointee, once flourishing, has continued to dwindle down, and its previous repute has alone preserved it from condemnation. That at Kishengunj, whose prospects never were brilliant and whose decline has been more disastrous, has been swept away. The Gamaria School, though it keeps up its numbers, is on the whole in so unsatisfactory a condition, that it exists only on sufferance, and an augmentation of the funds at our disposal will alone rescue it from sharing the same fate. At Aligunj a School was opened in July, but never having attained to any but the puniest stature, I have not been tempted to give it a longer trial. At Bowsi the Zemindars subscribed for the School house, and this consideration made me unwilling to close the School without a few weeks' previous warning, but in the absence of any symptom of amendment, its abolition may now be regarded as certain.

Reluctant, however, to denude the district altogether, and anxious to meet half way any thing like voluntary effort on the side of the inhabitants, I have agreed to the opening experimentally of a School at Nyagun, in a neighbourhood where the flourishing Zemindary School at Tarapore affords a fair presage of success. Proposals for a Persi-Vernacular School at Khalighat have also been entertained, and Government assistance has been pledged to the School recently established at Toolshea, in communication with my Deputy, by Mr. Limond of the Indigo Factory there.

The Village Teachers in this district are depicted as peculiarly bigoted, prejudiced, and averse from improvement. Hero alone no Gooroo has yet been induced by the lure of reward to offer his pupils for examination. From some representations recently made by the Deputy and one of his subordinate

functionaries, I fear the right way to win them has not been taken. It seems they are in the habit of enticing pupils to leave our Schools, and the worthy Deputy notices this circumstance in a tone of professional rivalry and pique, and recommends the publication of a notice prohibiting such doings on the part of any private Teachers. If these men can be induced to impart sound instruction, they are welcome to empty our benches. But the system of rewards, so efficacious elsewhere, has here either not been properly worked, or fails to hold out sufficient temptation.

The sale of books has increased during the year about 25 per cent. The Deva Nagri though scouted as a foreign character by the Gooroos, is slowly making way. Many persons of the Zemindar class are now among the purchasers of our Hindi as well as Oordoo works.

I must not omit to mention that the best papers at this year's Vernacular Scholarship Examination came from this Zillah, and from the Schools at Colgong and Purmashupore. It is to be regretted that so good a School as that at Colgong should hold literally a precarious existence through the want of a School house. Mr. Barnes, the lessee of the village, once made the handsome offer of Rs. 200 towards the erection of one. On my bringing the subject afresh to his notice, he informed me that he had subsequently observed so much irregularity in the attendance and so much lukewarmness on the part of those interested, that he felt no inclination to repeat his offer, more particularly as prices had risen so much that 'no decent building could be made for the purpose required for Rs. 400.' 'I am glad,' he afterwards remarks, 'to find the attendance is improving. If Colgong becomes of any note, it would perhaps be advisable endeavouring to get a larger amount of Government assistance and I would in such case do my best to make it go as far as possible for the object in view.'

DEPUTY INSPECTORS.—Of the eight Deputy Inspectors, only

two have received an English education, and four have not even had the advantage of being educated according to the English method. They are all painstaking and intelligent men, but ability and diligence will not altogether compensate for the want of that personal experience of the superiority of the European system of instruction, which is derived from having received one's own early training under it. Accordingly the division into classes and other internal arrangements in the districts of Behar and Bhagalpore, presided over by men who were pupils of English Colleges, is superior to what exists in other districts. Mouli Liaqut Hossein, however, Deputy Inspector of Tirhoot, possesses great natural aptitude for his post, and is rapidly making his district one of the best we have.

**Travelling.** The standing regulation in this Division in reference to travelling was, till lately, that each Deputy Inspector should visit every School under his charge once at least every six months. This was manifestly too little. A recent circular from your office, No. 750, dated 19th March last, has led to a revision of this whole subject, and its being placed upon a very different footing. The vast distances over which our Schools are scattered renders it impossible for these officers to inspect even the minimum number (8) laid down in the order referred to above. They will, however, go round all their Schools, whether Government or Zenindary, in three months in the most extensive Zillahs, and two months or even less in the others. Injunctions of a similar tenor have been circulated in regard to the Sub-Deputy Inspectors and Circuit Teachers, but some vigilance is required to introduce method into the movements of these functionaries. At present it is nothing uncommon to find two of them at the same spot at the same time, and Schools in favorite localities are sometimes in a single month made resting places for Deputy Inspectors, Sub-Deputy and Circuit Teachers, in succession, while others far more

in need of their ministrations, are put off with flying visits, few and far between. .

The following table shows the work done during the year by the Deputy Inspectors.

	No. of Schools visited.	No. of miles travelled.	Books sold.	Price of Books sold
Patna, .....	82	1,146	605	306 14 0
Behar, .....	47	802	513	310 0 8
Surun, .....	62	1,138	1,317	557 7 3
Shahabad, .....	74	1,354	494	314 5 11
Moughyr, .....	79	1,098	595	156 10 1
Bhagulpore, .....	84	1,102	607	275 12 2
Purneah, .....	59	1,028	316	93 13 6
Tirhoot, .....	51	784	675	273 13 9
 Total,.....	511	8,152		
Yearly average,.....	67 $\frac{1}{2}$	1,056 $\frac{1}{2}$		
Monthly ditto, .....	5 $\frac{1}{2}$	88		

**SUB-DEPUTY INSPECTORS AND CIRCUIT TEACHERS.**—The Sub-Deputy Inspectors and Circuit Teachers are, generally speaking, young men of very moderate abilities, and attainments. *None of them know English*, and few more than the rudiments of the sciences taught in our Schools. If the rule is to be enforced which requires a knowledge of English in the Deputy Inspectors, an acquaintance with it should also be made imperative in officers of these inferior grades, otherwise they will want the incentive to exertion which the prospect of promotion affords. To the uncertainty of any such prospect at present, I must ascribe the supineness which is prevalent among them. Some measure to stimulate them whether in the discharge of their daily duties, or in the much needed labour of self-improvement, is urgently required. The general features of some such measure might perhaps be these.

1. A graduation of salaries from Rs. 15 up to Rs 50 per month.

2. Annual examinations.
3. Continuance on their present salary, promotion to a higher grade, or reduction to a lower, to depend upon the results of such examinations, in conjunction with their character for practical efficiency, as shown by the state of the Schools under their care.

**PUPIL TEACHERS.**—The plan in operation to supply, however imperfectly, the place of Normal Schools in this Division stands in need of extensive readjustment. Till lately, no record was kept of the appointment, training, and ultimate disposal of the pupil-teachers; and no regular test is even yet applied to ascertain the degree of proficiency at which they have arrived. These persons moreover appear to have a very vague idea of the moral engagement they contract in accepting Government pay in this capacity. In some instances I am told they have been made to sign some kind of agreement on becoming recipients of a salary, in others security has been taken, but neither practice has been general. Nor have I much confidence in either as a means of correcting the defects of the system. These defects are first, that the service offers little inducement to them to devote themselves with earnestness to the scholastic profession. Consequently they hang on for months, sometimes more than a year, drawing their allowance, and yet when their services are wanted on the occurrence of a vacancy, I have seldom found one among their number to be recommended by the Deputy as qualified. Secondly, if qualified, we have no guarantee of their accepting the poorly paid employment of a Teacher.

\* \* \* \*

**REQUIREMENTS OF THE STAFF.**—The appointment of two Circuit Teachers in Tirhoot, and one in Purneah, is much needed. Of Sub-Deputy Inspectors there are enough for the present number of Schools, and even for a larger number, provided the staff of Circuit Teachers were augmented in due proportion.

The Deputy Inspectors have scarcely fair-play. They will have great difficulty in acting up to the recent stringent rule for travelling, so long as their time is so much engrossed by office work. The sale of books entails upon them much labour of this description. Besides, this, there are their monthly diaries, and monthly, quarterly, half yearly and annual returns to prepare ; six-monthly examinations of the village Teachers, and annual examinations of the Government and Zemindary Schools, to conduct and report upon ; the accounts of all their subordinates and of the Schools, to keep ; their pay bills to draw up with deduction of six-monthly fees and book-sale proceeds, and their salaries to apportion and remit. Then copies of nearly all papers must be preserved, and a vast amount of miscellaneous correspondence is carried on. During the year 1858-59 when duties of this sort began to be felt as onerous, a Mohurrir was allowed to the Deputy Inspector of each of the Zillahs then worked. Afterwards when the Mohurrir's allowance was withdrawn, my predecessor found the assistance of these clerks so indispensable that he paid their salaries out of his own purse for all the eight Zillahs, and continued to do so down to the day of his retirement from office. I would strongly recommend their restoration, Tirhoot and Purneah being placed in this respect, as well as with regard to peons, on an equality with the other Zillahs. It is no economy for the time of a highly paid officer such as a Deputy Inspector, to be frittered away in doing the work of a clerk on 7 Rs. a month.

I have the honor to be, Sir,  
 Your most obedient servant,  
 J. SANDERS,  
*Off'y. Inspector of Schools,*  
*North West Division.*

*Classification of Schools in the North-West Division.*

Name of School.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
<b>GOVERNMENT ZILLAH SCHOOLS.</b>				
Chuprah,	Good, ...	226	218 5 6	1 3 6
Gyah,	Good, ...	125	219 2 6	2 6 2
Bhagulpore,	Fair, ..	272	211 3 6	1 0 8
Patna,	Moderate, ...	116	251 12 0	2 7 3
Mozafferpore,	Moderate, ...	91	114 10 9	1 11 10
Monghyr,	Indifferent, ...	75	216 15 6	4 8 8
Purneah,	Indifferent, ...	61	236 12 3	5 5 8
Arrah,	Bad, ...	89	250 0 0	4 8 5
<b>GOVERNMENT MODEL VERNACULAR SCHOOLS.</b>				
<i>In Patna.</i>				
Barh,	Fair, ..	52	6 6 11	0 2 8
Soh Serai,	Fair, ..	81	8 13 7	0 2 7
Phulwari,	Moderate, ...	60	7 10 3	0 2 11
Dinapore,	Moderate, ...	71	10 13 4	0 2 8
Manair,	Moderate, ...	66	21 1 10	0 7 7
Nawbatpore,	Indifferent, ...	45	6 0 3	0 3 3
Lei,	Indifferent, ...	65	7 15 0	0 2 4
Mokama,	Unclassified	12	4 0 0	0 5 4
<i>In Behar.</i>				
Jahanabad,	Good, ..	86	25 7 9	0 6 4
Deo,	Good, ..	80	13 11 6	0 3 8
Koush,	Fair, ..	54	20 4 3	0 8 2
Nabinuggur,	Fair, ..	77	7 7 4	0 2 7
Alberpore,	Moderate, ...	80	9 11 8	0 2 7
Rajowli,	Moderate, ...	71	12 6 7	0 4 0
Hussooa,	Moderate, ...	75	16 2 5	0 4 10
Kanarchatti,	Moderate, ...	61	6 14 9	0 4 6
Nawadch,	Moderate, ...	54	7 6 5	0 2 8
Dawoodnagar,	Moderate, ...	82	9 13 0	0 2 4

Name of School.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
<i>In Saran.</i>				
Hasenpurah,	Fair, ...	64	8 7 2	0 2 7
Sabowli,	Fair, ...	56	7 2 4	0 2 6
Sewan,	Fair, ...	83	14 5 4	0 3 0
Nyagaon,	Fair, ...	43	10 3 9	0 4 6
Mobarakpore,	Fair, ...	61	22 11 6	0 7 6
Uphur,	Fair, ...	62	7 7 0	0 2 6
Sotihar,	Fair, ...	73	17 1 4	0 5 0
Maujhi,	Moderate,	61	14 2 4	0 4 0
Moharnajunge,	Moderate,	83	13 6 10	0 4 4
Digwara,	Indifferent,	73	7 11 2	0 2 10
<i>In Shahabad.</i>				
Jugdispore,	Fair, ...	112	5 0 4	0 0 10
Udwantnagar,	Moderate,	60	6 6 8	0 2 6
Ikhtiyarpore,	Moderate,	45	6 8 9	0 2 8
Ranisagar,	Indifferent,	50	6 1 2	0 2 6
Koath,	Indifferent,	27	5 0 0	0 3 0
Behrampore,	Indifferent,	50	6 14 6	0 2 6
Dulowr,	Indifferent,	40	5 7 3	0 2 4
<i>In Monghyr.</i>				
Bishunpore,	Moderate,	35	5 7 4	0 3 7
Togra,	Moderate,	72	9 14 1	0 3 0
Gogri,	Moderate,	49	6 14 10	0 3 5
Khurukpore,	Indifferent,	81	8 10 11	0 3 0
Secundra,	Indifferent,	61	5 8 5	0 4 0
Sheikpoorah,	Bad, ...	52	7 15 2	0 3 5
Khagaryah,	Unclassified	41	5 6 8	0 3 8
<i>In Bhagalpore.</i>				
Kalgung,	Fair, ...	60	7 6 2	0 3 5
Permashurpore,	Fair, ...	62	8 4 9	0 2 10
Daryapore,	Indifferent,	21	5 0 3	0 4 7
Pointee,	Bad, ...	25	4 13 2	0 5 10
Gamarya Hat,	Bad, ...	32	4 9 4	0 3 10
Bowsi,	Bad, ...	13	5 0 0	0 5 11
Nyagaon,	Unclassified	24	5 0 0	0 4 0

Name of School.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. As. P.	Rs. As. P.
<i>In Purneah.</i>				
Arraryah,	Moderate,	51	4 12 1	0 1 8
Kashbah,	Moderate,	61	8 3 2	0 3 4
Saefgunge,	Indifferent,	70	5 11 2	0 1 8
Gahoomah,	Bad,	20	4 3 9	0 3 9
Razigunge,	Bad,	45	5 5 2	0 4 5
Bhowanypore,	Bad,	50	4 13 9	0 4 7
Sudder Purneah,	Unclassified	6	5 0 0	1 0 0
<i>In Tirhoot.</i>				
Lalgunge,	Good,	179	20 1 2	0 3 6
Bakhrah,	Fair,	65	8 2 5	0 5 9
Dulsing serai,	Moderate,	72	9 0 9	0 3 9
Roshrah,	Moderate,	76	8 0 9	0 3 6
Tajpore,	Moderate,	82	8 14 5	0 3 8
Mulmar,	Moderate,	60	6 14 8	0 4 1
Hajipore,	Indifferent,	66	9 7 10	0 3 6
<i>ZEMINDARY VERNACULAR SCHOOLS.</i>				
<i>In Behar.</i>				
Bindah,	Indifferent,	20		
Booth Gya,	Bad,	20		
Tekaree,	Bad,	25		
Shergotty,	Bad,	42		
<i>In Saran.</i>				
Motecharee,	Moderate,	38		
Paigumbarpore,	Indifferent,	45		
Meergunge,	Indifferent,	35		
Mushruk,	Bad,	70		
Sungrampore,	Bad,	36		
Pipra Maharnajgunge,	Bad,	21		
Revelgunge,	Bad,	61		
Morarputty,	Bad,	47		
Hassengunge,	Bad,	24		
Bagourah,	Bad,	47		
Buragaon,	Bad,	25		
Bhorey Bazar,	Bad,	15		
Huttooah,	Bad,	45		
Kassarya Bazar,	Unclassified	41		
Sheohur,	Unclassified	53		

Name of School.	Class.	Number of boys on the Roll.	Actual Cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. As. P.	Rs. As. P.
<i>In Shahabad.</i>				
Doomraon,	... Moderate,	65		
Bindoulia,	... Bad, ..	20		
Nonhur,	... Unclassified	27		
Soorujpoorah,	... Unclassified	27		
<i>In Moughyr.</i>				
Tarapore,	... Indifferent,	50		
Sheikpoorah,	... Bad, ..	13		
Jellalabad,	... Bad, ..	47		
Jummooe,	... Bad, ..	21		
<i>In Tirhoot.</i>				
Koeli,	... Fair, ..	18		
Durbanga,	... Bad, ..	26		
<b>ZEMINDARY ANGLO-VERNACULAR SCHOOLS.</b>				
Bettiah (Zillah Sarun)	... Fair, ..			
Barh (Patna),	... Unclassified	12		
<b>GRANT-IN-AID ANGLO VERNACULAR SCHOOLS.</b>				
Bankipore (Patna),	... Moderate,		120 0 0	
<b>INDIGENOUS SCHOOLS UNDER IMPROVEMENT.</b>				
<i>In Patna.</i>				
Gorhutta (Tr. Ramjeebun Bhut),	... Fair, ..			
Dinapore (Tr. Shah Bakur Ali),	... Indifferent,			
Mughrab (Bhuttoo Lall),	... Bad, ..			
Ditto (Joomun Lall),	... Bad, ..			
Kusibagh (Runjoet Lall),	... Bad, ..			
Manair (Mir Gholum Ushroof),	... Unclassified			
Patna (Munmoo Lall),	... Unclassified			
Badshahigunge (Jhumun Lall),	... Unclassified			
Thethari Bazar (Bhinnuk Lall),	... Unclassified			
Bankipore (Gouhur Ali),	... Unclassified			

Name of Schools.	Class.	Number of boys on the Roll.	Actual cost to Government monthly.	Cost of each pupil to Government monthly.
			Rs. A. P.	Rs. As. P.
<i>In Behar.</i>				
Buniadgunge (Beharco Lall),	...	Indifferent,		
Wuzeergunge (Dilchund Lall),	...	Bad, ..		
<i>In Saran.</i>				
Hessenpurah (Lutifi Ahmed),	...	Moderate,		
Ramchundrapore (Imiyut Hossen),	...	Indifferent,		
Seetulpore (Ahmed Wahid).	...	Indifferent,		
Sahowli (Gholam Abbas),	...	Indifferent,		
Doomri (Furhut Hossein),	...	Bad, ..		
Jjour (Bukshhee Ali),	...	Bad, ..		
Chucky (Kadim Hossein)	...	Unclassified		
Hassenpoorah (Kafli Ahmed),	...	Unclassified		
Mahpoor (Sheik Nisar Ali),	...	Unclassified		
Busuntngur (Golam Jilani),	...	Unclassified		
Mahpore (Mohamed Hossein Khan),	...	Unclassified		
Fureedpore (Sahib Ooddeen),	...	Unclassified		
Bulram (Wilyut Hossein),	...	Unclassified		
Sreenugur (Madhi Khan),	...	Unclassified		
Sardoo Kowan (Allah Ooddeen),	...	Unclassified		
Bengra (Kouri Lall),	...	Unclassified		
Rampore (Jhadut Hossein)	...	Unclassified		
Ditto (Meer Kasim Ali),	...	Unclassified		
Ditto (Sheik Ahmed Hossein),	...	Unclassified		
Seetulpore (Tufuzool Hossein),	...	Unclassified		
Ditto (Kasim Ali Khan),	...	Unclassified		
Ditto (Abdus Sutir),	...	Unclassified		
Sahowli (Rahat Hossein),	...	Unclassified		
Khuttea (Mir Buniad Ali),	...	Unclassified		
Ditto (Wilayat Ali),	...	Unclassified		
<i>In Shahabad.</i>				
Mahajunee Tolah (Abdool Aziz),	...	Indifferent,		
Arraryah (Abdool Aziz),	...	Indifferent,		
Mahajunee Tolah (Nisar Oollah),	...	Unclassified		
Milkce Mohulla (Gholam Owecs),	...	Unclassified		
Ditto (Yussoof Hossein),	...	Unclassified		
Ditto (Monowur Ali),	...	Unclassified		
Kazie Tolah (Mohamed Omar),	...	Unclassified		
Bholooipore (Wuzeor Ooddeen),	...	Unclassified		
Tbuthery Tolah (Sh. Moharim),	...	Unclassified		

Name of Schools.	Class.	Number of boys on the Roll.	Actual cost to Govern- ment monthly.	Cost of each pupil to Govern- ment monthly.
			Rs. A. P.	Rs. As. P.
Mohulla Mohadeva (Amedi Khan), ...	Unclassified			
Rekahigunge (Shaikh Ameer Ooddeen), ...	Unclassified			
Ditto (Shaikh Ightiram Ooddeen), ...	Unclassified			
Ditto (Shaikh Kadir Baksh), ...	Unclassified			
Ditto (Shaikh Jowhur Ali), ...	Unclassified			
Ditto (Shaikh Talib Hossein), ...	Unclassified			
<i>In Monghyr.</i>				
Mogul Bazar (Jan Ali), ...	Moderate,			
Moulanugur Foundation School, ...	Moderate,			
Poarubserai (Nourungeelal)	Indifferent,			
Dullhatta Bazar (Rambuksh Lall), ...	Indifferent,			
Basdeopore (Khoja Baksh), ...	Indifferent,			
Sheikpoorah (Abdoollah), ...	Indifferent.			
Ditto (Shah Ultaf Hossein), ...	Indifferent,			
Foudzari Bazar (Chundoo Lall), ...	Bad,			
Mogul Bazar (Beharee Lall), ...	Bad,			
Khuda Bagh (Imrit Lall), ...	Bad,			
Ditto (Niaput Lall), ...	Bad,			
Burra Bazar (Prem Bhukut), ...	Bad,			
Ditto (Amir Ali), ...	Bad,			
Laloo Pokhur (Wahed Ali), ...	Bad,			
Kura Maidan (Nizam Ooddeen), ...	Bad,			
Bashdeopore (Karamut Hossein), ...	Bad,			
Poorubserai (Sheik Jhote), ...	Bad,			
Belun Bazar (Ameer Syud Jan), ...	Bad,			
Surmustpore (Mozaffer Hossein), ...	Bad,			
Togra (Meerdeen Ali), ...	Bad,			
Ditto (Salamut Ali), ...	Bad,			
Ditto (Karamut Hossein), ...	Bad,			
Ditto (Sh. Khyrat Ali), ...	Bad,			
Ditto (Indurjeet Lall), ...	Bad,			
Bishumpore (Nisarool Hossein), ...	Bad,			
Ditto (Khyrat Ali), ...	Bad,			
Secundra (Leelaftut Hossein), ...	Bad,			
Selimpoor (Jawalir Lall), ...	Bad,			
Lal Durwaza (Tr. Behari Lali), ...	Unclassified			
Dilaworpore (Peary Lall), ...	Unclassified			
Khela Bari (Nutto Lall), ...	Unclassified			
Mirzapore (Shuns Ooddeen)	Unclassified			
Puraneegunge (Karamut Hossein)	Unclassified			

Name of Schools.	Class.	Number of boys on the Roll.	Actual cost to Govern- ment monthly.	Cost of each pupil to Govern- ment monthly.
			Rs. A. P.	Rs. A. P.
Puraneegunge (Mashook Ali),	... Unclassified			
Ditto (Domun Khan),	... Unclassified			
Mirzapore (Wilayut Hossein),	... Unclassified			
Togra (Karannut Hossain),	... Unclassified			
Ditto (Khuda Buksh),	... Unclassified			
Ditto (Sumbhoo Dutt),	... Unclassified			
Ditto (Khuda Bux),	... Unclassified			
Ditto (Mir Junnut Hossein),	... Unclassified			
Ditto (Sh. Kureem Baksh),	... Unclassified			
Ditto (Sh. Nisar Ali)	... Unclassified			
Bishanpore (Sheik Mohib Hossein),	... Unclassified			
Ditto (Doulat Lall),	... Unclassified			
Secundra (Wuzir Ali),	... Unclassified			
Ditto (Manjeo Lall),	... Unclassified			
Ditto (Rai Dyal Gooroo),	... Unclassified			
Jumnooe (Dalue Lall),	... Unclassified			
Ditto (Lalloo Lall),	... Unclassified			
Ditto (Jhubbun Lall),	... Unclassified			
Sheikpoorah (Sh. Jhingun),	... Unclassified			
Ditto (Sh. Hiugun)	... Unclassified			
Ditto (Sh. Busharut Kareem),	... Unclassified			
Selmpoor (Niamut Hossein),	... Unclassified			
Manikpore (Ram Barose Lall),	... Unclassified			
Ditto (Chakowri Lall),	... Unclassified			
Ditto (Abdool Kadir),	... Unclassified			
Moulanugur (Fakirchund Lall),	... Unclassified			
Khalipore (Sunkur Lall),	... Unclassified			



FROM

W. ROBINSON, Esq.

*Inspector of Schools.**North-East Division.*

To

W. S. ATKINSON, Esq. M. A.,

*Director of Public Instruction.**Dated, Gauhati, the 4th June 1862.*

SIR,

I have the honor to submit my report on the Schools in this Division for the year ending with the 30th of April 1862.

Since the date of my last report some changes have been effected in regard to the districts included in this Division. Under the orders of His Honor the Lieutenant-Governor of Bengal, the districts of Mymensingh, Sylhet, Kachar and the Khasia and Jaintia Hills, have been struck out of the Division, and those of Rajshahi, Malda and Moorshedabad added to it. The Division, which was quite large enough before, has under this arrangement had an addition made to its length. From one extremity to the other it now measures in round numbers about 650 miles, while in breadth it varies from 70 to 225 miles.

ENGLISH SCHOOLS.—The Division as at present constituted contains one Collegiate Institution the Berhampore College, and nine English Schools, but as my connection with the College consists merely in being an ex-officio member of the Local Committee of Public Instruction, I am not expected to submit any report regarding it. I visited it in the course of my annual

tour of inspection, and had every reason to form a very favorable opinion both of the Teachers and of the arrangements made for its internal management. Under the able superintendence of Mr. Principal Hand I should be surprised if the Institution, highly valued as it appears to be by the higher classes of the native community, does not rapidly rise in prosperity and efficiency.

Of the nine English Schools, six are Government Zillah Schools and the other three receive grants-in-aid from the State.

\* \* \* \*

**ZILLAH SCHOOLS—RAJSHAMI.**—The Annual Report of this School has not yet been received from the Committee, but I believe there is nothing new or of more than usual importance to record regarding it. Owing to the encroachment of the river, whereby more than half of the original station of Baulit has been carried away, it was deemed necessary, so far back as in August 1857, to pull down the School bungalow, and “since then,” to quote the words of Mr. Lodge in his report for 1858-59, “the students have been collected together with great inconvenience sometimes in hired bungalows, and sometimes in godowns lent for the purpose by gentlemen at the station; and at present, as the only place available, they assemble in the Circuit house.” The erection of a new building however, has been in progress, and the probability is, it will be occupied in the course of another month.

In October last year the School suffered a serious loss in the death of the second Master, Baboo Umbikacharn Mojomdar. The vacancy thus created was filled up in January by the appointment of Baboo Kalinath Dey. In referring back to the records of the School, I find that the largest number of pupils attending it was in the year 1858-59.

During a considerable portion of that year, the number on the rolls varied from 200 to 215. Towards the close of the

session, the fees for tuition were raised, and the attendance was immediately reduced to nearly one-half, and though the Committee expected that the lists would soon fill up again, the number borne on the strength of the School at the close of the year 1861-62 had not risen above 154.

The conduct of the Masters, I believe, has been good; and it gives me pleasure to be able to bear testimony to the care and assiduity with which the several classes have been taught by them. To the Head-master Baboo Horogobind Sen, who since September 1851 has been at the head of this institution, the greatest credit is due for the admirable arrangements in the internal economy of the School and for the high character it deservedly bears.

Of the nine pupils who stood the test of the University Entrance Examination 1 passed in the First Division, and 4 in the Second Division. The other 4 failed in English, that branch of their studies, which, from the general result of the Examination, appears to have been most neglected everywhere.

BOGRA.—I am sorry to have to notice with regard to this School, that at the close of the year under report there were fewer names on the books, than there were at the close of the previous years, while the average daily attendance was still smaller.

*No. on the rolls. Average daily attendance.*

1860-61.	86.	70.
1861-62.	79.	48.

The prevalence of sickness may in part have accounted for the very small daily attendance during the latter months of the year, but it is also I fear, in part attributable to the feeling of ill-will shewn lately by many of the leading members of native society towards the Head Master, Baboo Aghorhunder Mookerjee.

The annual examination of the boys was held in January last, about the time when the Examinations for Entrance into the University were being held, and the boys of the 1st class were consequently not present. This examination of the other classes, was conducted by the members of the Local Committee, who in their report observe that "the show made by the boys was far below the average." The result the Committee attribute to the standard for the several classes having been fixed too high, and in this opinion I fully concur with them. This was particularly the case with the 2nd class, which were being pushed forward beyond their capacity, in order to take their place at the head of the School. Regarding this class, Mr. Larkins, the examiner, observes, "I found the boys lamentably deficient in Mathematics. In Arithmetic they were said to know vulgar fractions, but they were unable to do a sum in practice. They said they had not learnt it." In English, they were reading Goldsmith's Deserted Village and McCulloch's Course of Reading, both far above their comprehension, and consequently failed to pass a satisfactory examination. In History and Geography, however, they did very well. The other classes were making satisfactory progress. A curriculum of study having been drawn up for the several classes by the Committee during my late visit to the School, I hope I shall not again have to report unfavorably of this Institution.

The number of candidates sent up to the University Examination was 2, and they both failed under the test. The minimum number of marks required was 116, and the total number of marks gained by these lads was 172 and 141 respectively, but, as it has been very properly ruled that failure in one branch of study cannot be compensated for by excellence in another, they failed like many others in not having been able to obtain the minimum number of marks in English.

The Masters have been as usual very attentive, and are all deserving of commendation. The fault I find with them, is

that to which allusion has already been made, they are too anxious to push their pupils on to higher studies without giving them sufficient time to lay a good foundation on which to build, a fault which cannot be too decidedly condemned. Yet I must in justice observe, it is one not peculiar to the Masters of this School only ; all are more or less guilty of it. At the same time I must say, it is a fault, not so much of the School-masters, as of the system. Our English Schools have never been modelled into a form calculated to pass pupils thoroughly through all the stages involved in the University Entrance standard, and until this is done, the Masters are greatly tempted to bring the system of cramming to their aid, and in order to show rapid progress, and if possible gain the credit of sending up pupils to the Matriculation Examination, it is not uncommon, that parts of subjects, and sometimes whole subjects, that fall below the University standard, are arbitrarily omitted, or skipped over ; as a natural consequence therefore, most of our best pupils possess but a very small amount of general information.

\* \* \* \*

**DINAJPORE.**—The numbers of pupils borne on the rolls of this School, at the close of the year under review, is less by 12 than the number at the close of the year previous ; but while the average daily attendance for 1860-61 was 63, that for 1861-62 was 64. Early in January 1861, the Head Master, Baboo Gurucharan Chatterjee resigned his appointment, and was succeeded on the 2nd February by Mr. J. S. DeSouza late Head Master of the Noakhali School ; but he did not join his appointment till the end of June. He left again when the School was closed for the long vacation at the end of September, and on the 2nd of April 1862, Baboo Kalicharan Chatterjee, Head Master of the Pooree School, was appointed in his stead, but did not join till the 28th of that month. It follows therefore, that during the year under review, except for the short period of four months, the School has been without a Head

Master. I had hoped that Mr. DeSouza, who is known to be a good Teacher, would have proved a valuable acquisition to the School, and have been the means of instilling it with fresh vitality. No permanent benefit was derived by the School from his short stay in it, and I have again to record, that the institution is not in an improving state. The 2nd Master, Baboo Gobind Chandra Chuckerbutty, during the greater part of the year, had to officiate as Head Master, besides conducting his own duties; and though I believe he laboured diligently to perform the duty required of him, I am not surprised at his having failed to give satisfaction. Baboo Horikristo Dass, the 3rd Master, deserves commendation for the care he has bestowed on the class entrusted to his charge. The performances of most of the boys of this class were remarkably good. And as the other Teachers have also been attentive, the progress made in the lower classes has been very fair.

MALDA.—The number of boys borne on the rolls of this School on the 30th of April 1861, was 67. Owing to some reductions in the establishments of the public offices at Malda about November last, many of the Amla left the station with their families, and the number of boys attached to the School was in consequence reduced to 53. Since then, however, there have been fresh accessions, and most of these I am happy to notice came from the interior of the district. On the 30th of April 1862 there were 59 names on the books of the School.

The change caused by the former pupils leaving School and new ones taking their places, has also affected the status of the School, lowering the general standard of study. There have been changes too, in the staff of Instructors. The Head Master left on being appointed a Deputy Magistrate at Burisal, and for some months the School was under the sole superintendence of the second Master. He also was afterwards transferred to the Beerbboom School, and the present Head Master Baboo Shyamacharan Gangooli, B. A. took charge of the School

in December 1861. The result of the Annual Examination of the pupils is reported by the Committee to have been altogether very satisfactory. The School is being better appreciated by the people, and if the present Head Master is permitted to retain his post, the probability is, the School under his efficient superintendence will yet become a flourishing one.

**GOWHATI.**—The Gowhati School continues to do well and the average daily attendance for the twelve months was 102. These are under the tuition of four Masters who have all conducted their duties to the entire satisfaction of the Committee. The 2nd Master, Baboo Tariniprasad Roy, was appointed since the date of my last report and has proved himself a valuable acquisition to the School.

During the year under review, permission was obtained from the Vice-Chancellor and Syndicate of the Calcutta University to add Gowhati to the list of places at which University Entrance Examinations may be held; and the first examination was accordingly held here in January last. This afforded an opportunity to the English Schools in Assam to send up candidates for examination, and the Schools at Gowhati and Sibsagor took advantage of it, and for the first time since their establishment, boys educated at these Schools underwent the test.

Four boys out of the ten composing the 1st class of the Gowhati School offered themselves for examination. Of these, two passed in the 2nd Division, Kamikhya Dass Mitter, and Leelaram Dass, both having obtained a very fair number of marks particularly in History and Geography and in Mathematics, in both which branches Kamikhya Dass won more than half the maximum number. Mirza Fyaz Hossein, the 3rd Master, and lately a pupil in the 1st class, also passed the examination with credit.

Great credit is due to the Head Master, Baboo Jonmejoy Dass, for the pains he has taken with the boys of the

1st class, and for his very efficient general supervision of the School. The interest he manifests in his pupils and the care with which he watches over them, have made him very popular with them and the native community generally. The Committee in their report observe that he "has successfully maintained the high character given him by the Committee in their last annual report," and I believe, it is owing quite as much to his popularity, as to the efficient instruction now imparted to the boys, that the School is so well attended.

SIBSAGOR.—At the close of the previous year, the number of names on the books of the Sibsagor School was 42 with an average daily attendance of 32. When reporting on the School, I took occasion to notice that the rates of tuition fees were so high, that many who would otherwise have gladly joined the School, were precluded from doing so by their inability to pay the monthly fees. During the year under review, many boys withdrew from the institution, pleading poverty as their reason for doing so. The Committee still did not think it advisable to reduce the rates, and when in Baboo Nilmoni Gangooli, they had the services of an excellent Teacher, fresh acquisitions were made to the School, and the records show there were 59 names on the rolls at the close of the year, while the average daily attendance for the year was 44. Four of the senior boys have obtained employment as writers in tea plantations. The demand for English writers in Assam has for some time past been greater than our Schools could supply, and this has led many to take employment, to whom it would have been more advantageous had they continued longer in the prosecution of their studies; while the Schools themselves would have acquired more credit for more advanced pupils than those they now contain. This is an evil, however, which time alone can remedy. When the demand becomes less, the probability is that employers will obtain far more efficient men on the salaries they now give to inferior writers.

Four of the boys of the 1st class were candidates for Entrance into the University, but only one of them, a Bengali, Anandlal Gangooli, passed in the Second Division.

Early in September, the Head Master obtained leave of absence for six months under Medical certificate and the probability is, that if he had remained at his post and assisted the boys in their studies, more of them would have passed the prescribed test. The School has since then been under the care of the 2nd Master Baboo Purmananda Dutt, who, though a very attentive and painstaking Teacher, wants the qualifications necessary to enable him to preside with efficiency at the head of the School. The Head Master was in January last transferred to Bhagulpore, and Baboo Rojoninath Chatterjee was appointed in his stead, but has not yet joined.

The Committee report very favorably on the manner in which the 2nd and 3rd Masters discharged their duties during the year under report; and the result of the Annual Examination was satisfactory.

AIDED ENGLISH SCHOOLS—RUNGPORE.—At the close of the year 1860-61 there were 118 names on the rolls of the Rungpore School, but the average daily attendance did not exceed 68, at the close of 1861-62 the number on the books was 92 but the average daily attendance was 74, shewing a slight improvement in this respect though there was a decrease in numerical strength.

I alluded in my last report to some of the disadvantages to which the School was exposed by being situated in what is decidedly one of the most unhealthy districts in Bengal. The prevalence of sickness affects the daily attendance here and in Dinajpore, more perhaps than in any other district, and with the frequent interruptions to study thus caused, the progress of the boys is not such as it might otherwise have been. The School has also suffered from the loss by death of the Head Master Baboo Umakant Ghose, whose place was not filled up till

several months after. The present Head Master Mr. J. C. Pratt was appointed in February last, and bids fair to do all that can be expected of him for the well being of the School.

SERAJGUNJ.—Since the date of my last report the School house built in the neighbourhood of the new bazar has been occupied, and the attendance has greatly improved. At the close of the year 1860-61 there were 104 names on the books, but the average daily attendance for the year was only 50. On the 30th of April 1862, the number on the rolls was 148, but the average daily attendance had risen to 83. Owing to a considerable degree of indifference manifested by the people generally, it was deemed advisable to maintain but a small establishment for the English School, and to open a Bengali Department in which instruction should be imparted in Bengali only. This Department, I am happy to say, has continued steadily to improve, and I entertain the hope that as it advances in progress, the English Department will be likely to derive considerable benefit from it. The Committee already have expressed a wish to obtain the services of a superior English Master, as they anticipate great accessions to the number of pupils studying English. The members of the Committee have as usual paid great attention to the interests of the School, and the Masters have given general satisfaction.

GOWALPARA.—The Gowalpara School is also divided into two distinct Departments. It numbers 195 pupils, of whom 140 belong to the Vernacular Department and the other 55 study both English and Bengali. The average daily attendance for the year under review was 122.

The English section of the School, owing to a change of Masters, has not done so well as it should; but on the whole the progress of the boys has been very fair. The Vernacular Department is much more popular, and is in every respect in an efficient state.

ANGLO-VERNACULAR SCHOOLS.—The School at Darjeeling is

the only Anglo-Vernacular one maintained by Government in the Division, and I regret I am unable to report favourably regarding it. At the close of the previous year the number of boys attending it was reduced from various causes to only 18. During the year under report, the attendance has been very uncertain and fluctuating, varying generally from 30 to 20. Owing to these changes, little could have been expected in the way of actual progress ; the standing of the School is therefore pretty much the same as it was on the date of my last report. The two aided Anglo-Vernacular Schools in Rungpore also continue in much the same state as they were a year ago. The Teachers I believe have been attentive, and the managers have taken considerable pains to render the School efficient ; but constant attacks of illness prevent that regularity in attendance without which but little impression can be made on their pupils even by the best of Teachers. Among the Schools in Moorshedabad, that at *Jangipur* is decidedly the best. The managers have paid great attention to it, and it appears to be proportionately rising in the estimation of the people in the neighbourhood. It numbers 70 pupils with an average daily attendance of 50.

The Masters also have been favourably reported on and the progress made by the boys has been satisfactory.

This School for the first time, but rather prematurely, sent up three candidates to the late University Entrance Examination. I regret to say they failed to pass. The result though it has disappointed both the managers and Teachers will, I have reason to believe, lead to their paying still greater attention to the School during the current year.

The School at *Goas* was a few months ago in a low and wavering state, owing to several of the subscribers having withdrawn their support. It was necessary therefore to reduce the establishment, but in the change thus effected, the School has obtained the services of a good Teacher, who, I believe, is likely to restore it once more to a prosperous condition.

The School at *Lalgolu* alias *Shrimonthpore* I regret to learn has lost its chief supporter the Raja of Shrimonthpore by whose liberality it was originally established and who ever since took an active part in its management. His death and the previous very irregular attendance of the boys made it at one time probable that the School would be abolished. The Raja's widow, however, has since then generously resolved to maintain it as a memorial of her late husband and the School is reviving again. It now numbers 70 pupils. The *Nushipur* School is not doing very well owing chiefly to a too frequent change of Teachers.

There are eleven unaided Anglo-Vernacular Schools in the Division open to inspection, but not under our control or management, and hence no statistical Returns are received from them.

Of these one is at Kandi in Zillah Moorshedabad, maintained by the Raja of that place. It was opened in 1860, and is making very satisfactory progress. It sent one candidate to the last University Entrance Examination and he passed in the second Division. The School at Gowkoron in the same district is also doing well. In November 1857, it was allowed a grant of 25 Rupees a month from Government, but during the year under report, it was found that the managers did not fulfil the conditions on which the grant was made, and it was accordingly withdrawn. Two wealthy Zemindars have since then reopened the School and offered between them to contribute a moiety of the expense necessary for its maintenance, if the Government will contribute the other half as a grant-in-aid. Under present management the School bids fair to be a prosperous one.

In Zillah Rajshahi there are now five Anglo-Vernacular Schools, of which three have been established within the last six months. The two older ones are the Loknath School endowed by a native gentleman of that name, and the Prosonno

Nath School endowed by the late Raja of Digapatiya. These continue to be well conducted and are very useful institutions. The newly established Schools are situated respectively at Chatmor, Tarras and Lalpur, and judging from the care bestowed on them and the improvement the boys have made since they have been under tuition, they promise fair to become very popular.

The districts of Malda, Dinajpore, Bogra and Gowalpara have also each an Anglo-Vernacular School, and these have all been reported on very favorably. The School at Nawabgunj in Malda owes its establishment chiefly to the exertions of Baboo Pearimohun Mookerjee, Deputy Inspector of Schools in Rajshahi, in whose circle the district of Malda was till lately included. It was opened only a few months ago, and now numbers 72 pupils, most of whom have made very good progress. The School at Sujapur in Zillah Dinajpore contains 43 scholars, and their progress has been satisfactory. The School at Chuckbrool in Bogra is reported to be flourishing, and the School at Gowripur in Zillah Gowalpara maintained by the Rangamati Buruwa continues steadily to improve. Most of these have applied for grants-in-aid, and the rest are preparing to do so. Should assistance be given them, and means be thus provided for rendering the Schools more efficient than they are at present. I anticipate a great improvement in them during the current year.

**VERNACULAR SCHOOLS.**—The course of study laid down by Mr. Woodrow for the Vernacular Schools in his Division and according to which his Schools are classified, is in all essentials the same as that prescribed for the Vernacular Schools in this Division also, the difference being chiefly in the books used as class books, and, in a small degree, in the standard to be attained by the several classes, which on comparison I find has been somewhat higher in the Schools in this Division. We have long since had a graduated scale of studies beginning

from the course prescribed for the 1st year class and ending with the course for the 4th year or highest class. The Schools that have a 4th year class, the pupils of which can pass a good examination in the course laid down for that class, have been termed excellent in the appended list; and following Mr. Woodrow's plan, as desired by you, the others fall under the successive heads of good, fair, moderate, indifferent and bad. The bad Schools under this arrangement are those that have for their object merely the communication of a fair knowledge of reading and writing and of the simple rules of Arithmetic. These are emphatically the Schools of the poor, and I have spared no pains to encourage their establishment throughout this Division, for though classed as bad, they are nevertheless doing a vast amount of good. The subsidized Vernacular Schools in Assam, of which there are at present not less than 83 giving elementary instruction to an aggregate of more than 3000 boys, come under the above category.

#### VERNACULAR SCHOOL COURSE.

##### *Highest Class.*

*Literature*.—Okhoykumar Dutt's *Bajya Bostu*, Parts I. and II., Charupat Part II., Nurjehan Raji Jiban Britanta.

*History*.—Nilmoni Baysak's *History of India*, Part II., Marshman's *History of Bengal*.

*Geography*.—Tarini Charan's *Geography*, the whole. Rajendra Lal's *Physical Geography*.

##### *Map-drawing.*

*Grammar*.—Shama Churn's *Byakaran* with exercises in Sondhi, Samas, Karok and Dhatu.

*Natural Philosophy*.—Okhoykumar Dutt's *Podartho Bidya* and *Khotgal Bibaran* by Kalidass Moitra.

*Mathematics*.—Arithmetic, Prosonokumar's *Patigonit*, Parts I. and II., Mahajani and Zemindary accounts. Geo-

*Geometry*, Euclid's 1st Book with deductions. *Men-*  
*surement of plane surfaces. Algebra to Division.*

*Composition.*

*2nd Class.*

*Literature*.—Vishnu Shorma's *Hitopodesh*. *Charupat*, Part I.

*History*.—Marshman's *History of Bengal*.

*Geography*.—Pearce's *Bhoogul Britanto*.

*Grammar*.—Shama Churn's *Byakaran*.

*Arithmetic*.—Chatterjee's *Gonitsar*, the whole.

*General knowledge*.—Lessons on Objects, *Bostu Bichar*, by Ramgati Nyairatna.

Exercises from *Dictation* and in *Letter writing*.

\* \* \* \*

**PUBLIC LIBRARIES AND SALE OF BOOKS.**—The Public Libraries established at most of the Sudder stations in this Division continue in much the same unimproved state they were in on the date of my last report. The sale of books, however, in the interior of the districts has been satisfactory, and I am happy to notice an increasing demand for books other than mere School books. This is an evidence of a growing desire for instruction which deserves the greatest encouragement.

**DEPUTY INSPECTORS.**—The several Deputy Inspectors of Schools in this Division I am happy to report have, during the year under review, discharged their duties to my satisfaction. Particular credit is due to Baboo Horachunder Banerjee, the Deputy Inspector of Dinajporo and Malda, to whose indefatigable exertions the Schools in that quarter owe their present state of proficiency, and also to Baboo Peari Mohun Mookerjee of Rajshahi, who has laboured assiduously for the improvement of the Schools under his supervision. Baboo Utsobanundo Gosain of Upper Assam, and Baboo Koylash Chunder Turka-langkar, have been very successful in promoting the establishment of several new Schools in their respective circles.

I am obliged here, as directed, to allude to the mode in which effect has been given by the Government authorities to the orders passed by the Government of Bengal, under date the 9th July 1855 and 3rd September 1858 regarding the selection of educated persons for employment in the public service. I regret to say the orders have not been attended to.

I have the honor to be, Sir,

Your most obedient servant

W. ROBINSON,

*Inspector of Schools.*

*Classification of Schools in the North-East Division.*

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
<b>GOVERNMENT ZILLAH SCHOOLS.</b>				
Rajshahi,	Excellent,	151	307 3 4	1 15 11
Gowhatti,	Good, ..	126	189 8 3	1 8 0
Subsagur,	Good, ..	59	181 3 2	3 1 1
Bograh,	Good, ..	79	256 7 10	3 3 11
Dinagepore,	Fair, ..	104	233 11 0	2 3 11
Maldah,	Fair, ..	59	144 13 8	2 7 3
<b>GOVERNMENT ANGLO-VERNACULAR SCHOOL.</b>				
Darjeeling,	Bad, ..	20	63 8 3	3 2 10
<b>NORMAL SCHOOL.</b>				
Gowhatti,	Fair, ..	26	157 4 11	6 0 9
<b>GRANT-IN-AID ENGLISH SCHOOLS.</b>				
Rungpore,	Good, ..	92	139 1 1	1 8 2
Gowalparah,	Fair, ..	195	114 0 0	0 9 4
Serajunge,	Moderate, ..	118	60 0 0	0 6 5
<b>GRANT-IN-AID ANGLO-VERNACULAR SCHOOLS.</b>				
<i>In Rungpore.</i>				
Sadyapookur,	Fair, ..	60	30 0 0	0 8 0
Peergatcha,	Fair, ..	47	30 0 0	0 10 2
<i>In Moorshedabad.</i>				
Jungipore,	Good, ..	70	50 0 0	0 11 5
Goas,	Fair, ..	58	35 0 0	0 9 7
Nushipore,	Indifferent, ..	45	50 0 0	1 1 9
Shrinanthpore,	Indifferent, ..	70	50 0 0	0 11 5

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
<b>GOVERNMENT VERNACULAR SCHOOLS.</b>				
<i>In Dinaypore.</i>				
Dinaypore Station School,	Excellent, ..	108	21 9 7	0 3 2
Mothoorapore,	Excellent, ..	55	20 8 3	0 5 11
Sabujpore,	Excellent, ..	40	19 1 10	0 7 7
Khanshama,	Good, ..	39	19 14 0	0 8 1
Goraghur,	Good, ..	39	20 8 11	0 8 5
Mohandebpore,	Good, ..	36	19 13 4	0 8 9
Churamon,	Fair, ..	25	20 0 0	0 13 0
Potiram,	Fair, ..	28	20 0 0	0 11 5
Jogodul,	Fair, ..	36	18 0 0	0 8 0
<i>In Mallah.</i>				
English Bazar School,	Good, ..	93	21 14 9	0 3 9
<i>In Moorshedabad.</i>				
Kandi,	Fair, ..	67	15 7 6	0 3 8
Saidabad,	Fair, ..	70	15 0 0	0 3 5
<i>In Bogra.</i>				
Bogra Station School,	Excellent, ..	120	27 7 7	0 3 8
Chanchitara,	Good, ..	45	21 14 10	0 7 9
Sherepore,	Good, ..	38	21 12 8	0 9 2
Champapur,	Good, ..	31	20 4 9	0 9 6
Koostia,	Good, ..	40	19 14 2	0 7 11
Namja,	Fair, ..	32	20 0 0	0 10 5
Achali,	Moderate,	31	20 0 0	0 9 10
Amlagachi,	Moderate,	48	19 8 4	0 6 6
Korpur,	Indifferent,	30	20 0 0	0 10 11
<i>In Rungpore.</i>				
Chilmari,	Good, ..	45	20 0 0	0 7 5
Barati,	Fair, ..	54	19 4 8	0 5 8
Jaunpur,	Fair, ..	50	20 0 0	0 6 4
Olipore,	Moderate,	21	20 0 0	1 1 1
Subornodhee,	Moderate,	48	20 0 0	0 8 4
Boda,	Moderate,	41	19 2 0	0 6 0
Boguriga,	Indifferent,	45	18 9 4	0 6 7
Chondonpat,	Indifferent,	48	20 0 0	0 6 11

Name of School.	Class.	Number of boy's on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Govern- ment of each boy per mensem.
			Rs. As. P.	Rs. As. P.
<i>In Gowalpara.</i>				
Dolgoma, Lakhipur,	.. Indifferent, Bad, ..	22 15	11 15 8 9 7 7	0 8 8 0 10 1
<i>In Kamroop.</i>				
Gowhatti, Borpeta, Purbopar, Choiamee, Chowmuria,	.. Good, .. Good, .. Fair, .. Fair, .. Moderate,	176 99 39 32 13	82 15 3 25 5 6 22 14 8 22 15 1 23 0 0	0 7 6 0 4 1 0 9 4 0 11 5 0 8 2
<i>In Durrung.</i>				
Tezpore, Mangaldoi, Setnadar,	.. Fair, .. Moderate, Moderate,	64 28 36	32 2 10 6 4 6 3 11 8	0 8 0 0 3 7 0 1 9
<i>In Nowgong.</i>				
Nowgong, Hatergong, Ghahibejia,	.. Fair, .. Moderate, Bad, ..	78 28 16	28 10 0 4 0 6 5 10 5	0 5 9 0 2 3 0 5 8
<i>In North Cachar.</i>				
Assalu,	.. Indifferent,	39	31 0 0	0 12 8
<i>In Sibsagur.</i>				
Sibsagur, Golaghat,	.. Good, .. Moderate,	90 62	10 10 1 12 4 8	0 1 10 0 3 2
<i>In Luckimpore.</i>				
Dibrugar, Luckimpore, Saikhoa, Tengakhat, Dokwakhana, Gohpur,	.. Fair, .. Moderate, Indifferent, Bad, .. Bad, .. Bad, ..	85 29 25 23 11 19	23 10 2 17 13 6 23 13 4 6 10 10 7 5 3 7 0 0	0 4 5 0 9 10 0 15 3 0 4 7 0 10 8 0 6 1

Name of School.	Class.	Number of boy on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Go- vernment of each boy per mensem.
<b>GRANT-IN-AID VERNACULAR SCHOOLS.</b>				
			Rs. As. P.	Rs. As. P.
<i>In Dinajpore.</i>				
Koliangunge,	Good, ..	32	10 0 0	0 5 0
<i>In Moorshedabad.</i>				
Jongipore,	Good, ..	52	11 0 0	0 3 4
Azingunge,	Fair, ..	63	16 0 0	0 4 0
Lallbag,	Fair, ..	11	13 0 0	0 11 10
Kasimbazar,	Fair, ..	90	12 8 0	0 2 2
Panchtopee,	Moderate,	47	15 0 0	0 5 1
Soktipoor,	Indifferent,	30	12 8 0	0 6 8
<i>In Rajshahi.</i>				
Nattore,	Excellent, ..	15	22 0 0	0 7 9
Baudia,	Excellent, ..	112	28 8 0	0 4 0
Dangaparr,	Good, ..	89	18 12 0	0 3 4
Shridharpoor,	Fair, ..	46	15 8 0	0 6 2
Sabroon,	Fair, ..	20	14 1 5	0 11 3
<i>In Serajgunge.</i>				
Saidabad,	Fair, ..	40	20 0 0	0 8 0
<i>In Rungpore.</i>				
Belka Nawabgunge,	Fair, ..	45	10 0 0	0 3 6
<i>In Durrung.</i>				
Tejapore,	Moderate,	12		
Bengbari,	Bad, ..	21		
Kalaungong,	Bad, ..	26		
Shamabari,	Bad, ..	28		
Sonaiungong,	Bad, ..	16		
Tinkuria,	Bad, ..	25		
Silpathar,	Bad, ..	26		
Borpathar,	Bad, ..	24	10 12 7	0 5 2
Kaupati,	Bad, ..	27		
Dolpong,	Bad, ..	40		
Mirigong,	Bad, ..	12		
Dulibari,	Bad, ..	20		
Rotompur,	Bad, ..	19		
Chapari,	Bad, ..	20		

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Go- vernment of each boy per mensem.
			Rs. As. P.	Rs. As. P.
<b>INDIGENOUS SCHOOLS IN COURSE OF IMPROVEMENT.</b>				
<i>In Dinagepore.</i>				
Sujapore,	Good, ..	40		
Hori pore,	Good, ..	50		
Jharbari,	Fair, ..	45		
Jhapurtoli,	Fair, ..	41		
Rajburi,	Fair, ..	42		
Rajarampore,	Fair, ..	14		
Pakurhat,	Fair, ..	65		
Kunjo Ghoraghata,	Moderate,	39		
Khamrua,	Moderate,	37		
Rajgunj,	Moderate,	10		
Jogung,	Moderate,	36		
Kumartoli,	Moderate,	27		
Poliatoli,	Moderate,	36		
Baniatoli,	Moderate,	36		
Kasuhat,	Moderate,	33		
Bhomradha,	Moderate,	41		
Baroti,	Indifferent,	35		
Dangram,	Indifferent,	40		
Sibgunj,	Indifferent,	36		
Hormarayampore,	Bad, ..	40		
<i>In Maldah.</i>				
Old Maldah,	Indifferent,	41		
Sibgunj,	Bad, ..	29		
Muchia,	Bad, ..	20		
<i>In Bogra.</i>				
Chandai Kona,	Good, ..	91		
Chokbud,	Good, ..	48		
Boga,	Fair, ..	56		
Tarash,	Fair, ..	70		
Gharadaha,	Fair, ..	78		
Patajea,	Moderate,	109		
Nungola,	Indifferent,	30		
Dupchenchia,	Indifferent,	50		

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Go- vernment of each boy per mensem.		
				Rs.	As.	P.
<i>In Serajunge.</i>						
Huripore,	.. Good, ..	50				
Lallechin,	.. Good, ..	46				
Kumrul,	.. Good, ..	51				
Shanlop,	.. Fair, ..	40				
Dowlutpore,	.. Moderate, ..	25				
Kunsuma,	.. Moderate, ..	56				
Gangnogor,	.. Indifferent, ..	52				
Khalshi,	.. Indifferent, ..	37				
<b>SUBSIDIZED SCHOOLS IN ASSAM.</b>						
Biakali,	.. Bad, ..	31	3 1 10	0	1	7
Karipara,	.. Bad, ..	27	2 11 2	0	1	7
Butanari,	.. Bad, ..	23	2 4 9	0	1	7
Gorpore,	.. Bad, ..	60	6 9 7	0	1	7
Bokaituri,	.. Bad, ..	52	5 3 2	0	1	7
Kobaituri,	.. Bad, ..	51	5 1 7	0	1	7
Bilapara,	.. Bad, ..	31	3 7 5	0	1	7
Borkhatar,	.. Bad, ..	28	2 13 0	0	1	7
Normai,	.. Bad, ..	33	3 4 9	0	1	7
Jalupara,	.. Bad, ..	26	2 9 7	0	1	7
Bidapara,	.. Bad, ..	14	3 6 5	0	1	7
Khangrabari,	.. Bad, ..	27	2 11 2	0	1	7
North Gowhati,	.. Bad, ..	35	3 8 0	0	1	7
Madartola,	.. Bad, ..	52	5 3 2	0	1	7
Pubpore,	.. Bad, ..	63	6 5 0	0	1	7
Bejra,	.. Bad, ..	47	4 11 3	0	1	7
Majgawn,	.. Bad, ..	38	3 12 9	0	1	7
Behidhya,	.. Bad, ..	54	5 6 5	0	1	7
Ajra,	.. Bad, ..	56	5 9 7	0	1	7
Shoraighatta,	.. Bad, ..	40	4 0 0	0	1	7
Sutargachi,	.. Bad, ..	38	3 12 9	0	1	7
Radhakuchi,	.. Bad, ..	52	5 3 2	0	1	7
Gurmo,	.. Bad, ..	36	3 9 7	0	1	7
Sialkuchi,	.. Bad, ..	51	5 6 5	0	1	7
Ramdia,	.. Bad, ..	58	5 12 9	0	1	7
Borigog,	.. Bad, ..	41	4 1 7	0	1	7
Makhibahe,	.. Bad, ..	45	4 8 0	0	1	7
Dhorompore,	.. Bad, ..	60	6 0 0	0	1	7
Sorukhettri,	.. Bad, ..	72	7 3 2	0	1	7
Sundordiya,	.. Bad, ..	46	4 9 7	0	1	7
Panduri,	.. Bad, ..	54	5 6 5	0	1	7

Name of School.	Class.	Number of boys on the Roll.	Amount of Govern- ment Grant per mensem.	Cost to Govern- ment of each boy per mensem.		
				Rs.	As.	P.
Namborbhag,	.. Bad,	68	6 12 9	0	1	7
Bogali,	.. Bad,	56	5 9 7	0	1	7
Boradhi,	.. Bad,	32	3 3 2	0	1	7
Dharapore,	.. Bad,	63	6 5 0	0	1	7
Ramsa,	.. Bad,	47	4 11 3	0	1	7
Nlachol,	.. Bad,	56	5 9 7	0	1	7
Majorgaong,	.. Bad,	38	3 12 9	0	1	7
Hajee,	.. Bad,	41	4 1 7	0	1	7
Gugua,	.. Bad,	21	2 1 7	0	1	7
Betna,	.. Bad,	50	5 0 0	0	1	7
Harbor,	.. Bad,	46	4 9 7	0	1	7
Solsoli,	.. Bad,	41	4 6 5	0	1	7
Sutargong,	.. Bad,	36	3 9 7	0	1	7
Borbhoga,	.. Bad,	31	3 1 7	0	1	7
Godhoria,	.. Bad,	57	5 11 3	0	1	7
Jagi,	.. Bad,	30	3 0 0	0	1	7
Hatichong,	.. Bad,	28	2 12 9	0	1	7
Topokuchi,	.. Bad,	31	3 6 5	0	1	7
Telagong,	.. Bad,	23	2 5 0	0	1	7
Narikoli,	.. Bad,	30	3 0 0	0	1	7
Holeshwor,	.. Bad,	30	3 0 0	0	1	7
Silabondha,	.. Bad,	32	3 3 2	0	1	7
Modopi,	.. Bad,	28	2 12 9	0	1	7
Bangsora,	.. Bad,	31	3 1 7	0	1	7
Sipajhar,	.. Bad,	31	3 6 5	0	1	7
Bogoligaon,	.. Bad,	46	4 9 7	0	1	7
Jorehat, Girls',	.. Bad,	22	5 0 0	0	3	8
Jouhat,	.. Bad,	75	7 8 0	0	1	7
Bahibat,	.. Bad,	65	6 8 0	0	1	7
Masakar,	.. Bad,	66	6 9 7	0	1	7
Longkak,	.. Bad,	35	3 8 0	0	1	7
Nazira,	.. Bad,	47	4 11 3	0	1	7
Serikapar,	.. Bad,	21	2 6 5	0	1	7
Majuli,	.. Bad,	31	3 1 7	0	1	7
Sarong,	.. Bad,	45	4 8 0	0	1	7
Deorgaon,	.. Bad,	36	3 9 7	0	1	7
Janjhi,	.. Bad,	27	2 11 3	0	1	7
Rajgurugram,	.. Bad,	52	5 3 2	0	1	7
Rajdia,	.. Bad,	35	3 8 0	0	1	7
Naobachigram,	.. Bad,	26	2 9 7	0	1	7
Bamongong,	.. Bad,	36	3 9 7	0	1	7
Duliagong,	.. Bad,	40	4 0 0	0	1	7
Salmara,	.. Bad,	20	2 0 0	0	1	7
Betbari,	.. Bad,	23	2 5 0	0	1	7
Choraibahi,	.. Bad,	35	3 8 0	0	1	7

Name of School.	Class.	Number of boys on the Roll.	Amount of Government Grant per mensem.	Cost to Government of each boy per mensem.
Sonarigaong,	Bad,	32	3 3 2	0 1 7
Dang Dhora,	Bad,	40	4 0 0	0 1 7
Dakhiajuli,	Bad,	61	6 1 7	0 1 7
Puranimati,	Bad,	35	3 8 0	0 1 7
Kaniargaong,	Bad,	27	2 11 3	0 1 7
Kokila,	Bad,	16	1 9 7	0 1 7
Kolongpore,	Bad,	60	6 0 0	0 1 7

## COLLEGE REPORTS.

---

### PRESIDENCY COLLEGE.

(FOUNDED, 1855.)

FROM THE REPORT OF THE PRINCIPAL,  
MR. J. SUTCLIFFE, M. A.

During the past year considerable changes have taken place in the Professorial Staff. At the beginning of the Session Mr. Sanders, Professor of English Literature, was obliged to proceed to England on urgent private affairs for six months, and Mr. Ninian Thomson, Assistant Professor of History, was appointed to officiate for him. Mr. Thomson's post was occupied by Baboo Peary Churn Sircar, Head Master of the Colootollah Branch School. Soon after the return of Mr. Sanders to his appointment he was sent to officiate as Inspector of Schools in Behar, and Mr. Ninian Thomson again took his place, and Baboo Peary Churn Sircar succeeded Mr. Thomson. Mr. Thomson, however, had scarcely taken charge of the Literature chair, when he was appointed Judge of the Small Cause Court at Kishnaghur, and Mr. Cowell, Professor of History, at the request of the Principal, consented to take charge of English Literature for the remainder of the Session. Mr. Rees, Assistant Professor of mathematics, was appointed to officiate for Mr. Cowell, and Baboo Romanath Nundy, B. A. was placed in charge of Mr. Rees' office. Mr. Hand, Assistant Professor of Literature was appointed in the middle of the Session to the Principalship of the Berhampore College, and Mr. Carnduff, Head Master of the Hindu School, was appointed to officiate for him. These arrangements were again disturbed by the arrival of Messrs. Lobb and Hordern, Graduates of Cambridge and Oxford respectively who had been appointed to the Education Department.

by the Secretary of State. Mr. Labb was appointed to officiate for Mr. Cowell in the chair of History, and Mr. Hordern was appointed Assistant Professor of English Literature. Mr. Carnduff being appointed Assistant Professor of History. In the Law Department Mr. Boulnois vacated his post as Assistant Professor on receiving an appointment as Judge of one of the Small Course Courts in the Mofussil, and Mr. J. Goodeve, Master of the Supreme Court was appointed Lecturer of English Law and Equity in place of Mr. Boulnois. Mr. Goodeve's appointment, however, is a permanent one, whilst Mr. Boulnois' was subject to renewal at the beginning of each Session.

In the General Department, it can hardly be expected that so many changes in the course of a single year should not operate prejudicially on the College classes. The various officers have discharged their several duties ably and zealously, and the College is under considerable obligation to Mr. Cowell for his ready consent to hand over the duties of his own chair to an officiating Professor, and take charge of the duties of the Professorship of Literature, pending the return of Mr. Sanders to the post or the appointment of a successor.

The number of Students on the rolls on 30th April last was 330 against 280 on the same date of the previous year, this shews an increase of 18 in the General Department and of 32 in the Law Department. Classified according to fee payments, the following is the result :—

Pay.	Scholars.		Out Students.		Free.	Total.
	Pay.	Free.	Privileged.	Non Privileged.		
General Department,.....	103	66	51	0	4	3 227
Law Department, .....	13	0	0	81	8	1 103
Total, Rupees,.....	116	66	51	81	12	4 330

Subjoined is a statement of the comparative number of students on the rolls on the 30th April during the last four years.

*Statement\* showing the number of Students during the last four years (as on the 30th of April).*

### NUMBER OF STUDENTS.

The fees collected during the year amount to Rupees 16,959 against Rupees 16,084-3-3 last year.

There will be a considerable increase in the fees of next Session from the abolition of the privilege of free tuition, which all Scholarship holders have hitherto enjoyed in addition to their stipends.—Junior Scholars are now required to pay a monthly fee of Rs. 5 and Senior Scholars pay Rs. 10, with the exception of those coming from the Kishnaghur and Berhampore Colleges, who pay only a fee of 5 Rupees a month.

The first year students were examined by the Professors of the College, and 9 Junior Scholars failed to retain their Scholarships. The result of the examination was better than that of the previous Session, but the standard reached is still below what it ought to be. This arises, however, from causes beyond the control of the officers of the College. Students who enter the College with a knowledge of English that will barely carry them through the University Entrance Examination, cannot be expected to make much progress in their first year. Indeed for months after entering the College, the time of the Professors is occupied in teaching what ought to have been mastered at School. The number of students in the first year class is too large for a single division, and the Junior staff of the College is inadequate to do the work of two Divisions. Moreover there is no accommodation in the present building for an additional class. The scanty accommodation in the old Hindu College building is more sensibly felt year by year. All the class rooms are inconveniently crowded, and a new building or additions to the present one will soon become a necessity.

The second and third year students went up to the First Arts Examination, which the University held for the first time in January last; and out of 77 students who presented themselves, 9 were passed in the first Division and 39 in the second.

Senior Scholarships being now awarded to 2nd year students upon the result of this examination, there were 10 successful candidates from this College; three gained first grade Scholarships of 32 Rupees a month, and 7 gained second grade or circle Scholarships of 27 Rs. a month. In future the second year students only will go up to this examination, and ordinarily will not exceed 60 in number.

This is the first year in which Senior Scholarships have been awarded upon an examination conducted by a body of examiners independent of the Department, and it is satisfactory to note that the result does not fall below the standard of former years when the examination was conducted by the officers of the Department.

The fourth year students presented themselves at the B. A examination; 24 candidates went up and 20 were passed, one in the 1st Division and 19 in the second.

The great disproportion in the numbers of the two Divisions admits of some explanation. In the first place, it is a matter of greater difficulty than most people imagine to reach the standard of the first Division, and although one student only attained that position, yet three or four others were not very far below it; and it may be observed that no student of a non-Government Institution has up to the present time either gained a position in the first Division or even a high place in the second. Again, the students who went up to the last B. A. Examination, were admitted to the College during the Session when the monthly fees were raised from Rs. 5 to Rs. 10. The effect of raising the tuition fee was to prevent many capable students from entering upon a College course, who would otherwise have done so; and it is quite certain that the average capacity of the students who were admitted was below that of any other class in the College. I shall be greatly disappointed if the next examination does not shew a more equal distribution of numbers in the two Divisions. The names of the graduates are subjoined.

*First Division.*

1. Juggeshur Mookerjee.

*Second Division.*

1. Bama Churn Banerjee.
2. Bhoirub Chunder Banerjee.
3. Brejender Coomar Seal.
4. Danesh Chunder Roy.
5. Doorga Dass Dutt.
6. Hurrolal Roy.
7. Ishur Chunder Chuckerbutty.
8. Kedarnath Mozumdar.

9. Khetter Persad Mookerjee.
10. Kisto Mohun Mookerjee.
11. Mohim Chunder Haldar.
12. Mohendro Lal Seal.
13. Muttalal Sircar.
14. Oghornath Ghose.
- ✓ 15. Pearymohun Mookerjee.
16. Poreshnath Banerjee.
- ✓ 17. Raj Mohun Mookerjee.
18. Tara Persunno Dass.
19. Umbica Churn Bose.

Three graduates of this College went into the examination for the degree of M. A., two of them taking up Mathematics and Natural Philosophy, and the other Mental and Moral Science. They failed to obtain the degree, but acquitted themselves creditably ; and their failure may be chiefly attributed to their having read under no systematic plan, thereby wasting time and strength in the endeavour to master difficulties, which would not have occurred or have disappeared under professorial assistance. A regular plan has now been organized for assisting those graduates who may wish to proceed to the higher degree, and it is believed that at the next examination, we shall send up men with every prospect of success in the subjects of Metaphysics, Mathematics and Natural Philosophy, and History and Political Economy. There is at present some degree of doubt as to the standard by which graduates must pass in order to obtain the degree of M. A., but the attention of the Syndicate has been directed to this point, and a definite standard will probably be prescribed for all future examinations.

A system of Scholarships for graduates in Arts who may wish to proceed to the higher degree has also been inaugurated since the close of last Session, and I have no doubt that it will work beneficially. The foundation funds of the old Hindu College form the source of income for these Scholarships. One of them (the Burdwan Scholarship) bears the name of the family from whose liberality it has been established ; the others have been established from the funds collected by public subscription to commemorate the service

and personal qualities of the distinguished individuals whose names they bear. They are designated as follows and are tenable by graduates for one year after taking the B. A. Degree.

The Rajah of Burdwan Scholarship, .....	Rs. 50 a month.
Dwarkanath Tagore, ditto, .....	50 "
Bird, ditto, .....	40 "
Ryan, ditto, .....	40 "

The undermentioned graduates have been elected to these Scholarships.

#### GRADUATES OF 1861.

- 1 Opendernath Mitter, Burdwan Scholar.
- 2 Romanath Nundy, Bird Scholar.

#### GRADUATES OF 1862.

- 1 Juggeshur Mookerjee, Dwarkanath Tagore Scholar.
- 2 Hurrolal Roy, Ryan Scholar.

The final Law students went up to the examination for the B. L. and L. L. Degree. There were 13 candidates for the Degree of B. L. and it is creditable to the Department to have to report that all passed; 8 were placed in the first Division, and 5 in the second. The candidates for the Licentiate were not equally successful; 16 went up and 10 were passed. The gold medal for high proficiency in Law was awarded for the first time this year, and assigned to Opendernath Mitter.

The names of the successful students in Law are given below.

#### B. L. FIRST DIVISION.

1. Opendernath Mitter.
2. Prosunno Coomar Bose.
3. Romanath Nundy.
4. Omirtolall Chatterjee.
5. Nobin Chunder Dey.
6. Nobinkissen Mookerjee.
7. Omesh Chunder Sircar.
8. Judunath Mookerjee.

#### B. L. SECOND DIVISION.

1. Prosunno Coomar Sen.
2. Gopal Chunder Sircar.

3. Boikuntnath Paul.
4. Opende<sup>r</sup> Chunder Bose.
5. Judunath Mookerjee.

L. L. FIRST DIVISION.

1. Mretonjoy Roy.
2. Shib Chunder Chatterjee.
3. Ombica Churn Banerjee.
4. Promotho Nath Mookerjee.

L. L. SECOND DIVISION.

1. Kessendoyal Roy.
2. Ram Chunder Mookerjee.
3. Bunseedhur Sen.
4. Cally Dass Chatterjee.
5. Nilmadub Mookerjee.
6. Munoolal Chatterjee.

**HINDU SCHOOL.**—In the Hindu School no change has taken place either in the system of instruction or the discipline of the Institution. The Head Master reports that the Masters have done their work to the extent of their ability, and that the conduct of the boys throughout the Session has been very satisfactory. There was nothing very exceptional in the result of the annual examination. All the classes worked arithmetic with great accuracy, and pains had been taken in the hand writing, which was exceedingly good throughout the School. The examiners observe a slight falling off in English reading and explanation generally throughout the Junior classes, and the Masters have been directed to pay special attention next Session to this branch.

The number of boys on the rolls on 30th April 1862, was 341, against 348 of the previous year. The subjoined table exhibits the details of average attendance.

Present.	Absent without Leave.	Absent Sick.	Absent with Leave.	Total.
288.77	30.2	17.13	4.31	340.41

Thirty-nine boys of the first class went up to the University Entrance Examination, and of these, five passed in the First Division, and sixteen in the Second. Three were absent and fifteen failed.

The income from all sources throughout the year has been Rupees 20,299-9-2 and the expenditure Rs. 19,313-7-10, leaving a surplus in favour of the School of Rs. 986-1-4.

**COLOOTOLAH BRANCH SCHOOL.**—In the Coloottollah Branch School the number of boys on the rolls on the 30th April last was 462 against 467 on the same date of the preceding year. The daily average number on the rolls was 452 and the daily average attendance 395. The School is open to all classes, but all the boys except two are Hindus.

There were 35 free boys on the rolls on 30th April last, all of whom came from the Vernacular and Anglo-Vernacular Schools in the Mofussil. Stipends of Rs. 4 a month are paid to 16 of these boys and the others merely enjoy the privilege of free tuition. The Head Master reports as follows respecting the free boys.

“The free boys and stipend-holders have been generally attentive and well behaved, and have distinguished themselves in their classes. Their superior knowledge of the Vernacular has generally given them a considerable advantage over the other students, who were not grounded in Bengali before their admission into this School; and I am persuaded that a rule requiring a certain amount of proficiency in Vernacular, as a necessary qualification for admission even into the lowest class of first grade Schools like this, would have the most salutary effect. Several instances have occurred of Vernacular Scholarships having lapsed before the holders of them could qualify themselves to compete for Junior Scholarships from this School, and in consideration of their inability to pay the tuition fees, many of them have obtained the privilege of studying free of charge for an additional period. In fact the usual period of 4 years for which Vernacular students beginning the study of the English language, are allowed to hold their stipends and that of two years for which the more advanced pupils of village Schools have their Scholarships tenable, are too short to enable them to complete their education in this School.”

From the first class, 55 boys went up to the Entrance Examination, and six of them passed in the First Division, twenty-two in the Second, and 27 failed. The number of Junior Scholarships gained by boys of this School was 14. The examination of the other classes of the school was generally satisfactory with the exception of all the sections of the third. In that class there was a general failure, and the Masters have done their work very unsatisfactorily.

The financial condition of the Branch School is most satisfactory. The receipts, exclusive of the Government grant during the year, have been Rupees 20,587-8-9 and the expenditure Rupees 16,510-8-11, leaving a balance in favour of the School of Rs. 4,066-15-10.

A more commodious building is urgently needed for this School, and the surplus fees will doubtless soon repay the cost to Government of a new building or of an enlargement of the present one.

---

**COLLEGE OF MAHOMED MOHSIN,  
HOOGHLY.**

(FOUNDED, 1836.)

FROM THE REPORT OF THE PRINCIPAL,

MR. R. THWAYTES, B. A.

**CHANGES IN THE INSTRUCTIVE STAFF.**—On the 26th January 1862, Mr. Graves, Senior, Professor of English Literature, obtained leave of absence for twelve months, under Section 5 of the uncovenanted absentee rules, to proceed to England. As a temporary arrangement, his duties were divided between Mr. J. S. Graves, Second Master of the Collegiate School, then officiating Head Master, and myself. I have pointed out to you elsewhere the great difficulty of giving the College classes efficient instruction with the present defective staff, and it is to be feared that the disadvantages under which the students are taught, will be attended with unfavourable results at the next annual examination. I am aware that under existing circumstances, such imperfect arrangements are perhaps the best that could be made, but I hope the necessity for their continuance will not be of long duration, as without a complete instructive staff, it is impossible to conduct the studies satisfactorily, and the interests of the Institution must in time be injured unless the defect is remedied.

**NUMBER OF PUPILS AND TUITION FEES.**—The number of pupils on the rolls at the end of April 1862, was 66, of these 63 were Hindus and 3 Mahomedans; and at the same date last year the number was 61. There has therefore been an increase of 5 pupils, 4 Hindus and 1 Mahomedan. The Mahomedan pupils continue to pay a monthly fee of one Rupee only, but agreeably to the instructions contained in your letter No. 1732, dated 7th August 1861, the fees of all other students were raised from 3 to 4 rupees a month on the 1st January 1862.

The total amount of fees collected from the 1st of May 1860, to 30th April 1861, was Rupees 811; during the session under review

they amounted to Rupees 1,381, shewing an increase of Rupees 570, which is principally due to the greater number of pupils who joined the College at the end of session 1860-61; as I have already stated the increased rates did not take effect till the last quarter of this session. The fees receivable for April 1862, under the increased rates amounted to Rupees 181, nearly double the amount (Rupees 100,) due for the same month of the preceding year.

**MOFUSSIL STUDENTS.**—The Mofussil students are in the habit of allowing a considerable time to elapse between passing the Entrance Examination, and taking their places in the College classes. This is a source of annoyance and difficulty to their teachers, and very detrimental to themselves; as a portion of the course of study on which they have to enter has already been accomplished by the class when they join it. This year they urge the postponement of the examination as an excuse, and perhaps it may be allowable in many instances, but it cannot be accepted in the case of those who did not make their appearance before the expiration of the session. It is very desirable that some measures be taken to prevent such irregularity, I would suggest the imposition of a fine, or students may be required to pay schooling fees from the commencement of the session without reference to the date on which they join the College.

**LODGING HOUSES.**—The difficulty of obtaining cheap and healthy lodgings in Chinsurah is a great inconvenience to Mofussil students, and one of which they frequently complain; during the rainy season last year, many of them suffered in health, owing to the want of proper accommodation. With encouragement, and a little pecuniary assistance, lodging-houses, might be established in the neighbourhood of the College, and the boys resorting there placed under the charge of a respectable native. I am sure if such houses were once fairly opened they would, under proper and judicious management soon become self-supporting, and in the remodelling of the Madressa, perhaps a small fund might be made available towards so desirable an object.

**FIRST EXAMINATION IN ARTS.**—Eleven out of the thirteen pupils forming the Second year class, went in to the First Arts Examination; of these seven passed; one in the First Grade, and six in the

Second Grade. The students noted in the margin\* had senior

*First Grade.* scholarships awarded them. All the suc-

Kanoyall Mookerjee.

*Second Grade.*

Ramlall Banerjee,

Bulloram Mullick.

cessful candidates were transferred to the Presidency College in January 1862 to complete the B. A. Course.

**FIRST YEAR STUDENTS, No. 40.**—The acquirements of the First

\* Keshub Chunder Roy.

Fuzlool Baareo.

Nabinkisto Chowdhury.

Boikunt Nauth Mitter.

Juggesshur Chunder.

Gopaul Chunder Sandel.

Neclmoney Doss.

Debendro Nauth Mullick.

Soorenndronauth Chatterjee.

Chunderkant Mitter.

Romaprosono Sing.

Opendro Chunder Mullick.

Beerchunder Doss.

Hurrydoss Chatterjee.

Gopaulchunder Chatterjee.

Tofuzzul Hossein.

Apendronauth Mitter.

year class were tested by the officers of the College with results generally satisfactory. It was recommended that the students whose names are noted in the margin\* should retain their Junior Scholarships for another session.

The students noted in the margin forfeited their scholarships

Hurish Chunder Roy.

Hurrikissen Doss.

Bitchand Patnaik.

owing to the inadequate progress they had made. I would observe in passing that Hurrikissen Doss and Bitchand Patnaik

did not join the College till late in the Session, to which cause their deficiencies may be attributed. In consequence of the death of the holders, Aushootosh Naug (Beerbhoom School,) and Kalleeprosaud Kurr (Midnapore School,) two Junior Scholarships lapsed during the Session.

**LIBRARY.**—The Library is in excellent order, and has received an addition of 265 volumes on scientific and literary subjects during the year. The total number of volumes now on the shelves (exclusive of pamphlets) is 5,059. The following is a statistical statement of the circulation, but in this the books daily taken out for reference by Masters and pupils are not included, since no lasting record is kept of such volumes as are returned within a few hours.

## BOOKS CIRCULATED.

Among the Officers of the College, .....	894.
"    Students, .....	468.
"    Gentlemen unconnected with the College, ...	144.
"    Teachers of the Hooghly Branch School, ...	2.

Several volumes have been substantially rebound under the direction of Mr. Vogel. I am glad to take an opportunity of stating my satisfaction with the manner in which this gentleman discharges his duties as Librarian.

**COLLEGE BUILDING.**—The building has undergone the usual annual repairs and is generally in good order, with the exception of the windows and doors, which do not close properly; consequently during the rains and stormy weather much inconvenience is experienced. This is in some measure unavoidable, as, owing to the large size of the doors and windows, and the exposed situation of the building, it is, I believe, difficult to procure hinges &c., strong enough for their support.

## ARABIC DEPARTMENT.

In April 1861 the Head Moulavi, Ali Azhur, obtained leave for Changes in the Instruc- six weeks on Medical certificate; at the tive Staff. expiration of that time he did not return to his duties, nor did he send any explanation of his continued absence in answer to the several official inquiries addressed to him. On the 18th October he reappeared at the College, and on being requested to explain his conduct, the answers he gave were vague and unsatisfactory; but, taking a lenient view of the case you were pleased to overlook the offence, and accordingly he was permitted to resume charge of his duties. The Moulavi's subsequent inattention to his work and general unsatisfactory behaviour occasioned his dismissal from Government service at the end of February 1862, and his situation remains vacant.

**SCHOLARSHIP EXAMINATIONS.**—I am sorry that I have still to report unfavourably of the Arabic Department as regards the number and attendance of the students. There are only 20 boys on the rolls; during the Session under review, the first class, taught by the

Head Moulavi, consisted of one pupil. Twelve students competed for Junior Arabic Scholarships, and subjoined is Captain Lees's report.

"There were no candidates for Senior Scholarships from the Hooghly Madressa, but I am happy to have it in my power to report a considerable improvement in the answers of candidates for Junior Scholarships from the students of that Madressa. In consideration of this improvement, I have recommended two extra Scholarships, though the students have not obtained quite half marks, which has hitherto been considered the qualifying standard, and I solicit for them your sanction."

Statement of the result of the Junior Arabic Scholarship Examination of the Hooghly Madressa for 1862-63.

No.	Names.	Total, Marks.	Remarks.
1	Quoodrotoollah,.....	173	Gains.
2	Synd Eradut Oollah,.....	148	Retains.
3	Moohee Ooddeen, .....	127	Gains.
4	Mahomed Nadir, .....	125	Retains.
5	Tussooddoogu Hossain, .....	109	Recommended.
6	Abdoor Ruhman, .....	103	Recommended.

There is little doubt that but for the scholarships, this Department would be without a single pupil. The Mahomedans, whatever they may profess, do not practically value the instruction given, and in partial support of this opinion, I would instance a petition, signed by all the students, asking for instruction in English, which was forwarded to you a short time ago; besides there is some significance in the fact, that whereas there are forty Mahomedans in the General English Department, there are only twenty here.

FOURTH CLASS.—The students of the fourth class (three in number) who were not candidates for Junior Scholarships underwent the the Prize examination, and their acuirements were tested by Moulavi Mahomed Mustaqim, second Moulavi of the Hooghly Madressa, who was satisfied with the result and recommended Imdad Ali for a prize.

**NUMBER OF PUPILS AND TUITION FEES.**—The number of pupils on the rolls at the end of the year was 20, of whom 3 were scholarship holders, 2 free students, and 15 pupils paying a tuition fee at the rate of 8 annas a month. The total amount of tuition fees collected during the year was Rupees 71-8.

**ARABIC LIBRARY.**—The Library contains 3378 volumes, many of which are unbound, 63 volumes were circulated amongst the Moulavis and their pupils. The books are in a good state.

\* \* \* \* \*

#### COLLEGIATE SCHOOL.

**NUMBER OF PUPILS.**—The number of pupils on the rolls at the end of the Session under review was 372, whereas last year it was 394, shewing a decrease of 22. This diminution is only temporary and may be attributed to the greater number admitted to the College Department this year, also to the removal of many unpromising and irregular students. I am disappointed to find that the number of Mahomedan students in the General Department continues the same as last year, there seemed to me, when I sent in my last report a great probability, that the case would have been otherwise. The Mahomedan students, it may be remarked, are not less assiduous and intelligent than the Hindus, in prosecuting their studies in the English Department. The proportion of Mahomedans to Hindus, in the School is as one to nine. This certainly cannot represent the ratio the two classes have to each other in the population of the district, and I fear it must be taken as an indication of the indifference with which Mahomedans compared with Hindus, regard education. By a reference to my report it will be seen that the Mahomedans do not display any partiality for the studies of the Arabic Department. This may be further shewn by simply stating the numbers in the different Departments, which are as follows—

Arabic Department, .....	20
College Department, .....	3
Collegiate School, .....	37

**TUITION FEES.**—The amount of tuition fees collected from the Collegiate School from the 1st May 1860 to 30th April 1861, was

1,000, whereas from 1st May, 1861 to 30th April 1862, was Rs. 10,969-8, shewing a decrease of Rs. 30-8, although on comparing the aggregate of College and Collegiate School fees collected during each Session, it will be found that in the Session under review there is an increase of Rs. 539-8. The amount of fees receivable from the Collegiate School at the end of April was Rs. 961, in April 1862 Rs. 883-8 shewing a decrease of Rs. 77-8; this may be ascribed to the diminution of pupils in the School for which causes have already been assigned.

The Mahomedans pay a tuition fee of one rupee a month in all the classes. All other students pay Rs. 3 in the upper classes and 1-8 in the lower.

**ATTENDANCE AND CONDUCT OF THE PUPILS.**—The attendance of the pupils has been generally good; during the last rains a great falling off in this respect was occasioned by the prevalence of an epidemic fever in the district. Of the conduct of the boys I have no complaint to make; on the contrary must express my satisfaction with their assiduous attention and quiet demeanour throughout the year.

**CONDUCT OF THE MASTERS AND PUNDITS.**—Generally the conduct of the Masters and Pundits has been satisfactory, and the former have had unusual difficulties to contend with, occasioned by the heavy additional work which has fallen on them, so many of their number being unavoidably absent during the Session. I am sorry, however, that it is necessary to record an exception in the case of Petamber Pundit whom I have had to censure more than once for the want of discipline in his class.

**ENTRANCE EXAMINATION.**—Eighteen pupils of the 9th year class and twenty-one of the 8th year Section A, went into the University Entrance Examination. Of these twenty-three were successful, five in the First Grade, eighteen in the Second. Scholarships were awarded to the students noted in the margin.

1. *Nocoor Chunder Banerjee.*  
*2nd Grade Scholarship.*  
 2. *Siddessur Bose.*  
 3. *Burroda Pronono Shome.*  
 4. *Obinash Chunder Chatterjee.*  
 5. *Shibo Puddo Roy Chowdhury.*  
*3rd Grade Scholarships.*  
 6. *Shambhoo Chunder Dey.*  
 7. *Shib Chunder Paul.*  
 8. *Rakhal Chunder Bose.*  
 9. *Doorga Churn Chatterjee.*

## BRANCH SCHOOL.

**NUMBER OF PUPILS.**—The number of pupils on the rolls at the end of April 1861 was 215, on the same date in 1862, 219, shewing an increase of 4, two Mahomedans and two Hindus.

**TUITION FEES.**—The amount of tuition fees collected from 1st May 1860, to 30th April 1861 it was Rs. 4,266, whereas from 1st May 1861 to 30th April 1862, it was Rs. 4,458, which shews an increase of Rs. 192, during the Session. The amount of tuition fees receivable in April 1861 was Rs. 372; and in April 1862 Rs. 402, an increase of Rupees 30.

**STATE OF THE BUILDING.**—During the Session a new roof has been put on the central hall, and all the floors have had a coating of asphalt, and the out-offices have undergone considerable repairs. With the exception of the compound wall, the premises are now in good order.

**LIBRARY.**—The number of volumes in store on 1st May 1861, 530  
Number added during the year, ..... 35

Number in store on 1st May 1862, ..... 565,  
some of these books require new binding, being worn out by usage,  
the others are in a good state.

**ENTRANCE EXAMINATION, 9TH YEAR CLASS, 14 BOYS.**—All the boys of this class, 14 in number, went into the University Entrance Examination, of these six successfully passed in the Second Grade, and a Third Grade Scholarship was awarded to Baneymadhub Singh.

## DACCA COLLEGE.

(FOUNDED, 1841.)

FROM THE REPORT OF THE PRINCIPAL,  
Mr. W. BRENNAND.

**CHANGES.**—In September 1861, Mr. Tydd retired on his pension, and Mr. G. Bellett, M. A., who had officiated as Head Master during Mr. Tydd's absence on sick leave, was confirmed in his appointment. Since the end of the Session Mr. Cantopher has been appointed to officiate as Second Master.

The number of students in the College has increased from 76, the number at the beginning of the Session to 138, the number on the rolls at the end of April 1862.

A comparative statement of the College classes for the past five years is placed below.

	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.
1st Year Class,	22	27	27	49	82
2nd     "	13	10	14	27	47
3rd     "	1	5	0	0	9
4th     "	5	0	10	0	0
Total,.....	41	42	51	76	138

The first year class is unusually large, the increase in it must be attributed principally to the number of Schools in the surrounding districts that are now able to send up candidates to the University Entrance Examination.

Out of 176 candidates who were examined at Dacca in January last, 10 were passed in the First Grade and 80 in the Second.

Of those who were passed, 76 are now pursuing their studies in the College.

**FEES.**—On the opening of the College at the commencement of the present session, the fees in the College Department were raised from 2 Rs. 8 as. to 3 Rs. 8 as. a month.

The Schooling fees including fines collected during the year ending 30th April 1862, amounted to Co.'s Rs. 7,416-7.

**EXAMINATIONS.**—At the late University Examinations two of the students who had completed their four years in the College and who had obtained situations as teachers during the year presented themselves as candidates for the B. A. degree, both candidates were successful. The first of them Parbati Charan Roy is the Head Master of the Comerkhali Aided School and the second Rojoninath Chatterjee has been appointed Head Master of the Government School at Sibsagor in Assam, on a salary of 150 Rs. a month. Several other students who were equally advanced with these two, and who left the College at the beginning of the last session, would also probably have passed the Examination successfully, if they had offered themselves as candidates. It is hoped that the success of their fellow students will induce them to come forward at the next Examination.

Of the 2nd year class, out of 26 candidates who presented themselves for the First Examination in Arts, 12 were successful and to three of them Senior Scholarships of Rs. 27 a month were awarded. Of the 12 who were passed at this Examination, 9 are now continuing their studies at the College, forming the third year class ; the others have left.

The Donnelly Medal was this year awarded to Kali Narain Raha for proficiency in history.

The first year class was examined by the officers of the College. Out of 45 students, 16 were junior scholars. As they had obtained more than half the aggregate number of marks they were allowed to retain their scholarships. Of the remainder 6 failed in obtaining the marks necessary for promotion. On the whole the class was considered to have passed a satisfactory examination.

**LIBRARY.**—Many valuable additions have been made to the library since the period when it was last reported on, and one of the duties has been employed throughout the year in binding books that have been much in use.

**COLLEGIATE SCHOOL.**—The first class consisted of 49 students, 45 of them were candidates at the late Entrance Examination and 32 succeeded in passing. This is a larger number than has ever been

passed before in this class. It is scarcely probable that the same number will be reached the next year as the class now contains only 81 students.

The numbers in the School have fallen considerably. This has been mentioned in former reports as the effect of the establishment of numerous cheap Schools in the surrounding districts. Had not the numbers in the College greatly increased, the services of one of the Junior Masters might have been dispensed with. Three of these Masters have, however, been recently employed to the extent of one hour each daily in the first year class of the College.

---

## KISHNAGHUR COLLEGE.

(FOUNDED, 1846.)

FROM THE REPORT OF THE PRINCIPAL,

Mr. A. SMITH, M. A.

SCHOOLING FEES.—The amount of Schooling fees with fines collected in the past year ending the 30th April 1862 stands at Rs. 7,525-9. In the preceding year it was Rs. 8,779-15 shewing a falling off of Rs. 1,254-6.

NUMBER OF STUDENTS.—The above decrease naturally points to a diminution in the number of students frequenting the College during the recent financial year and the indication is a correct one. On the 30th April 1861 the number of pupils in the establishment was 313. On the corresponding day of the late Session it did not exceed 280. Concurrently with the introduction of the new Scholarship rules an increase of Rupee 1 was made in the monthly Schooling fee paid by each student in the College Department. But this increase does not appear to have had an injurious effect upon the strength of the College classes. The cause of the decline in the numbers of those who have in the past year prosecuted their education in the College, is undoubtedly what was referred to in the last Annual Report as then in operation and as likely to be permanent in its action, in checking the previous gradual growth of the College population, and further in actually and sensibly reducing the number of its students. Allusion was made to the rapidly growing demand for education among all classes in the district; to the readiness with which this demand was being met; to the inexpensive manner in which the want was, up to a certain point, supplied; and to the consequent partial drain of those sources from which the College rolls were heretofore annually recruited. And the experience of the year under review confirms the correctness of the views there expressed. But it does not seem probable that the influence thus at work will acquire much additional force in this district, or that the depletion of

this Institution will be carried much further. The College census as above given is still higher than it was in any year during the last ten, with the exception of the two immediately preceding and it appears to be well understood that the advantages offered by the College are so superior, that where more than an elementary education is desired, admission into it must be obtained.

**CHANGES IN ESTABLISHMENT.**—The year has elapsed without the occurrence of any change under this head, a circumstance almost unprecedented in the annals of the College and as conducive to the welfare of the Institution as it is rare.

**EXAMINATIONS.**—The College furnished 13 candidates at the University First Examination in Arts, when 9 of their number succeeded in passing the ordeal, and of these 9, four obtained Senior Scholarships of the First Grade, and one, a Senior Scholarship of the Second Grade.

The Examination of the 1st year students, of whom 18 presented themselves, was conducted by L. S. Jackson, Esquire, C. S. in History, by W. J. Herschel, Esquire, C. S. in Mathematics, by F. Hewitt, Esquire, C. S. in Literature, and by the Maharajah of Nuddea in the Vernacular. The general result was unusually gratifying, as only 1 in the class failed of obtaining above  $\frac{1}{2}$  of the total maximum marks, and the whole of the scholars, of whom there were 13, were permitted to retain their scholarships.

#### COLLEGIATE SCHOOL.

The first class furnished 33 candidates at the University Entrance

\* Besides these 6, Jadub Chunder Sircar, a student of the College Department, passed in the 1st Division. Examination, of whom 6\* passed in the first Division and 15 in the second, a larger measure of success than the College has ever yet attained.

To 10 of the most distinguished of these 21, Junior Scholarships have been awarded in the manner following.

Raj Kishto Mookerjee, Junior scholarship, First Grade.

Grish Chunder Mookerjee, ditto, Second Grade.

Ramdroll Chuckerbutty, ditto, ditto.

Mohendronauth Bhuttacharjee, ditto, ditto.

Jogessur Ghose, Junior Scholarship Second Grade.

Baranoshee Roy, ditto, Third Grade.

Annundcoomar Roy, ditto, ditto.

Jadub Chunder Pramanick, ditto, ditto.

Canty Money Dutt, ditto, ditto.

Kanty Bhoosun Banerjee, ditto, ditto.

**LIBRARY.**—In the course of the year, the Library has received an addition of 283 volumes at a cost of Rs. 1,199-3 and now contains, besides 392 pamphlets, 3815 volumes of the original value of Rs. 14,199-14-3. Being increasingly frequented by Masters and pupils, it continues to form no unimportant part of the Institution, and a most valuable co-operator with the teacher in his class-room.

**PHILOSOPHICAL INSTRUMENTS.**—The philosophical instruments were described as being in a serviceable condition last year, and no alteration has taken place in their state during the past twelve months. A grant of Rs. 400 has recently been sanctioned by the Director of Public Instruction for the purchase of a telescope, and an adequate sum for the construction of a case for the proper preservation and exhibition of the geological collection.

**THE BUILDING.**—Throughout the cold weather and the latter part of the session, the College building was wholly or in part in the hands of the Executive Officer, for the purpose of undergoing repairs. It has been renovated in appearance at great cost and presents a striking exterior—but the internal repairs do not exhibit that completeness and care which are due to so noble a building, and might have been anticipated from a Department possessed of such large resources as that of the Government Public Works.

**CONDUCT OF THE MASTERS AND PUPILS.**—Great credit is due to the Masters for the earnestness with which they have applied themselves to the discharge of their duties and for the efficiency with which they have performed them. The conduct of the boys also is fairly deserving of commendation.

## BERHAMPORE COLLEGE.

(FOUNDED, 1853.)

FROM THE REPORT OF THE PRINCIPAL,  
MR. R. HAND.

**CHANGES.**—In May last the office of Principal, which had been in abeyance since July 1858, was revived. Mr. Martin, the Head Master in charge, was in the same month appointed an Inspector of Schools in Lower Bengal, and his connection with this Institution ceased on the 30th idem. The vacancy has not yet been filled up, but the Second Master Baboo Eshan Chunder Banerjee, has discharged the duties with great ability and success; and has, besides, in various ways, rendered me the most valuable assistance. I consider him a very meritorious officer, of whom it is not possible to speak too highly. Baboo Chunder Mohun Mookerjee, the last Teacher, resigned in June last; and Baboo Jadub Chunder Roy was appointed to officiate in the post, on the understanding that he would be confirmed on passing the requisite Examinations. There have been one or two other temporary changes which it is not necessary especially to mention.

**FEES.**—In June 1859 the schooling fees had been increased to 2 Rupees in the School and 3 Rupees in the College Departments, but the increase was made to affect only candidates for subsequent admission. Afterwards, in January 1860, it was extended to boys promoted from one class to another. Thus it happened, that in the beginning of the year under review, boys of the same class were paying different rates of fees; and in the majority of cases, the lower rates were paid by those who could easily afford the regular authorised charge. In consequence, after a month's notice, I equalised the fees, requiring from July last, 2 Rs. from all the students of the School and 3 Rs. from all of the College Department. The measure was completely successful, not a boy having withdrawn in consequence. The same is to be said of the subsequent increase of the

fee in the College Department, in accordance with your Circular No. 1785 of the 7th August 1861. The native community have thus, by their ready and cheerful concurrence, shewn their worthy appreciation of the benefits which the College holds out to them.

The collection from fees in the year has been Rupees 6,800-0. This includes Rupees 635-15 realized from the estate of the late Mr. Bradbury, as fees paid to him in October and part of November 1858. The collection of the year then properly are Rupees 6,164-7. The largest amount anticipated in the Report of May last, you will remember, was Rupees 5,000 and the amount actually collected in the previous year was Rs. 4,214-2 so that we have realised Rs. 1,950-2 more this year than the last; and Rupees 1,164 beyond the most sanguine expectations.

NUMBER OF STUDENTS.—The number of students has been steadily on the increase and is now 293 against 235 on the 30th April 1861. For the last six years the numbers have been as follows:—

Session.	Session.
1856-57, .....	238
1857-58, .....	204
1858-59, .....	290
	1859-60, .....
	250
	1860-61, .....
	235
	1861-62, .....
	293

Under the practice now strictly enforced, of striking off the name of every defaulter on or about the 30th of each month, the roll-number represents the exact strength of the Institution.

There have been 157 students admitted, during the year, of whom 20 were old pupils readmitted. Were it not for the removal of a great number of Court Officers, Amlah and Pleaders, consequent on the reductions of establishment and other official changes during the year, and especially for the serious ravages of sickness and death, more than usual, our numbers would now have been considerably in excess of 300.

Berhampore is a very sickly district, all except the Cantonment square, which is about as healthy as any part of Bengal. But in the native quarters, the poet's words have a literal application. "Februm terris incubuit cohors." This is emphatically the seat of fever. From the beginning to the end of the year, it never ceases; but its ravages, accompanied with spleen and diarrhoea, are parti-

cularly marked from July to February ; when cholera comes in for its share of victims and swells the bills of mortality. No one month of the year is absolutely healthy. Much allowance must therefore be made for the short-comings of education in this district, until it can follow in the wake of sanatory improvements, not more imperatively necessary any where than here.

But however great the impediments in the way of progress, the College must be allowed to have made a most decided advance, when, notwithstanding the increase of fees, 157 admissions have been made

The year previous, there were 55. in the year ; and with the strict observance of the system of prepayment of fees, and the exclusion of defaulters, there are 293 students on its rolls.

**BUILDINGS.**—One, and that a main cause of this improvement, is the removal of the College to the range of barracks it now occupies. The thatched shed it entered in November 1859, was wholly unsuited for its purpose, in respect as well of its construction as of its locality. Application was in consequence, made to the military authorities for the north rear centre range of barracks then vacant and apparently likely to remain so ; and through the kind exertions of Col. Gloster, commanding the station, the building was made over to the College in June last. This change of quarters was declared by the leading members of the native community, to be most acceptable to them. The barracks answer our purpose as well as a range of apartments can do, opening one into another, without doors or other means to insure the quiet so necessary in a class room. It is therefore matter of congratulation that orders have been issued for the immediate construction of the long-deferred College building. When measures are actually seen to be in progress for its construction (which, I regret to say, is not yet the case), I anticipate the happiest influence on the prosperity of the Institution ; for the native mind seems even yet unsettled regarding the permanence of the College ; ~~and~~ ill-disposed persons are not wanting to encourage this feeling of doubt and uncertainty.

The College shed was, under the orders of Government dated 31st August 1861, sold by public outcry for Rupees 552 or about a tenth of what it had cost only 18 months before. The proceeds were

devoted to the repayment of a Government advance of Rupees 311-8 ; and the balance to the purchase of books for the Library.

**COLLEGE DEPARTMENT.**—There are, this Session, 26 boys in the College Department against 12, the number the last Session. Eight of them are in the 2nd and eighteen in the 1st year class.

At the last University Examinations, the three students who then composed the second year class, presented themselves for the intermediate Examination in Arts. One of them was taken very ill with fever and ague on the morning of the first day ; and hence, two only can properly be reckoned as competitors. One of them, Radha Kristo Sein, passed in the Second Grade obtaining a high place in the general list, having gained 230 marks of the aggregate of 500. A Senior Scholarship of Rupees 27 a month was awarded to him, tenable at the Presidency College. The other failed to attain the requisite standard ; though he did creditably, all things considered.

**SCHOOL DEPARTMENT.**—The School department sent up twenty-five candidates for Entrance into the University ; but three of them were prevented by fever from attending. Of the 22 who presented themselves at the Examination, ten succeeded ; two in the First Grade and eight in the Second. To seven of these, scholarships were awarded, two of the value of 14 Rs. per month and five of 10 Rupees. Of those who were plucked, two fell short by only two marks, a circumstance I much regret, as I know them to be superior to the ordinary class of passed students.

The Examinations of the 1st year class in the College and of the several School classes, were conducted by Baboo Eshan Chunder Banerjea and myself, assisted by the Senior Masters and the Pundits. One boy of the College class, had been suffering, off and on, throughout the year, from asthma and fever ; and on the second day of the Examination, he was again taken ill. Four of the others acquitted themselves with great credit ; and in particular, Bhabani Churn Mookerjee, whose success was great and commensurate with his application during the year.

In the School, the result of the Examination showed more clearly, what I had before noticed, *viz.* the necessity for a revised and properly graduated course of study. In June last, a methodical dispo-

sition of work, by time tables and routines of study, had been made; but it was not deemed expedient, as the Session was so far advanced, to make any great innovation in the nature of the studies. The only other change then effected, which need be mentioned here, was the union of two of the classes into one, as the numbers in them were very small; and the division of the last class into two, a measure rendered absolutely necessary from the many sections it contained. At the close of the Session, I drew up a new course of study, which has been adopted since January. In it I have given prominence to Grammar (English and Bengali) to Geography and Dictation, the result of the annual Examination shewing that these subjects had not received adequate attention. Provision was also made for mental Arithmetic, in the higher classes in English, and in the Bengali in the last; and for English and Bengali penmanship in several of the junior classes. Of course this scheme, restricted as it has been in some measure by the means of procuring educational works, and by other local considerations, is open to revision and improvement for the ensuing Session.

One measure of material importance to the prosperity of the Institution, is the appointment of Masters on duty, two weeks about, to look after the lads during the midday vacation. It gives me very sincere pleasure to record the ready co-operation of my assistant Teachers in the work. Nor is this the only instance of their willing and cheerful co-operation. Some of the Senior Masters and the Senior Pundit, last session, attended on stated days, an hour earlier to instruct the classes that were to go up to the University Examinations; and, this session, all the Teachers have without a murmur given half an hour extra, every day to their several classes, the hours of instruction being now from 10 A. M. to 4 P. M. with half an hour's midday vacation, *i. e.* 5½ hours daily; the result of the last annual Examination and our continuous experience of the state of the classes, shewing the present necessity of this measure to the efficiency of the Institution. In the like spirit, and to the same end, the old practice here of morning School, has been discontinued, and persistently, notwithstanding the extremely oppressive weather we have had, and the frightful prevalence of sickness.

**CONDUCT OF THE MASTERS.**—It is true that I cannot speak in equal terms of satisfaction, of all my assistant Teachers; and true likewise, that there are marked differences in zeal, energy and instructive ability, especially in that most important qualification in an educator of youth, the ability to maintain strict discipline and attention, principally through the interest imparted to the work of instruction. But it is a matter of the liveliest satisfaction, that, on the whole, I can say of my staff of Teachers, that I am greatly indebted to them all, and especially to the Senior Master, for the efficiency, such as it is, which the Institution has attained during the past official year. I should be wanting in common justice did I not add, that this acknowledgment is due, quite as much, to one not now among my assistants, Baboo Hurree Doss Ghose in whom the Institution has lost an officer of great ability and experience.

**DISTRIBUTION OF PRIZES.**—The public distribution of prizes took place on the 15th of March last; and was numerously and most respectably attended. Several of the ladies of the station were present, as well as very many of the European residents, official and non-official; and a great number of the native community. Amongst them were those who are of the highest position and the greatest influence in the district. The Judge Mr. Russell presided on the occasion. Prizes in money and books were awarded to the value of Rupees 360, the excess over the Government allowance being contributed, with their usual liberality by the native gentry of the place; who have been wont, for years, indeed ever since the establishment of the College, thus to encourage the students in the pursuit of knowledge; and thus honorably to evince their lively interest in the College, and in the cause of public instruction with which it is identified. Mr. Russell's judicious address is likely to effect much good; and indeed, the interest of the official and of the general European community, thus openly evinced, will, I am persuaded, have the most beneficial influence.

**LIBRARY.**—Books to the value of Rupees 1,430-0-7 have been added to the Library during the year, which now contains 1469 works in 2064 volumes; of these volumes 170 are Government publications and donations made during the year. Many odd sets of very

valuable reference works have been completed ; and I am happy to say that there is not now a single work incomplete. The Masters and senior students continue to derive great advantage from the Library and especially from its works of reference. It would, however, greatly advance its general usefulness, were it possible to modify the rules promulgated by your predecessor under date the 1st of March, 1859.

**PHILOSOPHICAL INSTRUMENTS.**—I regret to say that the condition of the instruments is not satisfactory. I have already submitted a descriptive table of those in store. A great number of them are useless ; but others, especially adapted to our mathematical course, have been ordered from England ; and I trust will arrive in a more serviceable condition than some of those previously procured.

**FUTURE PROSPECTS.**—On the whole, from the results already obtained and the hopeful prospects before us, I believe I am justified in saying that this College, notwithstanding the local drawbacks already adverted to, promises not to be behind any of its sister Institutions in the country, when, like them, it is provided with a suitable and commodious building and a complete educational staff. It has laboured under serious disadvantages, which quite account for its want of success heretofore ; but I trust that better times are coming, when it will be in a position to compete, on about equal terms, with the other Mofussil Colleges in Bengal, and then I feel sure, it will not be found wanting.

---

**MEDICAL COLLEGE.**

(FOUNDED, 1835.)

**FROM THE REPORT OF THE PRINCIPAL,**  
**Dr. NORMAN CHEVERS, M. D.**

**EDUCATIONAL STAFF.**—During the Session which has just expired the twenty-seventh year of the existence of the Calcutta Medical College, there did not occur any material change in the Primary Staff of this Institution. I was appointed to the Principalship on the 27th April 1861; but my services being temporarily, needed in another Department, the duties of Second Physician in the Medical College Hospital and of Professor of Clinical Medicine and *Materia Medica* continued, up to the close of the Session, to be performed, I believe in the most satisfactory manner, by Dr. Chuckerbutty an officer who received his primary medical education in this College and who holds permanently, the responsible appointment of Assistant Physician to the Hospital; while the duties of Principal have been conducted by the Professor of Descriptive and Surgical Anatomy and Second Surgeon to the Hospital Mr. S. B. Partridge, F. R. C. S.

I shall not presume to criticise the work of my predecessor, but I cannot refrain from observing that I have learnt, since entering upon my new charge, that Mr. Partridge performed its multifarious and very onerous duties with a degree of tact, vigour, and sterling administrative ability which his successors will do well to imitate without expectation of rivalling it. I find the officers of the institution working together, with the most amicable and generous feelings towards each other, for the welfare of the sick in this noble hospital, and for the improvement, in the largest sense of the term, of the alumni of this great Medical School. The College is maintaining, nay I believe advancing its character as one conferring the most laboriously complete medical education obtainable in the world. The hospital has long been, and will be for some time to come, in course of improvement, as the liberality of Government and the benefactions

of the charitable enable us to carry into effect, in our wards, those arrangements which modern science is pointing out as the leading essentials of hospital sanitation.

Should this unanimity in our Council, this progress in our School, and this improvement in our Hospital, suffer in my time, the blame must, I am free to admit, be attributed mainly to defects in the temper, judgment and scientific ability of the Principal. Constantly prompted by this monition from within and with an earnest but humble desire and intention to do my duty, I enter upon the strait and difficult path which rises before me.

**PRIMARY OR ENGLISH CLASS.**—I feel great pleasure in being able to state that Baboo Chunder Coomar Dey, a gentleman who received his Medical education some years since in the primary class of this College, has recently passed the examination for the degree of Doctor of Medicine in the Calentta University. This is, I believe, the first distinction, of this kind, achieved in India.

When the Medical College was re-opened, at the commencement of last Session, 111 students recommenced their studies. Their number was increased to 186 by the admission of 75 students during the Session. Of these 75 students who then entered upon their Medical career, 7 received Junior College Scholarships, 16 were in possession of Scholarships from other Colleges and Schools, 10 received free presentations, 3 were admitted to a class established by the Government of Ceylon in this School, and 39 entered as paying pupils.

At the close of the Session, it appeared that the number of primary class students removed from the roll, during the year, was 37, of whom 7 were Senior Scholarship-holders, 3 were Junior Scholarship-holders, 9 were Scholarship-holders from other Colleges and Schools, 12 were free students and 5 were paying pupils. One Ceylon student proceeded to England.

At the close of the Session the strength of this class was 149, being 38 in excess of the number who remained at the end of the previous session. Of these students 20 were of Christian parentage, 4 were natives converted to Christianity, 2 were Mahomedans and 123 Hindus. Happily, our ranks were not thinned by the hand of death during this Session.

**PAYING CLASS.**—Up to the year 1858, the whole of the students of this Institution received an elemosynary education at the hands of Government. It was then determined to institute a class of paying students, free to enter the College for the purpose of graduating in Medicine in the Calcutta University. These students pay the little more than nominal Entrance fee of fifteen Rupees for the use of books, apparatus, &c. and the very small sum of Rupees 5 monthly, while they stay in the College. My predecessor explained, in the last annual Report, that, in consequence of the number of scholarships and free presentations which become available, no candidates for this class presented themselves until the commencement of last Session (June 1860). On the re-opening of the School twelve months later, 9 students of this class re-commenced their studies, and 39 have been, subsequently, admitted. Of these 48 paying students, only 5 have left the College; 10 have quitted the paying class under circumstances of great credit, 1 having gained a College Scholarship, 1 having received a Scholarship from the Calcutta Training School, and 8 having been considered deserving of free presentations.

There, therefore, remained 33 pupils in this class at the end of last Session. A fact which may be presumed to carry with it strong assurance of the feasibility of this experiment and of the manner in which the boon, thus offered by Government to studious and laudably ambitious young men, whose friends are able to contribute somewhat towards their education, is beginning to be appreciated. The fact that, in Calcutta, probably the most expensive city in the world, a young European gentleman, who has not achieved a scholarship, may live in moderate comfort and receive a perfect medical education at a cost of less than forty Rupees per mensem, is, probably, quite unexampled in the modern history of Collegiate institutions.

**UNIVERSITY EXAMINATION.**—In the recent final examination for the University Degree of Licentiate in Medicine and Surgery, 17 candidates presented themselves of whom, I regret to say, only 7 passed. Of these 2 passed in the First Division—Baboo Nittanundo Nundy and Mr. E. L. Koch—and 5 in the Second. Baboo Nittanundo

Nundy obtained the University Scholarship in Medicine and Mr. Koch that in Surgery.

The number of those who presented themselves for the First or Junior University Examination was 33, of whom 3 passed in the First Division and 15 in the Second; in all 18. Of these, 3 have obtained University Scholarships, Baboo Chunder Mohun Ghose in Anatomy, Baboo Bany Madub Bose in Materia Medica and Baboo Doyal Chunder Shome in Chemistry.

**CEYLON GOVERNMENT STUDENTS.**—At the commencement of the Session, the number of students sent by the Government of Ceylon, for education in this College was 6, and 3 others were subsequently admitted.

This class numbers in its ranks several who distinguished themselves in the recent examination. Mr. Koch has passed the final examination for the University Degree of Licentiate in Medicine and Surgery in the First Division and has obtained the University Scholarship in Surgery. Mr. Keyt has gained the First Certificate of Honor and also the Clinical prize in Surgery. Mr. W. G. Vandort receives prizes in general Anatomy and Physiology and in Botany, and Mr. Attygaliee has obtained the sixth Certificate of Honor in Descriptive and Surgical anatomy.

Mr. Vanderstraaten, a 3rd year's student, has proceeded to England, with the intention of completing his education there.

**MILITARY CLASS.**—Of this class the pupils of which are educated as native Doctors, principally for duty with Corps, 71 were present at the commencement of the Session and 32 have been since admitted, making a total strength of 103. Of these 15 passed the final examination, and are about to be admitted to the service as native Doctors of the first class, 25 were dismissed for long absence from their studies and hospital duties or for misconduct, and 1 has died.

Of the remaining 62, 53 were Mahomedans, 8 Hindus and 1 a Christian.

In this class, 31 students were eligible for the First or Junior examination of these, however, only 11 passed. Upon examination of the Records, I find that the conduct of this class, generally, dur-

ing the Session has been fair, although several punishments for very degrading crimes, such as the theft of medicines and Hospital necessaries, have been inflicted.

The leading fault of the students of this class (and I regret to be obliged to say that it is by no means confined to this particular class in the School) is a want of cordial and humane interest in the welfare of the sick. The necessity of maintaining a constant vigilant watch over those students who are entrusted with duty in the Hospital Wards is a source of unceasing trouble and anxiety to our Physicians and Surgeons.

Although the students of the Military class are regularly enlisted as Soldiers, are amenable to the articles of war, and are liable to be tried by Court Martial in those cases in which the punishments which the College authorities are empowered to award may appear to be inadequate to the occasion, my able predecessor and those who preceded him have long felt that the working of the Military class has been seriously interfered with, and that the liberal intentions of Government, in allowing its pupils a monthly stipend, have been ill-requited and entirely defeated, by the practice of desertion which is so frequent in this class. Upon the strong representation of my predecessor I shall lose no time in bringing before the College Council the question how is this evil (which is fraught with many difficulties which it would be tedious to enumerate here) to be grappled with and put down ?

Although this class contains many respectable and some most exemplary students, it appears certain that, from some cause or other, probably in a great measure from the establishment of the Agra and Lahore Medical Schools, the class of lads who have, of late years, been admitted to this department of the College has considerably deteriorated. The native Teachers report that the preliminary education of many of those admitted last year proved to have been most defective. It was found, in more than one instance, that lads who could hardly read or write Urdu or Hindoo, an indispensable qualification for this class, were admitted and had, consequently, to be struck off the College roll. The native Teachers strongly represent that a great many of the pupils of the Military class, after

having acquired a very slight knowledge of the names and uses of drugs and of the treatment of the most prevalent diseases of the country, desert from the College and obtain employment from the Railway and Tea Companies and from the several emigration agents. I have not yet had time to enquire into this matter, but I feel confident that the authorities at the head of the Departments in question cannot be aware of the existence of such an abuse. I shall solicit their aid in putting a final stop to a system which defeats a wise and beneficent intention of Government, interferes with the successful working of a great medical School, and entails a serious injustice and cruelty upon innumerable workmen, coolies and other poor persons by delivering them up, in sickness, to uneducated boys.

Until lately, students of this class who were declared by a Committee, composed of two Professors and the Principal to have attained before leaving College, a competent knowledge of the English language, were allowed by Government a bonus of two hundred and fifty rupees. Now, however, it has been arranged, under the provisions of G. O. G. G. No. 1212 of 1861, that Military class students who have acquired this proficiency are allowed an increase to their ordinary pay of five rupees per mensem.

This year, only one student, Bhuldeo Ram Singh, contended for this distinction. The examination was conducted by Dr. Woodford, Mr. Partridge and myself, and the result was highly creditable to the candidate.

I believe that Staff Serjeant Day, who under the Principal is entrusted with the duty of maintaining good order and strict discipline among the students of this class, has, throughout the session, maintained an excellent character for good conduct and active efficiency.

**BENGALI CLASS.**—At the opening of last Session in June 1861, 65 students of this class returned to their studies which are intended to fit them for the position of Native Doctors in Government jails and dispensaries, and as educated rivals of the Byeds and Kobi-rajes of the towns and villages in Bengal.

There were, afterwards, admitted 73, the greatest strength of this class during the Session was therefore 138.

Of the 78 admitted during the Session, 20 enter the stipendiary class, receiving an allowance of Rupees 5 per mensem from Government, 7 held scholarships from other Schools and 46 were free students.

Of this class 11 presented themselves for the final examination at the expiration of their 3rd year's study : 4 passed in December 1861 and 6 others in March last. The number who were eligible for the First Examination (held at the end of the 2nd year's study) was 29, of these 12 passed.

There were removed from the roll, on account of non-attendance and misconduct, no less than 47.

Of the 81 who remained at the end of the Session, there were—

Christian, .....	1
Mahomedans, .....	3
Hindus, .....	77

The conduct of the students of this class whose names are still borne upon the College rolls, appears to have been generally good : with some praiseworthy exceptions, their progress in knowledge has been but moderate.

I would most strongly urge the importance of the recommendation, which I observe was made by both of my immediate predecessors, that the youths who form this class should not, as at present, be sent direct to this College from the provincial Schools, but should, in the first place, undergo a short apprenticeship in jail hospitals and Mofussil dispensaries, that they may have an opportunity of ascertaining, and that others may judge for them, whether they, in reality, have a decided bent and a fair amount of aptitude for anatomical, surgical, and medical study and practice. Under an arrangement of this kind, the number of dismissals for non-attendance would, I believe, be reduced to a minimum, and Government would be relieved of a large portion of the tax of supporting a considerable number of youths who do not intend to complete the education upon which they have entered, and who could not succeed in doing so, even if they ardently desired it.

MUSEUM.—Seventy preparations have been added to our collection during the Session ; and, almost immediately after the close of the

Session, a beautiful collection of wax models, by the celebrated Mr. Towne of Guy's Hospital was received, in almost perfect condition.

**LIBRARY.**—During the past year, 139 volumes have been added to the College Medical Library, a large and very valuable collection of works upon Medicine and the collateral sciences, the nucleus of which was the library of the late Medical and Physical Society of Bengal which has, for many years, continued to receive monthly numerous and important additions. Hitherto, the circumstance of the Catalogue having been worse than useless for all purposes of reference, has proved a great impediment to the many who desire to profit by its contents. This great drawback is about to be removed. My predecessor Mr. Partridge, has undertaken, at the expense of much time and labour, to prepare a classified catalogue of the whole Library. This is now upon the point of completion. With its aid, we shall be enabled speedily to free the collection of the duplicate copies, imperfect volumes and broken sets which now encumber much of our space and to begin to fill up material deficiencies as funds become disposable.

Thus, I believe, this library will become a thoroughly useful educational adjunct to the College and will be recognisable as being what it probably is at this moment, the most valuable collection of medical works in India.

**DISSECTING DEPARTMENT.**—Our Medical School has always been remarkable, beyond all other places where Medicine is taught to which my information extends, for the unrestricted facilities which it affords to its students in the practical study of anatomy by dissection.

English Anatomists and Surgeons are second to none in their knowledge of the structure of the human body and in the boldness, accuracy, and safety with which they perform the most difficult operations. Still they have, for the most part, obtained this knowledge and this skill under circumstances of the greatest difficulty and restriction. Unless matters have greatly changed, in this respect, since I commenced my studies some eight and twenty years ago, there must now be in England hundreds of truly eminent and highly able Surgeons who never had the opportunity of dissecting

the whole of the human body more than twice, and who were never so fortunate as to be able to perform the whole of the operations of surgery upon the dead body at all.

A London or Edinburgh student would scarcely credit the fact that, during last Session, no less than one thousand four hundred and fifty-eight bodies were supplied to our dissecting-room, for Anatomical and Surgical purposes.

**NATIVE TEACHERS.**—I am authorized by my predecessor to speak

\* Baboo Ram Narain Doss, Prosono Coomar Mitter and Sub-Assistant Surgeon, Tameez Khan. in terms of strong commendation of the manner in which the three native Teachers\* have performed their duty. Throughout the Session, Baboo Prosono Coomar Mitter has continued to officiate as Assistant Physician to the Hospital and Sub-Assistant Surgeon Tameez Khan has officiated for Baboo Sib Chunder Kurnakar as Teacher of Materia Medica to the junior classes.

These temporary arrangements were alluded to in the last Annual Report.



**CIVIL ENGINEERING COLLEGE.**

(FOUNDED, 1856.)

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MAJOR J. G. MEDLEY, R. E.**

During the past Session, there have been several changes in the staff of the College. Major Sherwill, the Professor of Surveying vacated his appointment in May 1861, on proceeding to England. His work was divided between Captain Perkins, Professor of Constructive Design and Mr. Grant, Professor of Drawing. Major Warrand, the Principal, also left the College at the beginning of April last, and I succeeded him, and in the conclusion of the late Session, we also lost the valuable services of Captain Perkins, who has been succeeded by Lieut. G. S. Hills of the Bengal Engineers.

Having only so lately assumed charge of this appointment, this report is necessarily somewhat meagre. Whatever progress has been made during the year, the credit of it is entirely due to the late Principal, and to the other Professors and Masters, and the very feeling address presented to Major Warrand on his departure by the 1st class students, I am sure, only embodied the general sentiments of all connected with the College in testifying the warm interest that he had taken in its management and the loss that it has sustained by his removal.

The class studies of the Session were resumed in due course on the 1st June 1861 after the vacation and continued until the end of November, when the two senior classes went into camp at Ranigunj under Major Warrand and Captain Perkins respectively, and received two months' practical instruction in the field in Trigonometrical Surveying and Levelling—the 1st class being divided into squads, also executed several projects of roads in a very satisfactory manner.

The junior classes remained in Calcutta, occupied partly in their usual class studies, and partly in receiving instruction in the lower branches of surveying. The 3rd class also went through a short course of practical work at the forge in the Iron Bridge Yard.

On the 1st February 1862, the class studies were resumed as usual, and continued up to the 1st May last when the annual examinations took place.

The average number of students in the three regular classes throughout the Session has been 72, being an increase of 13 over the corresponding number of the previous year.

In consequence of a notification from the Public Works Department, a fourth class was opened in the College on the 1st July 1861, with a view of giving a short course of one year's instruction to students, whose attainments and circumstances did not enable them to enter the higher classes either as in- or out-students so as to fit them for the posts of draftsmen and computers, and for the sub-overseer grades in general in the Department of Public Works. This class had an average attendance of 25 throughout the Session.

The Principal also engaged the services of Mr. Rukstuhl, a clever working Engineer, to give this class practical instruction in carpentry, a course which I consider so exceedingly useful that I have extended it to all the classes, and included in it both masonry and iron work.

The great want in this, as I believe in all Civil Engineering Colleges, is that of *practical* tuition, a want that it is always difficult to supply in the short time which the students have to devote to their studies, and which is already occupied with so much necessary theoretical instruction. Nor indeed could a longer time be beneficially employed unless workshops were established in connection with the College, and these would be apt to degenerate into mere amateur establishments.

What could be done with the means at our disposal has been done. The 1st class students paid a series of visits to the various works of Engineering interest in the neighbourhood, and under the guidance of the Principal made drawings and memoranda of the different works visited.

Surveying and designing were also taught in the field during the cold season as before observed. But it cannot be expected that this or any other Civil Engineering College can turn out furnished Engineers, we can but select the men likely to become so, and give

them sufficient instruction in the theory of their profession to qualify them hereafter for applying that theory to practice.

I pass on now to the annual examinations which lasted from the 1st to the 9th May last. The Mathematical examination was conducted by Professor Sutcliffe of the Presidency College, and the highly satisfactory results especially in the 1st class reflect great credit on Mr. Scott Smith, Mathematical Professor, and Baboo Taruck Nath Dutt, Mathematical Master of the College.

The Engineering examination was conducted by Major Warrand and myself, and is on the whole satisfactory, though less so than could have been wished. The chief faults to be noted, are the defective papers in the lower subjects, such as estimating, and the papers on materials and trades and special construction, especially by the senior class, and the vague and indefinite answers to questions in which the knowledge ought to be clear and precise in nearly all the classes. The first fault I believe to arise from the common failing of attempting too much, and anxiety to push on to the higher subjects before the ground-work is mastered. The second arises no doubt in a great measure from want of practical knowledge, and partly perhaps with the junior classes from an inability to express their ideas fluently in English.

I am bound to say that the answers in the above-mentioned lower subjects of the 3rd and 4th classes were better than those of the 1st and 2nd, and reflect credit on Baboo Khetter Nath the College Master of Engineering. This is principally owing no doubt to the subjects being fresh in their recollection from having been so lately studied, but it will, I hope, be a lesson to the senior students not to neglect their ground-work while pushing on to the higher subjects. It is of little use to an Engineer to be able to design an Iron Girder Bridge (for instance) and to calculate the strains on every joint with Mathematical accuracy—if he has forgotten how to make bricks for the piers or even how to estimate the cost of the design when finished.

The Examination in drawing and surveying was confined to two papers set by Captain Perkins to test the students' knowledge of theory—the marks on these subjects being principally gained by the

drawings completed during the Session, and the field-work executed during the cold season. The knowledge of both these subjects possessed by the generality of the pupils is highly creditable to the exertions of Captain Perkins, Professor of Surveying, of Mr. Grant Professor of Drawing, and of Baboo Khetter Nath, instructor in surveying to the junior classes.

The detailed and abstract results of the Examination are herewith annexed, from which it will be found that—

**5** Students have qualified for the grade of probationary Assistant Engineer.

**7** Ditto ditto ditto Sub-Engineer.

**10** Ditto ditto ditto Probationary Assistant Overseer.

**9** Ditto ditto ditto Sub-Overseer, First Class.

**7** Ditto ditto ditto ditto, Second Class.

**6** Ditto ditto ditto ditto, Third Class.

**4** Ditto ditto ditto Draftsmen and Computers.

It ought perhaps to be explained that those who receive certificates of qualification in the 2nd and 3rd classes for the lower grades in the Department of Public Works are those whose circumstances do not admit of their continuing longer in the College, the great majority of the 2nd and 3rd class students remaining to study for the higher grades and constituting the 1st and 2nd classes for the new term. The 4th class as before observed only enter for one year, but have the option of joining the higher classes as outstudents if they wish.

Eighteen students of the 1st class have applied for the Degree of Licentiate in Civil Engineering in the University, of whom five have qualified for the 1st Degree, and nine for the 2nd Degree. In reporting these results to the University, however, I have expressed my opinion that too low a standard has been fixed, as the minimum number of marks is one that only qualifies for the admission into the Overseer Grade of the Department of Public Works.

The general conduct of the students during the whole Session, has, I believe, been unexceptionable.

In the Library, many valuable books have been added, and it continues to be one of the best professional libraries in India, besides

containing many standard works of general utility. The catalogue is well arranged, and has been carefully brought up to date. The advantages of the Library are open to all professional Engineers in the vicinity of Calcutta under certain conditions. It also contains a comfortable reading-room for the use of the students, which is well supplied with periodicals of a miscellaneous character. An excellent collection of chemical and philosophical apparatus has been added by the liberality of Government, and a Lithographic press, and a fine collection of machinery models selected at home by Colonel Dickens are now on their way out.

In conclusion I have only to tender the thanks of Major Warrand and myself to the Examiners, Professors and Masters, for the zealous aid they have rendered both before and during the examinations, and to trust that the College will in future maintain its good name and high standing.

---

## CALCUTTA MUDRUSSA.

(FOUNDED, 1781.)

FROM THE REPORT OF THE PRINCIPAL,  
~ CAPTAIN W. N. LEES, LL. D.

**ARABIC DEPARTMENT.**—This Department contained in February last, when the Annual Examination took place, 113 students, divided into 5 classes, containing respectively, 17, 17, 31, 38, and 10 students. During the year, the students have been regular in their attendance and attentive to their studies. Their numbers have increased considerably; so much so, that all admissions into the 4th class have been stopped. Altogether the Department may be said to be in a satisfactory condition.

\* \* \* \*

**ANGLO-PERSIAN DEPARTMENT.**—The Examination for Entrance into the Calcutta University took place in December last, and the usual Annual Examination of this Institution was also held in that month.

The 1st class contained ten students, of whom eight went up for the University Entrance Examination.

\*Ahmud. Out of these students one\* only passed in the Second Division.

The Anglo-Persian Department was examined in English by Mr. Good, the Head Master of the Hindu School. His report is in a tabular form, and it is not easy to say whether it is favorable or not. Judging from the number of the top marks obtained by each class, the 3rd, 5th and 6th classes appear to have acquitted themselves well, and the 2nd and 4th indifferently.

The seventh and the infant classes were examined by Mr. Rogers, the Head Master of the Institution, who reports favorably thereon.

**PERSIAN EXAMINATION.**—The Anglo-Persian Department was examined in Persian by Moulvee Mahomed Wujeeh, the Head Professor of Arabic in the Arabic Department, who reports as follows.

"From the result of the examination passed by the students of each class, I am of opinion that the Teachers, bestowed great care and attention in the performance of their duties."

\* \* \* \* \*

**LIBRARY.**—Plates of Animals, Johnston's School Maps, sets of Astronomical and Physical Maps, coloured plates illustrative of Natural Phenomena, and a Compound Microscope, have been added to the Library during the Session. The books in the Library are in good condition, with the exception of a few old works, the binding of which requires renewal.

**BUILDING.**—The building had not been repaired for a very long time, and had consequently fallen into a somewhat dilapidated condition. In March last the necessary repairs were, however, completed by the Civil Architect.

#### COLLINGA BRANCH SCHOOL.

There are six classes, containing in the aggregate, 189 scholars of ages varying from 6 to 20 years. In the previous year (1860), the number was 167, so that an increase of 22 boys has taken place. All the students are Mahomedans with the exception of four, who are Hindus, being the last of those that were admitted when the School was open to all castes and classes.

The course of studies pursued is adapted to meet the requirements of the University Entrance Examination, the subjects ranging from A. B. C. in the lowest class to the University standard in the highest. The text books are, for the most part, those in general use in Government Schools of a similar description.

---

## SANSKRIT COLLEGE.

(FOUNDED, 1824.)

FROM THE REPORT OF THE PRINCIPAL,  
Mr. E. B. COWELL, M. A.

NUMBER OF STUDENTS.—On the 30th April 1862 there were in all 285 pupils on the books of the Sanscrit College. Of these 28 were scholarship-holders in the College (one of these is allowed to retain his Scholarship for two years with a diminished stipend in the Presidency College). Besides these, there were 20 who held vernacular Scholarships, and the remaining 237 are paying pupils.

\* \* \* \*

UNIVERSITY EXAMINATIONS.—Fifteen students applied to pass in the Entrance Examination of last January, of these one did not appear, of the remainder five were successful, a larger number than the College has had before, and two of these were placed in the First Division. Two out of the five gained Junior University Scholarships of the Second and Third Grade respectively; and another would have gained a *First Grade* Scholarship, had he not been unfortunately precluded by the present restriction as to age.

Two students also went up to the First Arts Examination; of these one was placed by the Examiners in the second class, and he also gained a Senior University Scholarship of the Second Grade which he holds in the Presidency College. In accordance with the arrangement sanctioned by yourself, it has been fixed that those of our scholarship-holders who gain University Scholarships will retain only the Sanscrit College Senior Scholarship of the lowest grade, ten Rs. per mensem. This alteration is to take effect from the present June.

\* \* \* \*

COLLEGE SCHOLARSHIP EXAMINATIONS.—The Examination for the Junior and Senior Scholarships was held in the first and second weeks of April. The students of the fifth or rhetoric class were

examined in the subjects of the year, English and Sanscrit. Their Examination was entirely written, until last year the English part had been chiefly oral. In Sanscrit their subjects were the standard works of Hindu rhetoric, the Sáhitya Darpana and the Kávya Prakás'a, each of the two sections of the class taking up one of these works. Beside this, they had a portion of the Kirátárjuniya, and one day was devoted to an examination in Sanscrit Grammar.

The Smriti and Nyaya classes were examined for the Senior Scholarships. The year's subjects in English, in which they were examined, embraced more or less of the Entrance subjects of the University Examination. In Sanscrit the former were examined in Law and the latter in Logic, in the books which they had respectively read during the year, and beside these special subjects, they had also to pass an examination in certain subjects which had to be studied privately; as certain portions of Mágha and the last three books of the Sáhitya Darpana for the Law class, and the Kádambari, Meghadúta and the same books of the Sáhitya Darpana for the Logic class. Beside these subjects, the Law class had a paper in Sanscrit Grammar; and both classes had papers set for translation into English from Sanscrit and into Sanscrit from English, as well as an essay in Bengali. The examinations were entirely on paper. They were conducted as heretofore by the Principal and assistant Principal for the English and Sanscrit courses, the Professors examining in their special subjects, Rhetoric, Law and Logic. The results of the Examinations were on the whole satisfactory. The English of the Rhetoric class was again unsatisfactory, as it was last year; and I have accordingly made some changes in the teaching arrangements, by which I hope an improvement will be produced, such as may make itself seen in the next Scholarship Examination. I have great pleasure in adding that the Rhetoric class showed this year a decided improvement in Sanscrit grammar, and I hope that this result may serve to justify the additional attention paid to the study of grammar during the past year, according to the plan which I mentioned in my last year's report. To encourage the study of this subject, which I cannot but regard as a most important element in education, I offered a prize of a quasi-Junior Scholarship for one year

to the student in any class who passed the best examination in general Sanscrit grammar. The prize was won by Ooma Charan Chatterjea, a student in the Law class.

\* \* \* \*

LIBRARY.—Several valuable additions have been made to the Library, in Sanscrit and English, as the first two volumes of Messrs. Roth and Bochtlingk's Sanscrit Dictionary, Dr. Aufrecht's edition of Haláyudha, and Dr. Müller's Lectures on Language.

## Appendix.

### Circulars, &c., issued by the Director of Public Instruction.

[Communicated to the Inspectors of Schools and Principals of Colleges.]

Nos. 1404 to 1418.

From

C. H. LUSHINGTON, Esq.,  
*Secy. to the Govt. of India,*  
*Financial Department.*

To

THE SECRETARY TO THE GOVERNMENT  
*Of the North Western Provinces.*  
(No. 5655.)

*Dated the 8th May 1861.*

SIR,—I am directed to acknowledge the receipt of Mr. Officiating Under-Secretary Sandford's letter No. 346a, dated 20th ultimo, submitting for decision two questions connected with privilege leave to the Officers in the Educational Department who are at the head of Government Schools and Colleges.

2. In reply to the first question as to whether those Officers are entitled to privilege leave under Section 7, of the Uncovenanted Rules, as well as to the authorized vacations at Midsummer and Christmas, I am desired to inform you that if they get leave during the vacations, they will not be entitled to another month of privilege leave; but if they do not take leave during the vacations, they will, if the Government sees fit, be able to get another month's privilege leave, or they may allow it to accumulate for 2 or 3 years.

3. In respect to the 2nd question, *viz.*, whether privilege leave can be taken for one month immediately preceding the commencement of a vacation, I am desired to state that it cannot be so taken, as privilege leave and leave during the vacations are not granted during the same year.

---

[Communicated to the Inspectors of Schools and Principals of Colleges.]

No. 93.

FROM

H. BELL, Esq.,

*Under-Secretary to the Government of Bengal,*

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

*Fort William, the 20th May 1861.*

SIR,—I am directed by the Lieutenant-Governor to forward to you the accompanying extract from a Despatch from the Right Hon'ble the Secretary of State, containing the opinion of Her Majesty's Government in regard to addresses to public officers, and to request that you will be good enough to make that opinion generally known to all officers subordinate to you.

I have, &c.

H. BELL,

*Under-Secretary to the Government of Bengal.*

---

*Extract of a Despatch from the Secretary of State to the Government of Fort St. George (Judicial) No. 10, dated London, the 23rd March 1861.*

*Para. 2.—The address presented by the inhabitants of the Tanjore district to Lieutenant Duncan, Superintendent of*

Police, on his appointment to another office, is highly creditable to that officer, whose praiseworthy exertions in introducing the new system of Police into the district under his charge are very favorably noticed by the Inspector-General of Police; but you are aware that Her Majesty's Government do not generally approve of addresses to public officers.

---

Nos. 1210 to 1215.

*Addressed to the Principals of Non-Government Colleges.*

*Dated 29th May 1861.*

SIR,—In continuation of my circular letter dated 18th July 1860 I have the honor to inform you that a reference having been made to Her Majesty's Secretary of State for India on the subject of the proviso added by his order to the rules for the award of junior scholarships to the students of Non-Government Institutions, a despatch has lately been received directing that the proviso shall be retained and enforced.

2. I have accordingly to acquaint you that this order will take effect in the award of scholarships for the University Entrance Examination of December 1863. From that date, no junior scholarship will be awarded to any candidate who has not passed in an oriental language.

---

Nos. 1761 to 1780.

*Addressed to the Principals of Colleges affiliated to the Calcutta University.*

*Dated 18th July 1861.*

SIR,—I have the honor to enclose herewith copies of the new rules sanctioned by Government for regulating the award of Senior Scholarships, and request that you will have the good-

ness to make them as widely known as possible amongst all whom they are likely to interest.

2. You will observe that these prizes, which have hitherto been exclusively awarded to students of Government Colleges, are now thrown open to "affiliated" Institutions of all classes, the more valuable scholarships of the higher grade, without restriction or reservation of any kind; and those of the inferior grade, with such limitations only as are necessary to secure a fair share of reward and encouragement to the inhabitants of different districts.

3. By throwing open senior scholarships impartially to all under-graduates of the University, wherever educated, it is the aim of Government to encourage to the utmost every successful effort for the promotion of general education, apart from any exclusive desire to secure popularity and success for the Institutions under its own control; though it is hoped and believed that these will benefit rather than suffer by a change which cannot fail to stimulate them to increased exertion, under the wholesome influence of a wider and more diversified competition.

4. Hitherto senior scholarships have carried with them the privilege of free tuition. This privilege, you will remark, is now abolished in Government Colleges, and scholarship-holders are in future required to pay the usual fees like other students. On the other hand, the value of the scholarships has been raised from Rs. 25 and Rs. 20 to Rs. 32 and Rs. 27 per meuscm. By these changes, several Non-Government Institutions, where the fees now charged are low compared with those in Government Colleges, will be placed at an advantage, since it is not improbable that the poorer class of students who would otherwise have entered Government Colleges may now elect on economical grounds to hold their scholarships in less expensive Institutions. In so far as this may be the case, it is obvious that Government will suffer pecuniarily from the

loss of fees, but it has not been thought desirable to make any difference on that account in the value of scholarships when held in Government and Non-Government Institutions, since a distinction of this kind might appear invidious. The great majority of scholarship-holders will probably select those Colleges where they can obtain, or think they can obtain, the best instruction ; but, whatever may be the result in this respect, it is matter of satisfaction to me to know that exclusive privileges of a pecuniary nature will no longer determine the choice of any student in favour of a Government College.

---

#### SENIOR SCHOLARSHIP RULES.

1. Twenty-four senior scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in Colleges affiliated to the University of Calcutta.
2. These scholarships are of two grades—nine of the First Grade with stipends of Rupees (32) thirty-two per mensem—and fifteen of the Second Grade with stipends of Rupees (27) twenty-seven per mensem.
3. With the sanction of the Director of Public Instruction a senior scholarship may be held at any one of the “affiliated” Colleges, which may be selected by the holder.
4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his College.
5. The holder of a senior scholarship in a Non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the College to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his scholarship.

6. Second-year students alone are eligible, *i. e.*, those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

7. The nine scholarships of the First Grade are open generally to all "affiliated" Institutions without restriction, and will be awarded to the nine candidates who obtain the greatest number of marks in the First Examination in Arts.

8. The fifteen scholarships of the Second Grade are reserved

for the "affiliated" Institutions situated within the five collegiate circles of Calcutta, Hooghly, Krishnaghur, Berhampore, and Dacca—three scholarships for each circle—and will be awarded to the three highest candidates from each circle who do not gain scholarships of the First Grade, provided their names appear in the upper two-thirds of the list of passed candidates as determined by the marks of the ex-

aminers. No candidate whose place is lower than this will be entitled to claim a scholarship.

9. Scholarships, not taken up under the preceding rule by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

10. The holders of scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students.



## No. 19.

*Addressed to the Authorities of Government and Non-Government Schools.*

*Dated August 9th 1861.*

SIR,—I have the honor to enclose for your information, copies of the new rules sanctioned by Government for regulating the distribution and award of Junior Scholarships.

Under the rules now promulgated, the whole of the Government Junior Scholarships are thrown open without distinction to Schools of every class, instead of being attached, as the great majority of them have hitherto been, to the several collegiate and zillah Schools under Government control. It is considered to be only fair to the already numerous and rapidly increasing and improving English Schools under private management, that they should be allowed to share with the older Government Institutions, the advantages derived from the exhibitions and scholarships provided at the public cost. These advantages are now freely offered to them under conditions which, with one exception, must be regarded as equally liberal and fair to all.

The one exception is to be found in the restriction imposed by Rule 7, which, though nominally applicable to every student alike, will practically affect only a single class. This provision has formed a subject of correspondence with Her Majesty's Secretary of State for India, by whose order it was originally inserted in the rules now abrogated. The result has been a confirmation of the former order. In conformity with this decision, the restriction is retained in the present rules, but in order to afford to those students who were intending to pass in Latin, sufficient time to prepare themselves, if they so desire, in an oriental language, it has been determined that the condition prescribed in Rule 7 shall not take effect until after the award of scholarships in January 1863.

You are aware that under the regulations hitherto in force, Junior Scholarships, including the scholarships known as Presidency College exhibitions, were divided into two grades, carrying stipends of Rupees 10 ten and Rupees 8 eight per mensem respectively, in addition to which the holders were entitled to the privilege of free tuition in all Government Colleges.

Under the new rules, it will be seen that the latter privilege has been withdrawn, but that concurrently with this change, the stipends have been considerably raised, three grades of scholarships having now been instituted, with stipends respectively of Rupees 18 eighteen, Rupees 14 fourteen, and Rupees 10 ten per mensem.

Every scholarship is as a general rule tenable at the option of the holder in any Institution, Government or Non-Government, which has been affiliated to the University of Calcutta. The new regulations are therefore highly favorable to Non-Government collegiate Institutions, and especially to those in which the monthly fees are small. For economical considerations, irrespective of relative educational advantages, may probably dispose some of our students to select such inexpensive Institutions in order to avoid the comparatively heavy charges for tuition which are levied in Government Colleges. It is to be expected, however, that the majority will resort to those institutions where they can prosecute their studies with most success, and so long as their choice is guided by this consideration, it would be unreasonable to regret a consequent falling off in the numbers attending Government Colleges, should such a result ensue.

The fifty scholarships of the Third Grade which are left at the disposal of the Director of Public Instruction under rule 12, are intended chiefly to provide encouragement for rising Schools of an inferior class, but they may in exceptional cases be awarded to any students of superior Schools, who may, from special circumstances, appear deserving of consideration.

It should be distinctly understood that the rules now issued apply only to the Junior Scholarships instituted by Government, and provided for out of the public revenues. All scholarships founded for particular Schools by private benefactors will remain strictly attached to those Schools, and will be awarded exclusively to the students educated in them in addition to any Government scholarships which they may win by open competition under the provisions of the rules now published. The award of all such foundation scholarships will be regulated by special rules, and each scholarship will be distinguished by the name of its founder.

---

#### JUNIOR SCHOLARSHIP RULES.

1. One hundred and sixty Junior Scholarships are open annually, to be competed for in the University Entrance Examination by candidates educated in any School in the Lower Provinces of Bengal.
2. These scholarships are of three grades—ten of the First Grade with stipends of Rupees 18 eighteen per mensem—fifty of the Second Grade with stipends of Rupees 14 fourteen per mensem—and a hundred of the Third Grade with stipends of Rupees 10 ten per mensem.
3. With the sanction of the Director of Public Instruction, a Junior Scholarship may be held at any one of the "affiliated" Colleges which may be selected by the holder.
4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his College.
5. The holder of a Junior Scholarship in a Non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved

by the Principal of the College to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his scholarship.

6. No candidate is eligible whose age exceeded 19 years at the time of presenting himself for the Entrance Examination.

7. No candidate is eligible who does not pass in an oriental language.

8. The ten scholarships of the first grade will be awarded to the ten candidates who obtained the greatest number of marks in the Entrance Examination.

9. The fifty scholarships of the second grade are reserved

*The Hooghly Circle includes—*  
Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapore, and the Province of Orissa.

*The Kishnaghur Circle includes—*  
Nuddea, Burdwan, Jessore, Purna, Beerbohm, Bancoora, and Puruliya.

*The Berhampore Circle includes—*  
Moorshedabad, Rajshahi, Maldah, Dinajpur, Darjeeling, and the Province of Behar.

*The Dacca Circle includes—*  
Dacca, Bogra, Furredpore, Burrial, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpur and Assam.

*The Calcutta Circle includes—*  
The Town of Calcutta only.

served for the five collegiate circles—10 for each circle—and will be awarded to the 10 highest candidates from each who do not gain scholarships of the 1st or 2nd grade, provided their names appear either in the first Division or in the upper half of the second Division.

11. Scholarships, not taken up under the two preceding rules by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

12. The remaining fifty scholarships of the Third Grade will be awarded at the discretion of the Director of Public

for Schools situated within the five collegiate circles of Calcutta, Hooghly, Kishnaghur, Berhampore and Dacca—ten scholarships for each circle—and will be awarded to the ten highest candidates from each who do not gain scholarships of the First Grade, provided their names appear in the first Division.

10. Fifty scholarships of the Third Grade are similarly re-

Instruction to candidates who pass the Examination, and appear deserving of reward and encouragement, although they may fail to reach the standard prescribed in the foregoing rules.

13. The holders of scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students, provided always that no scholarship-holder shall be required to pay a higher fee than Rupees five per mensem.

---

*[Communicated to the Inspectors of Schools for their information.]*

No. 1704.

To

H. WOODROW, Esq.,

*Officiating Inspector of Schools, South-West Bengal.*

*Dated 5th August 1861.*

SIR,—With reference to your letter No. 1254 dated 24th April 1861, representing that the Civil Pay Master had disallowed the pay of the 3rd Master of the Howrah School for the period occupied in travelling from Sumbulpore to Howrah on the ground that officers drawing less than 100 Rupees a month are entitled to no pay while on transit. I have the honor to direct that in every case in which Masters are transferred by you from one School to another, you will cause their salary for the period occupied in transit to be debited to the surplus Schooling fees of the School to which they are transferred, such payments being calculated at the rate of pay they were drawing in the appointments vacated by them.

---

Nos. 1720 to 1724.

*Addressed to the Inspectors of Schools.**Dated 5th August 1861.*

SIR,—On a reference to the Government of India in the Financial Department, it has been decided that “as an exception to the rule prescribed in para. 1 of the resolution of that Department, dated 8th May 1861,” the practice of expending surplus Schooling fees may still be continued under the regulations heretofore in force. You will therefore consider that the orders conveyed to you in my circular dated 18th May 1861, are hereby cancelled.

2. I desire that you will be good enough in future to furnish me with a monthly statement of all expenditure that may be sanctioned by you chargeable to surplus Schooling fees. This statement should be drawn up in the subjoined form and *punctually* submitted to this Office.

Name of School.	On what account.	Amount.	Remarks.
-----------------	------------------	---------	----------

*[Communicated to the Inspectors of Schools.]*

No. 379.

FROM

J. D. GORDON, Esq.,

*Junior-Secretary to the Government of Bengal,*

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Fort William, the 16th August 1861.*

SIR,—I am directed to acknowledge the receipt of your letter No. 1652, dated the 2nd instant, and its enclosure, from the Inspector of Schools, South Bengal, representing the difficulty experienced by the Pundits of Government Vernacular Schools in depositing the Schooling fees in the Collector's Treasury

when the Collectorate is at a distance from the Schools: and in reply to inform you that the Lieutenant-Governor authorizes, in compliance with your recommendation, the Sub-Divisional Officers of districts to receive the Schooling fees.

—

[Communicated to the Inspectors of Schools.]

No. 10.

FROM

H. BELL, Esq.,

*Offy. Junior Secretary to the Government of Bengal,*

To

THE COMMISSIONER OF PATNA, RAJSHAHIYE,  
CHITTAGONG, DACCA, NUDDEA, BURDWAN, CUT-  
TACK, BIAGULPORE, CHOTA-NAGPORE AND ASSAM.

*Fort William, the 18th January 1862.*

SIR,—Your letter in answer to Mr. J. D. Gordon's Circular No. 392 of the 19th August last, has been laid before the Lieutenant-Governor together with the replies of the other Commissioners.

2. From the perusal of the Commissioners' Reports, the Lieutenant-Governor perceives that the rule prohibiting the permanent appointment of a person unable to read and write to any post of greater salary than Rupees 6 per mensem, never has been, and never could be, enforced generally. The Lieutenant-Governor has therefore determined to modify the rule so as to leave no grounds for its non-observance; and directs accordingly that the limit under which the qualifications of reading and writing are not to be insisted on shall be raised from Rupees 6 to Rupees 10 per mensem. But for all appointments above that value, the rule should be strictly observed where not by authority dispensed with.

[Communicated to the Authorities of Colleges and Schools.]

No. 412.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION

To

R. THWAYTES, Esq.,

• *Principal of the Hooghly College,*

*Dated 21st February 1862.*

SIR,—With reference to your letter No. 29, dated 17th February, I have the honor to state that I approve of your proposal that a fee should be levied for every duplicate copy of School or College certificates that may be granted. I accordingly direct that in future, a fee of Rupees 4 shall be charged for every duplicate certificate of the College and a fee of Rupees 2 for every duplicate certificate of the Collegiate\* School.

[Addressed to the Inspectors of Schools.]

Nos. 747 to 751.

*Dated 19th March 1862.*

SIR,—From the returns of Schools visited by the Deputy Inspectors, it appears that great diversity of practice prevails in regard to the number of periodical visits which these officers severally pay to the Schools under their jurisdiction. The returns would seem to indicate that in some districts the Deputy Inspectors are deficient in the energy and diligence which the very responsible and important nature of their duties demands. Their business is to supervise the work and direct the labours of others, and this makes it especially incumbent on them to be conscientious and diligent themselves. If they are not, the fact must be ascertained and a remedy applied.

---

\* This order will apply also to Zillah Schools.

2. With this view I request that you will have the goodness to inform the Deputy Inspectors in your Division, that they will be required in future to visit every School under their charge *at least once in every three months.*

3. To insure compliance with this rule, you will direct them to submit with their bills for the last month of each quarter a return of the Schools visited by them during that quarter, and whenever the number of visits has fallen below the minimum prescribed to append a full explanation of the cause. In the event of such explanation being deemed by you satisfactory, the bills may be passed in full, but a report of the case must be submitted to this office with your quarterly returns. Should, however, the explanation be deemed by you unsatisfactory you will refuse to sign the bills and will report the case at once for my consideration and orders.

4. It is to be understood that the rule above laid down simply fixes the *minimum* number of visits which must be required, except under very special circumstances, from each Deputy Inspector in your Division. You will, however, take care that more frequent visits are paid in districts where the work is comparatively light. The number of *monthly* visits you should require will probably vary from 8 to 25 in different districts according to the number and accessibility of the Schools in each, and the season of the year.



## Appendix C.

### SENIOR SCHOLARS,

1862.

#### FIRST GRADE.

Gooroo Dass Banerjee,	...	...	Presidency College.
A. H. Forbes,	...	...	Doveton College.
Otool Chunder Mullie,	...	...	Presidency College.
Prosuno Chunder Roy,	...	...	Kishnaghur College.
Shib Chunder Chatterjee,		...	Presidency College.
Kanoy Lall Mookerjee,	...	...	Hooghly College.
Shama Churn Chatterjee,		...	Kishnaghur College.
Lukhi Narain Dass,	...	...	Ditto.
Gouri Sunker Chatterjee,	...	...	Ditto.

---

#### SECOND GRADE.

##### CALCUTTA CIRCLE.

Nilambur Mookerjee,	...	...	Sanskrit College.
Sham Lall Haldar,	...	...	Presidency College.
Herumbo Lall Goshamee,		...	Ditto.
Bugwan Chunder Chatterjee,	...	...	Ditto.
Tarini Churn Ghose,	...	...	Ditto.
Kanti Chunder Mitter,	...	...	Ditto.
Peary Lall Roy, Junior,	...	...	Ditto.
Hurri Gopaul Sircar,	...	...	Ditto.

##### HOOGHLY CIRCLE.

Ram Lall Banerjee,	...	...	Hooghly College.
Bulloram Mullick,	...	...	Ditto.

##### KISHNAGHUR CIRCLE.

Beni Madhub Mitter,	...	...	Kishnaghur College
---------------------	-----	-----	--------------------

## BERHAMPORF CIRCLE.

Radha Kisto Sen,	...	...	Berhampore College.
------------------	-----	-----	---------------------

## •DACCA CIRCLE.

Aukheel Chunder Sen,	...	...	Dacca College.
----------------------	-----	-----	----------------

Kalli Narain Raha,	...	...	Ditto.
--------------------	-----	-----	--------

Tara Prasad Dutt,	...	...	Ditto.
-------------------	-----	-----	--------

The 24 Students to whom Senior Scholarships have been awarded will hold them in the following affiliated Institutions :—

Presidency College,	...	...	...	...	20
Dacca College,	...	...	...	...	2
Medical College,	...	...	...	...	1
Doveton College,	...	...	...	...	1

## JUNIOR SCHOLARS,

1862.

## FIRST GRADE.

Gouri Sunker Dey,	...	...	Hindu School.
Kesub Chunder Dass,	...	...	General Assembly's Institution.
Gopi Nath Gupta,	...	...	Midnapore School.
Rajkisto Mookerjee,	...	...	Kishnaghur Collegiate School.
Calee Prosonno Roy,	...	...	Colootollah Branch School.
Hurry Mohun Chuckerbutty,	...	...	Dacca Collegiate School.
Ramgopaul Chakree,	...	...	Ditto.
Prio Nauth Bose, ...	...	...	Bora Aided School.
Obhoy Churn Bose,	...	...	Calcutta Training School.
Nocoor Chunder Banerjee,	...	...	Hooghly Collegiate School.

## SECOND GRADE.

## CALCUTTA CIRCLE.

C. Carleton,	...	...	Doveton College.
--------------	-----	-----	------------------

A. E. Mendies,	...	...	Ditto.
----------------	-----	-----	--------

Mothoora Nauth Bose,	...	...	Calcutta Free Ch. Institution.
----------------------	-----	-----	--------------------------------

Okhoy Coomar Surbadicary,	...	...	Sanscrit College.
---------------------------	-----	-----	-------------------

H. T. Hanby,	...	...	...	Doveton College.
Tara Prosunno Roy,	...	...	...	Colootollah Branch School.
Bacharam Mookerjee,	...	...	...	Hindu School.
Khrisna Chunder Doss,	...	...	...	Calcutta Free Ch. Institution.
W. B. Pemberton,	...	...	...	Doveton College.
Sonaton Bysack,	...	...	...	Hindu School.
Saroda Prosad Sen,	...	...	...	Colootollah Branch School.
Troyluckho Nath Bhur,	...	...	...	Hindu School.
Hurris Chunder Dass,	...	...	...	Calcutta Free Ch. Institution.
Dwarka Nath Mitter,	...	...	...	Colootollah Branch School.
Nilmoney Dhur,	...	...	...	Calcutta Free Ch. Institution.
Ch. Kirkpatrick,	...	...	...	St. Paul's School.
Kisto Chunder Day,	...	...	...	Hindoo School.
Syud Hossein,	...	...	...	Colootollah Branch School.
Rajendro Coomar Bose,	...	...	...	Ditto.
Bany Madhub Paul,	...	...	...	Calcutta Free Ch. Institution.

## HOOGHLY CIRCLE.

Ashootosh Mookerjee,	...	...	Jonye Aided School.
Rakhal Das Roy,	...	...	Ooterpura School.
Siddeshur Bose,	...	...	Hooghly Collegiate School.
Barada Prosunno Shome,	...	...	Ditto.
Poresh Chunder Sirear,	...	...	Barrackpore School.
Obinash Chunder Chatterjee,	...	...	Hooghly Collegiate School.
Shibo Pudo Chowdry,	...	...	Ditto.
Koylas Chunder Banerjee,	...	...	London Missionary Institution.

## KISHNAGHUR CIRCLE.

Grish Chunder Mookerjee,	...	...	Kishnaghur Collegiate School.
Juggo Bundo Banerjee,	...	...	Ditto.
Ramlal Chuckerbutty,	...	...	Ditto.
Opendro Chunder Mookerjee,	...	...	Beerbboom School.
Mohendro Nath Bhuttacharjee,	...	...	Kishnaghur Collegiate School.
Jogesser Ghose,	...	...	Ditto.

## BERHAMPORE CIRCLE.

Wooma Nath Sen,	...	...	Rajshahi School.
Kristo Choitono Bhoomie,	...	...	Berhampore Collegiate School.
Guda Dhur Chowdry,	...	...	Ditto.

## DACC A CIRCLE.

Kishory Lal Sircar, . . . . .	Furreedpore School.
Hurry Choitono Ghose, . . . . .	Dacca Collegiate School.
Cally Nath Chatterjee, . . . . .	Ditto.
Prosonno Coomar Sen, . . . . .	Burrisaul School.
Shree Nath Chatterjee, . . . . .	Ditto.
Peari Lal Bose, . . . . .	Dacca Collegiate School.
Tarini Kanto Bhuttacharjee, . . . . .	Pogose Aided School, Dacca.
Anundo Chunder Roy, . . . . .	Ditto.

## THIRD GRADE.

## CALCUTTA CIRCLE.

Hem Chunder Mitter, . . . . .	Colootollah Branch School
Hurrish Chunder Roy Chowdry, . . . . .	Ditto.
Brojendro Nath Chunder, . . . . .	Ditto.
R. Andrews, . . . . .	Doveton College.
J. Mann, . . . . .	Ditto.
G. Wyatt, . . . . .	Ditto.
Nitro Gopal Roy, . . . . .	Colootollah Branch School.
Radhica Chunder Mitter, . . . . .	Ditto.
Rajkissen Sen, . . . . .	Ditto.
Obinash Chunder Banerjee, . . . . .	Caleutta Free Ch. Institution.
Nursingha Chunder Mookerjee, . . . . .	Sanserit College.
Aubenash Chunder Banerjee, . . . . .	Colootollah Branch School.
Mohendro Nath Mitter, Junior, . . . . .	Ditto.

## HOOGHLY CIRCLE.

Kadar Nauth Paul, . . . . .	Baripore Aided School.
Shumbhoo Chunder Dey, . . . . .	Hooghly Collegiate School.
Sib Chunder Paul, . . . . .	Ditto.
Gonesh Chunder Ghose, . . . . .	Juggutbulubpore Aided School
Doyal Kishen Ghose, . . . . .	Chinsurah Free Ch. Institution.
Neel Madhub Banerjee, . . . . .	Paikpara Aided School.
Roma Nath Biswas, . . . . .	Barrackpore School.
Rakhal Chunder Boso, . . . . .	Hooghly Collegiate School.
Grish Chunder Ghose, . . . . .	Ilsoba Mandlye School.

Chunder Seikur Dass, ...	...	Jeerat Aided School.
Nundo Kishore Dass, ...	...	Cuttack School.
Doorga Churn Chatterjee, ...	...	Hooghly Collegiate School.
Behary Lall Ghose, ...	...	Ilsoba Mandlye Aided School.
Netro Gopaul Mullick, ...	...	Sulkea Aided School.
Cally Sodoy Gangooli, ...	...	Ooterpura School.
Banu Madhub Singh, ...	...	Hooghly Branch School.
Chunder Coomar Mookerje, ...	...	Dwarbasiny Aided School.
Jodoo Nath Bose, ...	...	Boro Aided School.

## KISHNAGHUR CIRCLE.

Baranoshee Roy, ...	...	Kishnaghur Collegiate School.
Tarini Coomar Ghose, ...	...	Burdwan School.
Matti Lall Roy, ...	...	Culna Free Ch. Aided School.
Dhone Kristo Ghose, ...	...	Burdwan School.
Anando Coomar Roy, ...	...	Kishnaghur Collegiate School.
Harro Gobind Mookerjee, ...	...	Bancoorah School.
Sita Nath Ghose, ...	...	Noral Aided School.
Nobin Chunder Chuckerbutty, ...	...	Pubna School.
Debendro Nath Ghose, ...	...	Jessore School.
Jadub Chunder Poramanick, ...	...	Kishnaghur Collegiate School.
Canti Moni Dutt, ...	...	Ditto.
Hurry Narain Banerjee, ...	...	Beerbhoom School.

## BERHAMPORE CIRCLE.

Digumber Sanyel, ...	...	Berhampore Collegiate School.
Judoo Nundun Sen, ...	...	Ditto.
Mohendro Narain Banerjee, ...	...	Kandee Aided School.
Nil Madhub Ghose, ...	...	Berhampore Collegiate School.
Ram Gopaul Dutt, ...	...	Rajshahi School.
Srikissen Moitra, ...	...	Ditto.
Rajendro Nath Roy, ...	...	Berhampore Collegiate School.
Gopaul Chunder Chatterjee, ...	...	Ditto.
Raghoonath Sahoy, ...	...	Chupra School.
Dheer Narain Roy, ...	...	Bhaugulpore School.
Boodh Sen Sing, ...	...	Gya School.
Radha Bullub, ...	...	Chupra School.
Mohammed Taqy, ...	...	Ditto.

Chandy Prasad Gangooly,	...	Ditto.
Syud Mohammed Yusuf,	...	Patna School.
Ram Lall,	...	Gya School.
DACCA CIRCLE.		
Peary Mohun Biswas,	...	Mymensing School.
Koroona Dass Bose,	...	Dacca Collegiate School.
Jattra Mohun Dass,	...	Chittagong School.
Srinath Gooho,	...	Mymensing School.
Madhub Chunder Chuckerbutty,	...	Bangla Bazar School, Dacca.
Nileomul Sen,	...	Chittagong School.
Okheel Chunder Banerjee,	...	Dacca Collegiate School.
Shib Kishore Mozoomdar,	...	Mymensing School.
Umbica Churn Shome,	...	Dacca Collegiate School.
Shib Chunder Dutt,	...	Ditto.
Hur Chunder Biswas,	...	Mymensing School.
Cally Nath Chatterjee,	...	Burrisaul School.
Shama Mohun Chuckerbutty,	...	Furreedpore School.
Poorno Chunder Gangooly,	...	Mymensing School.
Grish Chunder Dass,	...	Chittagong School.
Krishna Chunder Sen,	...	Mymensing School.
Sharoda Kant Sen,	...	Ditto.
Luckhi Kanth Dutt,	...	Sylhet Aided School.
Cally Nath Dhur,	...	Dacca Collegiate School.
Hurrish Chunder Bagchee,	...	Pogose Aided School, (Dacca.)
Gopal Lochun Mitter,	...	Dacca Collegiate School.
Ram Kishore Chuckerbutty,	...	Pogose Aided School, (Dacca)
Grinder Mohun Chuckerbutty,	...	Furreedpore School.
Cally Doyal Bose,	...	Dacca Collegiate School.
Hurro Dass Ghose,	...	Chittagong School.
Aukheel Chunder Wadder,	...	Ditto.
Nobin Chunder Kur,	...	Burrisaul School.
Hurrish Chunder Chakee,	...	Dacca Collegiate School.
Bepin Behari Bose,	...	Dacca Collegiate School.
Dwarka Nath Datt,	...	Pogose Aided School, (Dacca.)
Hurro Chunder Sen,	...	Chittagong School.
Anundo Lal Gangooly,	...	Sibsagor School.

Rajeeoomar Mozoomdar, ...	...	...	Mymensing School.
Kisto Churn Bose, ...	...	...	Dacca Collegiate School.
Roop Chunder Dass, ...	...	...	Ditto.
Deno Nath Chuckerbutty, ...	...	...	Mymensing School.
Kamikha Dass Mitter, ...	...	...	Gowhatti School.
Gora Chand Dass, ...	...	...	Furreedpore School.
Kassi Kanth Sen, ...	...	...	Burrisaul School.
Narain Chunder Sen, ...	...	...	Commillah School.
Leela Ram Dass, ...	...	...	Gowhatti School.

The 155 Students to whom Junior Scholarships have been awarded will hold them in the following affiliated Institutions:—

Presidency College, ...	...	...	...	...	...	52
Sanserit College, ...	...	...	...	...	...	2
Medicel College, ...	...	...	...	...	...	17
Civil Engineering College, ...	...	...	...	...	...	6
Doveton College, ...	...	...	...	...	...	6
St. Paul's School, ...	...	...	...	...	...	1
Free Church Institution, ...	...	...	...	...	...	7
Hooghly College, ...	...	...	...	...	...	12
Kishnaghur College, ...	...	...	...	...	...	12
Berhampore College, ...	...	...	...	...	...	11
Dacca College, ...	...	...	...	...	...	29

## Calcutta University.

1862.

## BACHELOR OF ARTS.

## FIRST DIVISION.

Juggeshur Mookerjee.

## SECOND DIVISION.

*In alphabetical order.*

Rama Churn Banerjee.  
 Bhoirub Chunder Banerjee.  
 Brojendro Coomar Seal.  
 Denesh Chunder Roy.  
 Doorga Dass Dutt.  
 Hurro Lall Roy.  
 Ishur Chunder Chuckerbutty.  
 Kadir Nauth Mozumdar.  
 Khetter Persaud Mookerjee.  
 Kristo Mohun Mookerjee.  
 Mohendrolall Seal.  
 Mohun Chunder Haldar.  
 Mutty Laul Sirear.  
 Madhub Chunder Roy.  
 Oghore Nauth Ghose.  
 Parbutty Churn Roy.  
 Poresh Nauth Banerjee.  
 Pearey Mohun Mookerjee.  
 Raj Mohun Mookerjee.  
 Rajoni Nauth Chatterjee.  
 Tara Prosuno Doss.  
 Tiery, F. T. H,  
 Umbica Churn Bose.

## BACHELOR OF LAW.

## FIRST DIVISION.

*In order of merit.*

Opendronath Mitter.  
 Prosonno Coomar Bose.  
 Roma Nath Nundy.  
 Omirto Lall Chatterjee.  
 Nobin Chunder Dey.  
 Nobin Kissen Mookerjee.  
 Wômesh Chunder Sircar.  
 Jodonath Mookerjee.

## SECOND DIVISION.

*In order of merit.*

Prosonno Coomar Sein.  
 Gopal Chunder Sircar.  
 Boycunto Nath Paul.  
 Opendro Chunder Bose.  
 Jodonath Mookerjee.

---

## LICENTIATES IN LAW

## FIRST DIVISION

*In order of merit.*

Mirtoonjoy Roy.  
 Shub Chunder Chatterjee.  
 Ombica Churn Banerjee.  
 Promotho Nath Mookerjee.

## SECOND DIVISION.

*In order of merit.*

Kissen Doyal Roy.  
 Ram Chunder Mookerjee.  
 Bangsi Dhur Sein.  
 Cally Doss Chatterjee.  
 Nilmadhub Mookerjee.  
 Munu Lall Chatterjee.

**FIRST EXAMINATION FOR THE DEGREE OF LICEN-  
TIATES IN MEDICINE AND SURGERY.**

**FIRST DIVISION.**

*In order of merit.*

Chunder Mohun Ghose.

Baney Madhab Bose.

Doyal Chunder Shome.

**SECOND DIVISION.**

*In alphabetical order.*

Denonath Bose.

Grish Chunder Mitter, 2nd.

Grish Chunder Dutt.

Heralall Ghose.

Jodonath Ghose, 2nd.

Kishory Mohun Sein.

Krishto Dhur Ghose.

Nilmadhub Bhattacharjee.

Nobin Chunder Laha.

Nobo Gopal Roy.

Nundo Lall Ghose.

Parbutty Churn Ghose.

Shama Churn Muzumdar.

Shama Churn Lahory.

Soorjee Narion Sing.

---

**SECOND EXAMINATION FOR THE DEGREE OF LICEN-  
TIATES IN MEDICINE AND SURGERY.**

**FIRST DIVISION.**

*In alphabetical order.*

Koch, E. L.

Nitta Nundo Nundy.

## SECOND DIVISION.

*In alphabetical order.*

Kally Coomar Mitter.  
 Kamickhya Nath Acharjee.  
 Muny Lall Dutt.  
 Nundo Lall Dhole.  
 Shumbho Chunder Gupta.

---

## DEGREE OF DOCTOR OF MEDICINE.

Chunder Coomar Dey.

---

## LICENTIATES IN CIVIL ENGINEERING.

## FIRST DIVISION.

*In order of merit.*

Ramrutton Mozumdar.  
 Madub Chunder Roy.  
 Bholanath Doss.  
 Dhonesh Chunder Roy.  
 Ramkissen Mookerjee.

## SECOND DIVISION.

*In order of merit.*

Parbutty Churn Mitter.  
 Soorjo Coomar Pundit.  
 Satecouri Chatterjee.  
 Mutty Lall Dey.  
 Binode Chand Mookerjee.  
 Koonjobeharry Chowdry.  
 Romesh Chunder Ghose.  
 Mohender Lall Chunder.  
 Hem Chunder Chatterjee.

RETURN OF STUDENTS OF THE HINDUSTANI AND  
BENGALI CLASSES OF THE MEDICAL COLLEGE WHO  
OBTAINED DIPLOMAS IN THE YEAR 1861-62.

*Hindustani Class.*

1. Abdool Juleel.
2. Shaik Kullon.
3. Buldew Ram Singh.
4. Leakut Hossain.
5. Shaik Kurreem Buksh.
6. Mahomed Yousulf.
7. Abdool Gusoor.
8. Abdool Setar.
9. Shaik Golab.
10. Shumsheer Allee (Assamese.)
11. Shaik Nubee Buksh.
12. Chand Khan.
13. Syed Oolfuth Allee.
14. Abdool Wahud.
15. Shaik Rahim Buksh.
16. Shaik Munsoor Allee.

*Bengali Class.*

1. Juggut Chunder Goopta.
2. Shoshee Mohun Sen.
3. Shaik Golam Hossain.
4. Koonjobhary Mitter.
5. Chunder Goomar Doss.
6. Dwarkanath Dey.
7. Chunder Nath Kurmokar.
8. Kristo Kissore Dutt.
9. Bepin Behary Bhur.
10. Poornoo Chunder Roy.

EXAMINATION PAPERS  
FOR THE  
FIRST EXAMINATION IN ARTS,  
1862.

---

## ENGLISH POETRY.

Examiner.—W. C. FYFE.

1. Paraphrase very carefully the following passage: (*you will bear in mind that you are not asked to expand it, but to render the sense in different, though equivalent, words*)—

Hail, holy Light ! offspring of heaven firstborn,  
Or of the Eternal co-ternal beam,  
May I express thee unblamed ? since God is light,  
And never but in unapproached light

5 Dwelt from eternity ; dwelt then in thee,  
Bright effluence of bright essence increate.  
Or hear'st thou rather, pure ethereal stream,  
Whose fountain who shall tell ? Before the sun,  
Before the heavens thou wert, and at the voice

10 Of God, as with a mantle, didst invest  
The rising world of waters dark and deep,  
Won from the void and formless infinite.  
Thee I revisit now with bolder wing,  
Escaped the Stygian pool, though long detain'd

15 In that obscure sojourn, while in my flight  
Through utter and through middle darkness borne,  
With other notes than to the Orphéan lyre,  
I sung of Chaos and eternal Night ;  
Taught by the heavenly Muse to venture down

20 The dark descent, and up to reascend,  
Though hard and rare.

2. (a.) Select, from the preceding passage, and write out in separate columns, the words derived from Latin, from Greek, and from French.

(b.) What passages of scripture are either paraphrased or alluded to in the first twelve lines? Quote, or refer to, the passages.

(c.) To what belief of the ancients does the poet allude in the eighteenth line?

3. (a.) Explain the phrases:—"Stygian pool," "Orphean lyre," "utter and middle darkness," and "heavenly Muse."

(b.) Tell the case of the following nouns, and give the rules of syntax:—1st line, offspring; 2nd, beam; 3rd, light; 6th, effluence; 11th, world; 14th, pool.

(c.) Distinguish between a prefix, an affix, and the root of a word. What is the force of the prefix in the words:—*co-eternal, approach, effluence, infinite*? Give examples of the same prefixes under other forms. Give the root of the word *essence*, the adjective derived from it, and the compound noun.

4. (a.) Write out the following passage in prose order, without altering the words, and mention any words or phrases (if any) which would not have been used in prose.

The mightiest chiefs of British song  
 Scorned not such legends to prolong :  
 They gleam through Spenser's elfin dream,  
 And mix in Milton's heavenly theme ;  
 And Dryden, in immortal strain,  
 Had raised the Table Round again,  
 But that a ribald king and court  
 Bade him toil on, to make them sport,  
 Demanded for their niggard pay,  
 Fit for their souls, a looser lay,  
 Licentious satire, song, and play ;  
 The world defrauded of the high design,  
 Prophaned the God-given strength, and marred the lofty line.

(b.) Explain briefly the allusion to "Dryden."

5. (a.) Give such explanation as the following passage may seem to require.

Here in a shrine that cast a dazzling light,  
 Sate, fix'd in thought, the mighty Stagirite ;

His sacred head a radiant zodiac crown'd,  
And various animals his sides surround ;  
His piercing eyes, erect, appear to view  
Superior worlds, and look all nature through.

With equal rays immortal Tully shone,  
The Roman rostra deck'd the consul's throne :  
Gathering his flowing robe, he seem'd to stand  
In act to speak, and graceful stretch'd his hand.  
Behind Rome's genius waits with civic crowns,  
And the great father of his country owns.

(b.) Substitute words of Latin origin for those of Saxon derivation, and *vice versa*, in the last six lines.

6. (a.) Explain what is meant by *Accent*, *Quantity*, *Metre*, and *Rhyme*.

(b.) Distinguish between *Accent* and *Emphasis*. Accentuate in two ways, *attribute*, *survey*, *compact*, *minute* ; and distinguish the part of speech in each instance.

(c.) Describe the structure of the versification, and scan the first line, in each of the preceding passages. Also, define the following varieties of lines or verses :—1, *Heroic triplets*. 2, *Rhymes royal*. 3, *Elegiac octosyllabics*.

7. (a.) Enumerate the *Figures of speech* most commonly used in English poetry.

(b.) Point out and define all the *Figures* employed in the preceding passages.

8. (a.) Give examples of a noun formed from the past participle of a verb, and of a diminutive noun.

(b.) Show what real tenses the English verb has, and how its deficiencies of inflection are supplied.

(c.) Analyse the peculiarities of construction in the two following sentences :—1, “I was offered a lucrative situation.” 2, “He does nothing but complain.”

9. Give a brief outline of the plot of Addison's “Cato.”

“The Cato, as a drama,” it has been said, “abounds in faults of plot and character ; it should be read simply as a poem embodying a series of elevated and noble sentiments.”

Defend, or otherwise, this criticism. In either case, quote, or refer to, passages in the poem which support your own opinion.

### ENGLISH PROSE.

*Examiner.—N. H. THOMSON, M. A.*

Paraphrase the following passage:—

The corrupter sort of mere Politiques, that have not their thoughts established by learning in the love and apprehension of duty, nor never look abroad into universality, do refer all things to themselves, and thrust themselves into the centre of the world, as if all lines should meet in them and their fortune; never caring in all tempests what becomes of the ship of estates, so they may save themselves in the cockboat of their own fortune; whereas men that feel the weight of duty and know the limits of self-love, use to make good their places and duties, though with peril; and if they stand in seditious and violent alterations, it is rather the reverence which many times both adverse parts do give to honesty, than any versatile advantage of their own carriage. But for this point of tender sense and fast obligation of duty which learning doth endue the mind withal, howsoever fortune may tax it, and many in the depth of their corrupt principles may despise it, yet it will receive an open allowance, and therefore needs the less disproof or excusation.

2. Give a short account of the life and writings of Lord Bacon, and indicate the relation in which the Treatise on the Proficiency and Advancement of Learning stands to the rest of his philosophical works.

3. Mention some of the arguments against the usefulness of learning which Bacon ascribes to politicians, and show how he replies to these arguments.

4. Explain the following passages:—

(a.) *The truth of being and the truth of knowing are one, differing no more than the direct beam and the beam reflected.*

(b.) *It is not possible to have the true pictures or statues of Cyrus, Alexander, Cæsar; no, nor of the kings or great personages of much later years; for the originals cannot last, and the copies cannot but leave of the life and truth.*

(c.) *In sciences the first author goeth farthest, and time lefseth.*  
 (d.) *In case of sovereignty we see that if worms or descent have carried away the kingdom, yet learning hath carried the priesthood which ever hath been in some competition with empire.*  
 (e.) *Which age, for temporal respects, was the most happy and flourishing that ever the Roman Empire, which then was a model of the world, enjoyed.*  
 (f.) *So as it is not possible but this quality of knowledge must fall under the popular contempt, the people being apt to contemn truth upon occasion of controversies and altercations, and to think they are all out of their way which never meet.*

5. Explain and illustrate the distinction which, we are told in the Spectator, has been drawn by Mr. Locke between *Wit* and *Judgment*.

6. Distinguish between *falseness, falsity, and falsehood*; between *negligence and neglect*; between *risible and ridiculous*; and point out the grammatical improprieties of the following sentences:—

(a.) *I do not remember that I ever spoke ten sentences together in my whole life.*

(b.) *I may say, without vanity, that there is not a gentleman in England better read in tomb-stones than myself, my studies having laid very much in church-yards.*

(c.) *There is no sort of joy more grateful to the mind of man than that which raiseth from the invention of truth.*

7. Define *Syntax* and *Etymology*, and state what reasons there are for regarding them as more essentially and fundamentally parts of Grammar than Orthography and Prosody are.

8. Explain the meaning, and give the derivation of each of the following words employed by Bacon:—

*Caveat, gravelled, calender, maniable, respective, corroborate, ephemerides, alchemist, conjunction, antipodes, aspersion.*

---

### GREEK.

*Examiner.—N. H. THOMSON.*

1.—*γνώσει, τέχνης σημεῖα τῆς ἐμῆς κλύνων.*

*ἐς γάρ παλαιών θάκον ὄρυιθοσκόπον*

ἴζων, ἵν' ἦν μοι παντὸς οἰωνοῦ λιμὴν,  
ἀγνῶτ' ἀκούνι φθόγγον ὀρνίθων, κακῶν  
5. κλάζοντας οὔστρων καὶ βεβαρβαρωμένων·  
καὶ σπῶντας ἐν χηλαῖσιν ἀλλήλους φοναῖς  
ἔγρων πτερόν γὺρις ῥῦθδος οὐκ ἀσημος ἦν.  
εὐθὺς δὲ δείσας ἐμπίρων ἐγενόμην  
βωμῆσι πάμφλέκτουσιν ἐκ δὲ θυμάτων  
10. Ἡφαιστος οὐκ ἔλαμπεν, ἀλλ' ἐπὶ σποδῷ  
μυδῶσα κηκὶς μηρίων ἐτίκετο  
οκάτυε κάνεπτυε, καὶ μετάρσιοι  
• χολαὶ διεσπείροντο, καὶ καταρρυεῖς  
μηροὶ καλυπτῆς ἐξέκεντο πικέλης.  
15. τοιαῦτα παιδὸς τοῦνδε ἐμάνθανον πάρα  
φθίνοντ' ἀσήμιων ὄργιων μαντείματα.  
ἐμοὶ γὺρις οὐτος ἡγεμῶν, ἄλλοις δὲ ἐγώ.  
καὶ ταῦτα τῆς σῆς ἐκ φρενὸς νοιτεῖ πόλις.  
βωμῷ γὰρ ἐμῦν ἐσχάραι τε παντελεῖς  
20. πλήρεις ὑπὸ οἰωνῶν τε καὶ κυνῶν βορᾶς  
τοῦ δυναράρου πεπτῶτος Οἰδίπου γόνου.  
καὶ τὸν δέχονται θυστάδις λιτὰς ἔτι  
θεοὶ παρ' ἡμῶν οὐδὲ μηρίων φλόγα,  
οὐδὲ ὄρνις εὐσήμους ἀπορροιβδεῖ βοὺς  
ἀνδροφθύρους βεβρῶτες αἴματος λίπος.

(a.) Translate the above passage literally.

(b.) Parse the words *ἴζων*, *σπῶντας*, *ἔγρων*, *δείσας*, *ἐλευόμην*, *κάτυφε*, *κάνεπτυε*, *ἐμάνθανον*, *πεπτῶτος*, *βεβρῶτες*; giving the first person singular of the tenses of the indicative active, of each.

(c.) Explain why *κλάζοντας* in line 5 and *βεβρῶτες* in line 25 are in the plural.

(d.) Point out the distinction between *βωμός* and *ἐσχάρα*.

(e.) What is the original meaning of *διστρος*, and what is the probable derivation of the word?

(f.) Give the derivation of the words *θᾶκον*, *φθογγός* and *θῦμα*.

(g.) Of what words are *πάμφλεκτος*, *μετάρσιος*, and *ἀνδροφθύρος* compounded?

2.—Translate:—*ἢ σε λανθάνει.*

*πρὸς τοὺς φίλους στείχοντα τῶν ἐχθρῶν κακά;*  
What determines the case of *ἐχθρῶν*?

3.—Translate :—*εἰς ὅτον.*

*δνοῦν ἀδελφοῦ ἐστερήθημεν δέο.*

Point out the peculiarity of the syntax.

4.—Translate :—

*ἡδη καλῶς, σ' ἐκτὸς αὐλείων πιλῶν  
τοῦδ' οὐνεκ' ἐξέπειπον, ὡς μόνη κλύσις.*

Parse *ἡδη*.

5.—What is the force of *σοὶ* in such sentences as the following : .  
*οἵτος ἔχει σοι τάῦτα?* Can you instance a similar form of expression  
in any English writer?

6.—Explain the words,—*ἀπόρρητον πόλει—αἰτόφορα ἀμπλαγματα*  
*τι καλχινόνος ἔπος—φόνος δημολευστος—έπιζερον τίχρος.*

7.—Translate :—

- (a.) *τί δ', ὁ ταλαιφόρον, εἰ τάδ' ἐν τούτοις ἔγω  
λύνοντος ἀν' ἡ 'φάπτωνται προσθείμοντι πλέον;*
- (b.) *τοιαῦθ' ἀλίστοντον ἥμνυτον σχολῇ βραδίς.*
- (c.) — *θανονκένη γαρ ἐξῆδη, τί δ' οὐ;  
κεὶ μὴ σὺ προνύκηρις.*

8.—Translate and explain :—

*ἀλλ' εἰτ' ἀδελφῆς, εἴθ' ἡμαμοναστέραις  
τοῦ παντὸς ἥμιν Ζηρὸς Ἐρκίου κιρεῖ,  
αὐτή τε χ' ἡ ξέναμος οὐκ ἀλιέστον  
μόρον κακίστου.*

Why is *μόρον* in the genitive?

9.—Give an outline of the plot of the Play.

---

### GREEK.

*Examiner.—W. C. FYFE.*

1.—Arrange, in chronological order, the Olynthiacs and Philippics  
I. II. of Demosthenes; and mention the occasion on which each was  
delivered. What were the views of the two political parties at  
this time existing at Athens, and who were the leading men in each?  
With what party did Demosthenes co-operate when delivering these

orations? Give a brief sketch of his character as a statesman, an orator, and a man; and relate the circumstances of his death.

2.—Translate the following passages literally:—

(a.) Εἰ μὲν περὶ κανοῦ τινὸς πράγματος προντίθετο, ὡς ἄνδρες Ἀθηναῖοι, λέγειν, ἐπισχὼν ἄν, ἥσις <sup>3</sup>οι πλεῖστοι τῶν εἰωθότων γνώμην ἀπεφίναντο, εἰ μὲν ἥρεσκέ τί μοι τῶν ὑπὸ τούτων ῥηθέντων ἡσυχίαν, ἄν ἦγον εἰ δὲ μὴ, <sup>4</sup>τότ' ἄν καὶ αὐτὸς ἐπειρώμην, ἢ γιγνώσκω, λέγειν. <sup>5</sup>Ἐπειδὴ δὲ, περὶ ὧν πολλάκις εἰρήκασιν οὗτο πρότερον, συμβαίνει καὶ νῦν σποπεῖν, ἥγονται, καὶ πρῶτος ἀναστὰς, εἰκότως ἄν συγγράμμης τυγχάνειν. εἰ γὰρ, ἐκ τοῦ παρεληλυθότου χρόνου, τὰ δέοντα οὐτοι συνεβούλευσαν, οὐδὲν ἄν ὑμᾶς νῦν ἔδει βουλεύεσθαι.

(b.) Ἀλλ' ὅτι μὲν δὴ δεῖ βοηθεῖν, εἴποι τις ἄν, πάντες ἐγνώκαμεν, καὶ βοηθήσομεν τὸ δὲ ὅπως, τοῦτο λέγε. Μή τόννυν, ὡς ἄνδρες Ἀθηναῖοι, θαυμάσητε, ἄν παράδιον εἴπω τι τοῖς πολλοῖς. <sup>6</sup>Νομοθέτας καθίστατε· ὃ δὲ τούτοις τοῖς νομοθέταις, μὴ θῆσθε νύχιαν μηδένα. εἰσὶ γάρ ὑμῖν ἴκανοι· ἀλλὰ τοὺς εἰς τὸ παρὸν βλάπτοντας ὑμᾶς λίστατε· λέγω δὲ τοὺς περὶ τῶν θεωρικῶν, σαφῶς οὐτωσὶ, καὶ τοὺς περὶ τῶν στρατευομένων ἐνίους· ὥν οἱ μὲν τὰ στρατιωτικὰ τοῖς οἴκοι μένουσι διανέμουσι θεωρικά· οἱ δὲ τοὺς ἀτακτοῦντας ἀθώους καθιστᾶσιν· εἴτα καὶ τοὺς τὰ δέοντα ποιεῖν βουλομένους ἀθηνιστέρους ποιοῦσιν. <sup>7</sup>Ἐπειδὲν δὲ ταῦτα λίστητε, καὶ τὴν τοῦ τὰ βέλτιστα λέγειν οὐδὸν παράγχητε ἀσφαλῆ, τηγικαῦτα τὸν γράφοντα, ἢ πάντες ὥστι σημφέρει, ζητείτε.

3.—(1.) With what moods is *εἰ* construed? Explain its force in each case. Is it ever construed with the subjunctive by the Attic writers? In what cases is *ἄν* joined with a subjunctive?

(2.) *ἐπισχὼν ἄν*, al. *ἐπεισχον ἄν*.—Why is this latter reading preferable?

(3.) To what persons does the orator here allude?

(4.) (5.) Write down the grammatical order of these clauses.

(6.) What was the office of the *Νομοθέται*? State the process observed in the repeal or alteration of laws. Parse the words *ῥηθέντων*, *χρόνου*, *ἀτακτοῦντας*, *οὐδὸν*, *τηγικαῦτα*, and apply the rules of syntax.

4.—(a). Define a middle verb, and shew the force of it in *δανειζομαι*,—*θεῖναι νόμον*, *θέσθαι νόμον*—and *λόγον ποιεῖσθαι*.

(b.) Do any active verbs assume the force of the middle, and *vice versā*?

(c.) Is the middle verb ever used in a passive sense, and *vide versd?*

5.—(a.) Mention some of the principal characteristics of the Attic dialect. Into how many gradations is it usually divided? To which class do the orations of Demosthenes belong? State some of the distinctions between the *old* and *new* Attic; and explain the meaning of the term *κοινὴ διάλεκτος*.

(b.) Write down the genitive case of *βασιλεὺς*, in the Attic, Ionic and Doric dialects.

6.—(a.) Give the meaning and derivation of the following words:—

*πεζέταιροι, λειτουργίαι, συμμορίαι, Παναθήναια*; and point out the effect of the prepositions in *ἐνδεῖ, προσδεῖ, μεταλιβεῖν*, and *περίεστι*.

(b.) Distinguish between *χρόνος* and *καιρὸς*; *ἀνὴρ* and *ἄνθρωπος*; *νόμος* and *προβούλευμα*.

(c.) Give the difference of signification arising from the changes of accentuation in *νόμος, λεύκη, πόνηγρος, πειθώ*.

7.—Translate accurately the following sentences, and explain their grammatical construction:—

(a.) *τούτου τῆς αιτίας οὐτός ἐστι δίκαιος ἔχειν.*

(b.) *ἐπειδὴν δὲ ὅμορος πόλεμος συμπλακῆ, παντα ἐπούγιτεν ἔκδηλα.*

(c.) *ἔαν δὲ πλεύνων η οὐσία ἀποτετιμημένη γέρ χρημάτων.*

(d.) *εἰ τοῦθ' ἔτύχανεν ἔχον.*

Explain the various uses of the verb *τυγχάνω*.

8.—Translate into Greek:—

(a.) “Every thing is inferior to virtue.”

(b.) “It is a sign of folly to spend much time upon what pertains to the body.”

(c.) “Being mortal, it behoves as to think wisely of mortality.”

(d.) “For the end of all things happens as the Deity may determine.”

---

### LATIN.

*Examiner.—W. C. FYFE.*

1. Translate accurately into English prose the following passages:—

(a.) “Hic ultra vires habitūs hitor: hic aliquid plus,

Quām satis est; interdum alienā sumitur arcā.  
 Commune id vitium est: hic viviūs ambitiosā  
 Paupertate omnes: quid te moror? OMNIA Romæ Cum pretio.

(b.) Unus Pellæo juveni non sufficit orbis:

Æstuat infelix angusto limite mundi,  
 Ut Gyaræ clausus scopolis, parvâque Seriphō.  
 Cūm tamen à figulis munitam intraverit urbem,  
 Sarcophago contentus erit. MORS sola fatetur  
 Quantula sint hominum corpuseula.

(c.) Has patitur pueras peccandi sola voluntas.

Nam seclus intra se tacitum qui cogitat ullum,  
 Facti crimen habet.

(d.) Intercà pleno cum turgent sacculus ore,  
 CRESCIT amor nummi, quantum ipsa pecunia crescit:  
 Et minus hanc optat, qui non habet.

(e.) Tota licet veteres exornent undique cerac  
 Atria, NOBILITAS sola est atque unica virtus."

Parse the following words, and explain their constructions:—

Habitūs, arcā, juveni, sarcophago, peccandi, turgent, licet.

2. Give the substance of the notes made by Commentators on the following expressions:—"Genua incerare Deorum;—Tunica Jovis;—Adjutor caligatus;—Pullati proceres;—Samothracum aræ."

3. Mention briefly the historical allusions contained in the following passages:—

(a.) Quid Crassos, quid Pompeios evertit, et illum  
 Ad sua qui domitos deduxit flagra Quirites?

(b.) —————— Hoc cruciatu  
 Lentulus, hac poenā carnit ceciditque Cethegus  
 Integer, et jacuit Catalina cadavere toto.

4. Translate and illustrate the following passages by a reference to the customs of the Romans:—

(a.) —————— Me prior ille

Signabit? fultusque toro meliore recumbet?

(b.) —————— ut maxima toto  
 Nostra sit arca foro.

5. State the derivation and meaning of the word *Satira*.

Explain the difference between the Greek Satyric Drama, and the Roman Satire. Who were the principal Roman Satirists before Juvenal? Quote from him allusions to any of them.

6. (a.) Give the accurate meanings of the following words:

Quirites, Quinquatria, sportula, abolla, bruma, lanista.

(b.) State the precise distinction between:—*Habitus, vestis; seclus, nefas; crimen, culpa; tacitus, taciturnus; cogitare, meditari, putare.*

(c.) Mark the quantities of the penultimate of the following words:—

Quirites, curules, tibicen, perfidus, improbus, abolitum.

7. Explain and illustrate the different usages of the imperfect and perfect tenses in the Latin language. Whence do the different moods derive their names? and with what propriety?

8. Mention what has been conjectured respecting the profession of Juvenal. Quote from his Satires any passages which occur to you, where allusion is made to himself and the circumstances of his life. Are any moral maxims enforced by Juvenal which the preceding Heathen poets and philosophers in general did not admit? If so, quote, or refer to, passages in which those maxims are enforced.

9. Translate into Latin the following sentences:—

(a.) "Religion is the greatest wisdom, honesty is the best policy, and temperance is the best medicine."

(b.) "The minutest plant or animal, if attentively examined, affords a thousand wonders, and obliges us to admire and adore that Omnipotent hand which created ourselves, as well as the objects we admire."

Express in full, according to the system of the Roman Calendar:—

At Calcutta, January 3rd, 1862.

---

### LATIN.

*Examiner.—N. H. THOMSON, M. A.*

1. *Equidem illud etiam animadverto, quod, qui proprio nomine *perduellis* esset, is *hostis* vocaretur, lenitate verbi tristitiam rei mitigante. *Hostis* enim apud majores nostros is dicebatur, quem nunc *peregrinum* dicimus. Indicant duodecim tabulae: AUT STATUS*

DIES CUM HOSTE : itemque, ADVERSUS HOSTEM AETERNA  
 AUCTORITAS. Quid ad hanc mansuetudinem addi potest ? cum  
 quicunque bellum gerat, tam molli nomine appellari ? Quamquam id  
 nomen durius effecit vetustas : a peregrino enim recessit, et proprie  
 in eo, qui arna contra ferret, remansit. Quum vero de imperio  
 decertatur, belloque quaeritur gloria, causas omnino subesse tamen  
 oportet easdem, quas dixi paulo ante justas causas esse bellorum.  
 Sed ea bella, quibus imperii gloria proposita est, minus acer-  
 gerenda sunt. Ut enim, quum civi aliter contendimus, aliter, si est  
 inimicus, aliter, si competitor ; cum altero certamen honoris et  
 dignitatis est, cum altero capitis et famae : sic cum Celtiberis, cum  
 Cimbris bellum, ut cum inimicis, gereretur, uter esset, non ut  
 imperaret : Cum Latinis, Sabinis, Samnitibus, Poenis, Pyrrho, de  
 imperio dimicabatur. Poeni sedisfragi, crudelis Hannibal ; reliqui  
 justiores-Pyrrhi quidem de captivis reddendis, illa praeclera ;

*Nec mi aurum posco, nec mi pretium dederitis :  
 Nec cauponantes bellum, sed belligerantes,  
 Ferro, non auro vitam cernamus utriusque.  
 Vosne velit, an me regnare, hera quidve ferat Fors,  
 Virtute experiamur. Et hoc simul accipe dictum ;  
 Quorum virtuti belli fortuna pepereit,  
 Eorundem me libertati parecere certum est :  
 Dono, ducite, doque, volentibus cum magnis Diis.*

Regalis sane, et digna Acacidarum genere sententia.

- (a.) Translate the above passage into English.
- (b.) Give some account of the Samnite wars.
- (c.) What were the twelve tables ?

2. “*Parvi enim foris sunt arma, nisi sit consilium domi.*” State the rules of syntax which determine the cases of the words printed in italics ?

3. State and illustrate the distinction to be observed in the use of the disjunctive conjunctions *aut* and *vel*.

4. Translate into English the following elliptical sentences, and supply the Latin words required to complete the construction.

- (a.) “*Haec si ego dixero, incredibilia videbuntur, si vero facile fidem invenient?*”

(b.) "Ea magis percipimus atque sentimus quae nolitis ipsis prospera aut adversa eveniunt, quam illa, quae ceteris?"

5. (a.) "Aequabilitatem conservare non possis, si aliorum naturam imitans, omittas tuam."

(b.) "Ut sunt qui urbanis rebus bellicas anteponant, sic reperias multos, quibus periculosa consilia quietis splendidiora videantur."

Translate these sentences, and state in accordance with what rules the verbs *possis*, *omittas*, *anteponant*, *reperias* and *videantur*, assume the subjunctive mood.

6. "Tempus necessitasque postulat." How do you justify the use of *postulat* in the singular?

7. Translate the phrases, *vacatio militiae*; *fiducia virium*; *victoria belli civilis*; *contentio honorum*.

8. Translate; "Minimeque artes haec probandae quae ministrae sunt voluntatum;

'Cetarii, lanii, coqui, fartores, piscaiores,' ut ait Terentius. Adde huc si placet, unguentarios, saltatores, totumque ludum talarium."

9. Translate into Latin prose:—

Before all other things Man is distinguished by his pursuit and investigation of Truth. And hence, when free from needless business and cares, we delight to see, to hear, and to communicate, and consider a knowledge of many admirable and abstruse things necessary to the good conduct and happiness of our lives: whence it is clear that whatsoever is true, simple, and direct, the same is most congenial to our nature as Men.

---

### SANSKRIT.

*Examiner.—SOMA NAUTH MOOKERJEA.*

1. Sketch the plot of the *Kiratárjuníya* in Sanskrit and point out its peculiar excellencies.

2. Explain fully—

अपरदागसमीरणेदितः क्रमशीर्ण्याकूलमुलसन्ततिः ।  
 सुकारस्त्रवत्सहित्युना॑ रिपुरम्बूलयितुम्हानपि ॥  
 अणुरप्युपहन्ति विग्रहः प्रभुमन्तःप्रवृत्तिंप्रकोपजः ।  
 अखिलं हि हिनस्ति भूधरं तरुणाखान्तनिवर्षजोनलः ॥  
 मतिमान् विनयप्रमाणिनः समुपेक्षेत समुन्नतिं दिष्टः ।  
 सजयः खलु तादृगन्तरे विपदात्तर्हविनीतसम्पदः ॥  
 लघुवृत्तितया भिराङ्गतं वहिरन्तस्य वृपस्य मण्डलम् ।  
 अभिम्भूय इरवनन्तरः शिथिलकूलमिवापगार्यः ॥

3. Paraphrase the following lines carefully, and point out the figures of speech that occur in them :—

इति तेन विचिन्य चापनास प्रथममौरुषचिह्नमाललम्बे ।  
 उपलब्धगुणः परस्य भेदे सर्चिवः शुद्धइवाददे च बाणः ॥  
 अनुभाववता गुरु श्विरत्वादविसंवादि धनुर्धनञ्जयेन ।  
 खबलयसनेऽपि पीच्यमानं गुणवमित्रमिवानतिम्पेदे ॥

4. Give the 2nd and the 3rd persons singular and dual in लङ्, लुङ्, and लिङ्, of ल, गम, नश and स्ता.

5. Point out the peculiar characteristics of the verbs of the कुर्तादि and मुचादि classes. Give examples.

6. Under what circumstances do स्ता and वद assume the अत्मानपदा form ? Give examples.

7. Parse

विजहीहि र्गोत्साहं मातयः साधु नीनशः ।  
 उच्छेदज्जन्मनः कर्तुमेधि शान्तस्तपोधन ॥

8. Define Upamā. How does it differ from Rūpaka ? Substantiate your statement by examples.

9. Translate into Sanskrit

Nothing in the political conduct of Essex entitles him to esteem; and the pity with which we regard his early and terrible end, is diminished by the consideration that he put to hazard the lives and fortunes of his most attached friends, and endeavoured to throw the whole country into confusion, for objects purely personal. Still, it is impossible not to be deeply interested for a man so brave, high-spirited and generous; for a man who, while he conducted himself

towards his sovereign with a boldness such as was then found in no other subject, conducted himself towards his dependents with a delicacy such as has rarely been found in any other patron. Unlike the vulgar herd of benefactors, he desired to inspire, not gratitude, but affection. He tried to make those whom he befriended feel towards him as towards an equal.

—  
SANSKRIT.

*Examiner.—RAJENDROLALA MITRA.*

1. Translate, into English, the following extract, pointing out in foot notes all instances of idiomatic peculiarities, which you might not like to reproduce in your versions :

क्षातानतिर्याहृतसान्त्ववादे जातस्यहः पुण्यजनः स जिणौ ।  
इयाय सख्याविव सम्प्रसादं विश्वासयत्वामु सतां ह्व योगः ॥  
अथेष्यमासेव समेरुकुञ्जन् विहीयमानानुदयाय तेन ।  
वृहृदयुतीन् दुःखक्षताम्बाभं तमः इनैः पाण्डुसुतान् प्रपेदे ॥  
असंशयालोचितकार्यनुज्ञ प्रेमणा समानीय विभज्यमानः ।  
तुल्यादिभागादिवत्तम्नोभिर्द्वयातिभारोऽपि लघुः स मेने ॥  
धैर्येण विश्वास्यतया महर्वेस्तीत्रादरातिप्रभवाच मन्योः ।  
वीर्येच विद्युत्सु सुते मध्यानः स तेषु नस्यानमवाप शोकः ॥

2. Give the measures of the *Ushnîka Vasantatilaka* and the *Mâlinî* meters, and name the principal varieties of the *Trishtubha* meters.

3. State when the following roots take the *âltmanepada* and when the *parasmaipada* :

भृज्, क्रम् गृ, ज्ञा, णो and तप्.

4. Give the 3rd person singular of the present, first and second præterite and the first future tenses of the following roots : पृ, भ्, तुर्, चण् and विच्

5. Explain the uses of, and mode of using, the following affixes विमृक्, त्, ए, खन्द्, खठ, तुमृन् ।

6. State what cases are necessary after आद् implying 'limitation,' अप् and पर् 'separation' and प्रति 'substitution,' or 'equivalent.'

7. Explain the *ajahatsártalakshapá*, and give three examples of that figure of speech from the *Kiratarjuniya*.

8. Translate into English.

‘अचैषा मेघनीला चलति गजघटा, राज्ञसत्त्व याया  
देतत् पारिश्वामः भूतितुर्गवलं धार्यतां राज्ञसेन।  
पत्तीलां राज्ञसोऽन्तर्यतु बलमिति प्रेषयन्मज्ज्ञमाज्जा  
मज्जासीः स्त्रेहयोगात् स्थितमिति नगरे राज्ञसानां सहस्र ॥

### BENGALI.

Examiner.—RANJENDROLALA MITRA.

1. Explain in full the purport of the following terms:—

পঞ্চীকৰণ, স্বাতক, মহারথ, অর, মাতি, অধি, নেগি, অঙ্গ ।

2. Correct the spelling of the following:—

এতদ্বিয়ে দাইওদোর গ্রীক দেশীয় ব্যবস্থাপক পণ্ডিতগণের বিবেচনায় এক দোষ দেখাইয়াছেন, তাঁহারা রীণ পরিশোধার্থে অধমর্গের হল ঘোটক এবং কৃষী কার্য্যাপযোগী অন্যান্য বন্ধ গ্রহণ করিতে নিষেধ করিয়াছিলেন, কেননা জীবীকার উপায় না থাকিলে দরৌদ্র লোকেরা রীণ পরিশোধের উপায় করিতে অক্ষম হইবে এবং অস্বাভাবে ক্লেশ পাইবে, অথচ উত্তমর্গের প্রতি এমত বিধি দিয়াছিলেন যে রীণেন্দ্রারার্থে কৃষকদিগকে কারারুক্ত করিতে হওয়াতে সাধারণের কোন উপকার হইত না।

3. State who removed the obelisks of Sesotris from Héptanomis; and where to they were removed.

4. Write a brief description of the causes of the inundations of the Nile, and state how the ancient Egyptians accounted for them.

5. Give a summary of the contents of the *anusásana Parva*.

6. Explain the difference between আবরণ শক্তি and বিক্ষেপ শক্তি, and illustrate them by examples.

7. Give the measures of the *Taralatrispadi*, the *Lalitachhanda*, and the *anushtup* meters.

8. Sometimes the use of ঘন becomes necessary before the affixes ষক and শিন. State when.

9. Give the rules regarding the positions which the different members of a *Bahuvrihi* compound occupy according as they happen to be nouns, adjectives, *upamá* and *upamáya*.

10. Write, in Bengali, a short essay on the contents of various subdivisions of the Mahábhárata.

11. Translate into English :

সুনুদায় দেব ও দানব নারায়ণের বচন শ্রবণমাত্র বলঘাণ্ড  
ও একবাক্য হইয়া পুনর্বার প্রবলকৃপে জলধিগ্নেন আরম্ভ করিলেন। তদন্তের মথ্যামান অঙ্গোধির গর্ভহইতে শত-সহস্র-শীলত-  
ময়থ-সম্পন্ন মৌমাণি ও অসম্বৃতি চন্দ্ৰ উৎপন্ন হইলেন। খেতস-  
রোজসমাসীনী লক্ষ্মী, সুরাদেবী ও শ্রেতবর্গ অশ্বরত্ন উচৈষঃশ্রবণঃ  
ঘৃতহইতে আবিৰ্ভূত হইলেন। তৎপরে কৌস্তভনামা শ্রীমান  
মহোজ্ঞল দিব্যমণি ঘৃতহইতে সমুদ্ধৃত হইয়া নারায়ণের বক্ষঃস্থলে  
লম্বমান হইল। লক্ষ্মী, সুরা, শশপদী, ও মনোজুব অশ্বরাজ আদিত্য  
পথানসারী হইয়া দেবপক্ষে গমন করিলেন। অনন্তের যুর্ত্তিমান  
ধৰ্মস্তরিদেব অমৃতপূর্ণ শ্রেত কমণ্ডলু হস্তে করিয়া আবিৰ্ভূত হই-  
লেন। এই পরমানন্দু ব্যাপার অবলোকন করিয়া দানবগণ, এই  
অমৃত আমার আগার বলিয়া বিবাদ করিতে লাগিল। তদন্তের  
ধৰ্মকাণ্ডি, দশন-চতুষ্পাত্র-সম্পন্ন, মহাকায় ঐরাবতনামা মাতঙ্গ-  
রাজ উৎপন্ন হইল। বৃক্ষধারী দেবরাজ ঐ গজরাজ অধিকার  
করিলেন।

### BENGALI.

Examiner.—SOMA NATH MOOKERJEA.

1. Translate into Bengali.

Nothing, then, can be more natural than that a person endowed with sensibility and imagination, should entertain a respectful and affectionate feeling towards those great men with whose minds he holds daily communion. Yet nothing can be more certain than that such men have not always deserved to be regarded with respect or affection. Some writers, whose works will continue to instruct and delight mankind to the remotest ages, have been placed in such

situations that their actions and motives are as well known to us as the actions and motives of one human being can be known to another; and unhappily their conduct has not always been such as an impartial judge can contemplate with approbation. But the fanaticism of the devout worshipper of genius is proof against all evidence and all argument. The character of his idol is matter of faith; and the province of faith is not to be invaded by reason. He maintains his superstition with a credulity as boundless, and a zeal as unscrupulous, as can be found in the most ardent partisans of religious or political factions. The most decisive proofs are rejected; the plainest rules of morality are explained away; extensive and important portions of history are completely distorted. The enthusiast misrepresents facts with all the effrontery of an advocate, and confounds right and wrong with all the dexterity of a Jesuit; and all this only in order that some man, who has been in his grave during many ages, may have a fairer character than he deserves.

2. Describe the functions of व्याख्यक, अध्यय्य, होता, सदस्य, उद्गतात्  
3. Analyse and explain :

যত্রশায়ঞ্জহ, সর্বভূতসমদশী, সকলভুবননিয়ন্তা,  
অসদভিপ্রায়দুষিত, বীহিদ্রোগিক, অধ্যাত্ম, যৌতুকাহরণ, অগ্রমে-  
য়স্ত্রুক, নগ্নকপণক ।

4. Give the feminines of সৎসনা, বিনেতা, গায়ক, উপাধ্যায়, হারক, শুনু, জ্যায়ান, যশস্বিন and the masculines of শ্রেয়সী, আয়ুষ্মতী, জ্ঞাতিষ্ঠাতী, বাজুষ্টা.

5. Give an account of the creation, as described in the Mahábhárata.

6. Give the verbal nouns, past participles and nouns of agency of the following roots, সংজ্ঞ, যুক্ত, যা, হন, পা, থেন, দৃশ্য

7. Shew the uses of the indicatives ए, ए, ए, ए, प, and ए, in the following affixes युक्त, एक, युक्त, काप, आयन. Give illustrations.

8. Explain fully, in Bengali, the following sentences :

“জীবলোক অজ্ঞানতিগ্রে অভিভূত হইয়া ইতস্ততঃ অনর্থ লক্ষণ কৃবিত্তেছিলাম।”

“যেমন মনের ক্রিয়া সমস্ত ইঞ্জিয়ের আশ্রয়, সেই রূপ এই আর্থাত্বান শাস্তি অশেষবিধি ক্রিয়া ও প্রণের আশ্রয় ।”

আমি অভয় প্রার্থনায় গ্রাহণ, মনন নির্দিষ্যাসন দ্বারা তোমার-  
দিগের উপাসনায় প্রবৃত্ত হইয়াছি।”

“তোমরাই স্বীয় মায়ার বিক্ষেপ-শক্তিদ্বারা অশ্বেষ ভুবন  
প্রকাশ করিয়াছ।”

9. Explain the Samasas in the following compounds:

মহোজ্জুল, ধৰ্মপ্রায়ণ, শাস্ত্রবেত্তা, দেবলোকাগত, শরণাগত,  
মুবজ্জানি, দম্পত্তী, অতিদৈব,

10. Derive the words ঘর্ত্তিক, হোতা, সংহিতা, প্রাঞ্জলি, বীপ, দম্পত্তুক,  
নির্বিশ, বিরাগ।

11. Where are the following places situated? পুষ্কর, তক্ষশিলা,  
গিরিবৃজ, পাঞ্চাল, বদরী

#### PERSIAN.

Examiner.—K. M. BANERJEA.

به نخچییر شد شاه یک روز کش  
هم او خوش مدنش بود وهم روز خوش  
شکار افگان دشت ها در نوشت  
همی کرد نخچییر در کوه و دشت  
فلک وار می شد سری پر شکوه  
گهی سوی صحراء گهی سوی کوه  
گذشت از قضا بر یکی کوه سار  
که بود از بسی گونه بروی شکار  
دو کبک دری دید بر خاره سنگ  
بائین کیکان جنگی به جنگ  
گر این غز آن را به مدنقار خست  
گر آن بال این را بغاخن شکست  
دران معركه راند شه بارگی  
همی بود بر هر دو نظارگی  
ز سختی که کیکان در آویختند  
ز نظار ره شاه نگر بختند

شگفتی فرو ماند شه زان شمار  
 که در مغز مرغان چه بود آن نقار  
 یکی را نشان کرد بر نام خویش  
 برو بست فال سرانجام خویش  
 دگر کبک را نام دارا نهاد  
 بد ان فال چشم آشکارا نهاد  
 دو مرغ دلار دران داری  
 زمانی نمودند جنگ آوی  
 همان مرغ شد عاقبت کا مکار  
 که بر نام خود فال زد شهریار  
 چو پیروز دید آن چنان حال را  
 دلیل ظفر یافت آن فال را  
 خرا منده کبک ظفر یافته  
 پرید از بر کبک سر تافته  
 سوی پشته کوه پرواز کرد  
 عقابی در آمد سرش باز کرد

1. Explain the line

هم او خوش منش بود و هم روز خوش

2. What is the literal meaning of **قضايا**?
3. Explain the compound words occurring in the first six lines.
4. Distinguish between **صحرا** and **دشت** and between **دری** **کوه** and **پشته**
5. What is the meaning of **فال بستن**
6. Translate into English from the 9th line **دو کدک دری** to the end of the 20th line **سرانجام خویش**
7. Turn into prose from the 23rd line **دو مرغ** to the end of the last line **سرش باز کرد**
8. Give the imperatives of  
 نوشت خشت راند او بختند ببشت فمود  
 شهریار دلار و سرش باز کرد
9. Derive **شهریار** and **دلار**



## PERSIAN.

Examiner.—K. M. BANERJEA.

دین صورت بغیر از رضا بقضای الهی و تسليم به تقدیر ازی مسلکی قوم و مذهبی مستقیم نیست باید که ان رکن السلطنت نیز راه مصابرت پیش گرفته و از اراده خود گذشته باراده الهی سازد و بقیه انفاس نفیسه را صرف مرضیات حضرت واجب الوجود نماید و لمحه بی فکر حق شناسی و ذکر حق چوئی نباشد خود می داند جمعی که از قید تقلید نجات یافته بصر منزل تحقیق بی می برند در هر زمانی کمیاب و عزیز الوجود اند فرض وقت آنکه بادای و ظرف شکر این عطیه عظمی که از مشروب عذب تحقیق بهره و افراد اشتغال نموده وجود باوجود مارا غذیمت بکریل شمرد و خیال کند که دران زمان که آن پیش رو قائله فنا محمل اقامت از این سرای عدا بر فه بسته بود آن یار و فدار از قدره محترمان راز بوده است و او را دران وقت از جلائل خذام الهی می دانستیم الحال خود ملاحظه نماید که غذیمت بودن او درجه درجه خواهد بود حق سبحانه تعالی او را دو سایه دولت ابد پیوند ما بر خوردار گرداند و مارا بر تارک سعادت او کامگار.

1. Point out the words and phrases in this passage which signify the Supreme Being, specifying the peculiar attributes denoted by them.

2. Distinguish between قوم and مسلکی between یار and وفادار and between وفادار and مستقیم

3. Explain fully the difference between تقلید and تحقیق

4. What sort of duties is called فرض ? Is there any other class of duties called by other names ?

5. What is the subject of which کمیاب is the predicate ?

6. Give the literal signification of عزیزالوجود

7. Explain the phrases

سرای عنا پیش رو قائله فنا محمل اقامت غذیمت بکری

8. Translate into English from خود می داند (7th line of the extract) to the end.

9. Distinguish between the participles **گفتہ** and **گو** (in composition.) \*

10. Translate the following English passage into Persian and the Persian into English.

On the death of Alexander, his generals divided the provinces among themselves as governors, under the inspection of Perdiccas, to whom belonged the right of giving protection to the royal family. This family was considered as consisting only of Aridaeus, the brother of the late king, till it should be known what child Roxana, the widow of Alexander, should bring into the world. However, Perdiccas, full of ambition, confined whilst he appeared to defend Aridaeus, who was weak both in body and mind. He then caused the last two wives and many of the relations of Alexander, to be put to death.

شخصی را یک کیسه دینار در خانه گم شد او بقاضی خبر کرد  
 قاضی همه مردمان خانه را طبیبد و بهر کس یکیک چوب داد که  
 همه آن در طول برابر بود و گفت هر که دزد است چوب او بقدر یک  
 انگشت دراز خواهد شد چون همه را رخصت کرد شخصی که  
 دزدیده بود ترسید و چوب خود را بقدر ایک انگشت تراشید روز دیگر  
 چون قاضی همه را طبیبد و چوبها دید معلوم کرد که دزد کیست  
 کیسه دینار از گرفت و سیاست نمود \*

---

#### HINDEE.

Examiner.—K. M. BANERJEE.

पावा परम तच्च जन योगी  
 अस्त लहौ जनु सन्तत दोगी  
 जनम रेक जन पारस पावा  
 अंध हि लोचन लाभ सुहावा  
 मूक बदन जस प्रारदा क्वाई  
 मानङ्ग समर शूर जय पाई

1. Explain the similes contained in the above lines.
2. What does **सन्तत** qualify ?

पितु सुर पुर सिय राम बन करण कहज मीहि राज हहिते  
जानज मोर हित कै चापन बड काज ॥

हित हमार सिय पति सैवकाई  
सो हरि लीन मातु कुटिलाई  
मै अनुमानि दीख मन माहीं  
आन उपाय मोर हित नाहीं  
श्रोक समाज राजके हि लेखे  
लघण राम सिय पद बिनु देखे  
बादि वसन बिनु भूषण भारू  
बादि बिरति बिनु ब्रह्म बिचारू  
सरज शरीर बादि बज भोगा  
बिनु हरि भक्ति जाय जप योगा  
जाय जीव बिनु देह सुहाई  
बादि मोर सब बिनु रघुराई  
जाउं रामपहं आयसु देह  
एकहि अंक मोर हितयेह  
मोहि व्यप करि चापन भल चहङ्ग  
सो सनेह जडता वश कहङ्ग ॥

3. Translate into English the first 10 lines of the above passage.
4. What is the meaning of बादि and जाय?
5. Derive सरज, सुहाई and व्यप
6. Distinguish between जप and योग
7. Paraphrase the last 8 lines.
8. Point out the particulars in the above passage.
9. Give synomymes सुर, पुर, बन, and वसन

---

### MINDEE.

*Examiner.—K. M. BANERJEE.*

कृतघन कबड न मानई कोठि करौ जो कोय ।  
सरबस आगे राखिये तज न अपनौ हाय ॥

तज न अपनौ होय भले क्ले भली न मानै ।  
 काम काढ़ि धुप रहैं फेर तिहिं नाहिं पिक्कानै ॥  
 कह—रहत नितही निर्भय मन ।  
 मित्र शत्रु सब एक दाम के लालच छत घन ॥  
 जाकी धन धरतो लई ताहिं न लोजै संग ।  
 जो संग राखे ही बनै तै कहि राख अपंग ॥  
 सौ कहि राख अपंग फेर फरके सो न कीजै ।  
 कपट रूप बतराय ताहिं कौ मन हर लीजै ॥  
 कह—खुटक जैहै नहिं ताकी ।  
 कोटि दिलासा देउ लई धन धरतो जाकी ॥  
 साँईं अपने भात कौं कबज न दीजै चास ।  
 पलक दूर नहिं कीजियै सदा राखियै पास ॥  
 सदा राखियै पास चास कबहू नहिं दीजै ।  
 चास दियै लंकेस तासकी गति सुनि लीजै ॥  
 कह—राम सो मिलियौ आई ।  
 पाय विभीखन राज लंकपति बाजौ साँई ॥

1. Translate into English the first six lines of the above extract.
2. In what case is धरतो and which is nominative to the verb लई (7th line) ?
3. Say in a few words the lesson conveyed from the 7th to the 12th line.
4. What is the meaning of अपंग फरके and खुटक ?
5. Turn into prose Khariboli from the 13th to the last line.
6. What story is referred to in the same lines ?
7. How would the words तहि, जाकी, and तासकी be written in Khariboli.
8. Derive छतघन लंकेस and अकाज ।
9. Translate the following Hindee passage into English and the English into Hindee :

एक वनियां अपने घर में रात कों नींद में अचेत पड़ा सोता था, कि एक चुहँा उस के पेट पर होकर इधर से उधर चला गया; वह नींद से चौंक पड़ा, और जगा डाढ़ मार दीने,

और यह कहने, कि हाय प्रान् गया! हाय प्रान् गया!' उस के दोने का शब्द सुनके सब के घर के लोग विर आये, और जग पूछने, कह, तुम्हे क्या दुख है जो इतना रोता है? बोला, इस घर में रह नहीं सकता कहा, क्यैं? उत्तर दिया, एक चुहा मेरी छाती पर होकर इस ओर से उस ओर चला गया.

On the death of Alexander, his generals divided the provinces among themselves, as governors, under the inspection of Perdiccas, to whom belonged the right of giving protection to the royal family. This family was considered as consisting only of Aridaeus, the brother of the late king, till it should be known what child Roxana, the widow of Alexander, should bring into the world. However, Perdiccas, full of ambition, confined whilst he appeared to defend Aridaeus, who was weak both in body and mind. He then caused the last two wives and many of the relations of Alexander, to be put to death.

---

URDU.

Examiner.—K. M. BANERJEE.

صیح شبندم جو گل پہ ہوتی ہی  
بچپے کو غنچے کے وہ روتی ہی  
مال صندوق میں رہے کس بہانت  
تن کے لئون پہ چور کا ہی دانت  
اب تودزدی کا کچھ نہیں ہی ڈھنگ  
کہتے پھرتے ہیں چور ہو سرہنگ  
رکھ سکے کون ہم سے ہو کے کرخت  
جوندے کپڑے ہمکو کیا ہی رخت  
رات جو اپنے گبو میں کھلکھارے  
چور دروازے پر یہ ہذکارے  
ہو گی کب تک بچا خبرداری  
چور جاتے رہے کہ اندھیاری  
صاحب خادہ جو کوئی ہی اب  
ہی خبرداری ہی میں روز و شب

آنئے تک اگر تو دیکھ یا  
 اپنے گھر میں ہی وہ بھی چوکی دار  
 بے خبر دزدی سے کوئی نہ رہا  
 اہل میں خادم میں ہی ہوہا  
 نہ ریاضت کو جانتا ہی شیخ  
 درے ہی چور آنہ مارے میخ  
 خلق جب دیکھ کر کے بھہ بیداد  
 کرتی ہی کوتوال سے فریاد  
 بولے ہی وہ کہ میں بھی ہوں ناچار  
 گرم ہی چوں ہوں کا بھہ بازار  
 چڑھے کے جب مفسدہون پہ جاتا ہوں  
 وقت پر میں بھی دل چرانا ہوں  
 کسکو ماروں میں کسکو دروں گالی  
 چوری کر لے سے کوں ہی خالی

1. Give the meaning of علچہ and شبدم and the sense of the first two lines.
2. Is the ی in دزدی (5th line) *maruf* or *majhul*?
3. Give the literal meaning of سرہنگ. What does it mean in common parlance in the present day?
4. Who is interlocuter of the line commencing with کون سکے رکھہ?
5. What is the meaning of رخت and کرخت?
6. Translate into English from the 9th to the 18th line.
7. Give the literal meaning of شیخ بیداد.
8. Turn into prose the last 8 lines.
9. What is meant by گرم بازار?

---

URDU.

Examiner.—K. M. BANEEJEA.

ماخ لے جو دیکھا کہ بادشاہ اپنی رعیت اور فوج پر بہت سی  
 شفقت و مہربانی کرتا ہی دیوار کی طرف بلند ہو کر اپنے سازگو  
 درست کر کے خدا کی حمد میں نہایت خوش الحانی پر سے نغمہ

سرائی کرنے لگا اور یہ خطبہ بہت فصاحت و بلاغت سے پڑھا۔ حمد و شکر اس صنف حقيقة کو لائق ہی جسنے روس زمین پر انسان و اقسام کی نعمتیں پیدا کیں اور اپنی قدرت کاملہ سے حیوانات کو زاویہ عدم سے عرصہ وجود میں لاکر صورتیں مختلف بخششیں موجود تھا قبل زمان و مکان کے اور زمین و آسمان کے جلوہ کو تھا دوڑ و حدت سے بے آلیش امکان کے عقل فعل کو بے ترکیب ہیولا اور صورت کے نور بسیط پیدا کیا بلکہ ایک کن کے کھنے میں پرندہ نیستی سے نکال کر ساخت هستی میں موجود کردیا بعد اسکے کہا ای بادشاہ اس گروہ کے ضمف و ناتوانی پر کچھ غم نکر کیونکہ خالق انکا جسنے پیدا کیا اور رزق دیا ہمیشہ خبر گیوان رہتا ہی جس طرح کہ ما باب اپنی اولاد پر شفقت اور مہربانی کرتے ہیں اسی طرح وہ بھی انکے حالت پر رحم کرتا ہی اسواطے دے خدا نے جس سوت حیوانات کو پیدا کیا اور صورتیں شکلیں ہر ایک کی مختلف بدنائیں کسیکو قوت عطا کی اور کسیکو کم زور بعضوں کو دیں دوں بزا بخشش اور بعضوں کو چبوٹا جسم دیا مگر اپنی بخشش اور جود میں سبکو برابر رکھا ہی ہر ایک کے موافق اسباب حصول منفعت اور آلات دفع مضمرت کے عطا کئے۔ \*

1. Give the meaning of the following words :

؟ رعیت شفقت حمد نغمہ خطبہ زاویہ عرصہ

؟ بلاغت and فصاحت

حمد و شکرا س منعم حال پر

رحم کرتا ہی

4. Point out the plurals that occur in the above passage without the usual Urdu terminations and give their singulars.

5. What is meant by ۃیل ۃول and صورتیں شکلیں

جود and بخشش and

7. What would you say are the اسباب حصول منفعت and الات دفع مضمرت of animals ?

8. Translate the following Urdu passage into English and the English into Urdu.

یہ بات دل میں مقرر کر کر ایک روز رات کو موئی جہو نے کپڑے ہن کر کچھ روپٹے اشرفی لیکر چکنے قاعی سے باہر نکلے اور

میدان کی راہ لی جاتے چانے ایک گورستان میں پہنچے نہایت مدقی دل سے درود بڑھ رہے تھے \* اور اسوقت بادنند چل رہی تھی - بلکہ اندھی کہا چاہئے \* ایک بارگی بادشاہ کو دور سے، ایک شعلہ سا نظر آیا کہ مانند صبح کے قارے کے روشن ہی \*

On the death of Alexander, his generals divided the provinces among themselves, as governors, under the inspection of Perdiccas, to whom belonged the right of giving protection to the royal family. This family was considered as consisting only of Aridaeus, the brother of the late king, till it should be known what child Roxana, the widow of Alexander, should bring into the world. However, Perdiccas, full of ambition, confined while he appeared to defend Aridaeus, who was weak both in body and mind. He then caused the last two wives and many of the relations of Alexander, to be put to death.

---

### HISTORY.

*Examiner.—W. E. WARRAND.*

1. What great changes were introduced into England by the Norman conquest ?
2. Give an account of the celebrated Petition of Rights.
3. When did Cromwell die ? briefly describe his character.
4. What Charter was granted to the English Merchants, by Elizabeth for trading in the East ?
5. Describe the capture of Calcutta by the Soobahdar of Bengal; by whom was Calcutta retaken ?
6. Explain the nature of Mr. Pitt's celebrated East India Bill; how did it differ from the other bill brought forward by Mr. Fox ?
7. Who were the Mahrattas ? what was their system of defence against the Mogul Armies ?
8. Hindustan consists of a vast plain in the North, and of high plateaus bordered by mountain chains in the Centre and South—Briefly describe the plain, the plateaus, and the mountain chains.

9. Describe the province of Bengal, what are its chief products and manufactures ?

10. Show, by a rough sketch, the country that would be traversed by a traveller from Delhi to Gorruckpore.

### ENGLISH HISTORY.

*Examiner.—N. H. THOMSON, M. A.*

1. What is the geographical position of the British islands ? By what various races have they, within historical times, been inhabited, and under what circumstances have these races succeeded one another ?

2. Name any ten towns of Great Britain, which you find mentioned in English history, particularizing the historical event with which you connect them, and defining their position by reference to the county or shire in which they are situated.

3. Point out in what way the geographical position of Great Britain and the character of its climate and soil may be supposed to have influenced the progress of the nation.

4. For what objects were the Crusades undertaken, and with what results were they attended ?

5. Give a short account of the *Great Charter*, specifying in whose reign, and by what means it was obtained, and mentioning any important privileges or liberties which were guaranteed by it, either to the nobility, or to the people.

6. Name, in order, the monarchs of the House of Plantagenet, mentioning the most important event in the reign of each.

7. Sketch the character of any English Sovereign or leading statesman of the 16th, 17th, or 18th century.

8. Give short explanations of the following terms as used in English History :—*Puritan. Nonconformist. The Protectorate. The Restoration.*

9. Briefly narrate the circumstances under which William of Orange came to the English throne.

10. In what years, under what reigns, and by what acts of Parliament, were Scotland and Ireland respectively united to England ?

## MATHEMATICS.

*Examiner.*—W. S. MACKAY, D. D.

- 1. The opposite angles of any quadrilateral figure, inscribed in a circle, are together equal to 2 right angles.
2. Describe a rectilineal figure, which shall be similar to one, and equal to another given rectilineal figure.
3. If two straight lines be cut by parallel planes, they shall be cut in the same ratio.
4. Three straight lines, not in the same plane but parallel to and equidistant from each other, are intersected by a plane, and the points of intersection joined; shew when the triangle, thus formed, will be equilateral and when isosceles.
5. Extract the square root of  $28 - 6\sqrt{3}$ , and of  $2\sqrt{-1}$ .
6. What decimal of £2 10s. is 3s. 6d.? Divide 18s. 4d. by 2s. 3½d.
7. Reduce the following expressions to their simplest forms;

$$\frac{.6}{\sqrt{1.5}} \times \sqrt{\frac{3 - \frac{2}{9}}{2 - \frac{2}{3}}}; \frac{\frac{3n}{a^2} - a^{\frac{-3n}{2}}}{a^{\frac{n}{2}} - a^{\frac{-n}{2}}}; \frac{x^{\frac{4}{3}} + a^{\frac{2}{3}} x^{\frac{2}{3}} + a^{\frac{4}{3}}}{x^{\frac{2}{3}} + a^{\frac{1}{3}} x^{\frac{1}{3}} + a^{\frac{2}{3}}}.$$

8. Solve the equations
  - (1.)  $(x - \frac{1}{2})(x - \frac{1}{3}) + (x - \frac{1}{3})(x - \frac{1}{4})$   
 $= (x - \frac{1}{4})(x - \frac{1}{5})$
  - (2.)  $\left\{ \begin{array}{l} (x - y)(x^2 + 4y^2) = x^3 + y^3 \\ xy = c^2 \end{array} \right.$
9. Find the sum of  $n$  terms of a geometrical progression, whose first term and common ratio are given.
- If  $S_n$  denote the sum of  $n$  terms, find the sum of  $S_1, S_2, \dots, S_n$ .
10. Prove that there are as many combinations of  $n$  things taken  $r$  together, as there are, taken  $n-r$  together.
- If there be twenty pears at three a penny, how many different selections can be made in buying six penny worth? and in how many of these will a particular pear occur?
11. Write down the general term of the expansion.

$$\left( (x y - \sqrt{3x^3 y}) \right)^{\frac{1}{3}}$$

## PLANE TRIGONOMETRY, LOGARITHMS AND STATICS.

Examiner.—R. THWAYTES, B. A.

1. Express  $\cos A$  in terms of  $\sin A$ , and exhibit, by geometrical construction, the four values of  $\cos A$ , obtained by this formula, corresponding to a given value of  $\sin A$ .

Given  $\sin 210^\circ = -\frac{1}{2}$  apply the formula to find the value of  $\cos 105^\circ$ .

2. Prove the following formulæ :

$$\sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2}$$

$$\sin 3A \operatorname{cosec} A - \cos 3A \operatorname{sec} A = 2.$$

3. Prove that  $\log m \times n \times r = \log m + \log n + \log r$ .

Why is  $\log (1+2+3) = \log 1 + \log 2 + \log 3$ .

Given  $\log 2 = .3010300$ ,  $\log 3 = .4771213$ .

$$\text{Find } \log 1080 \text{ and } \log (.0025)^{\frac{1}{9}}$$

4. Having given the three sides of a triangle, find the sine and co-sine of half of one of its angles in terms of the sides; and shew algebraically that the quantities under the radical signs, are always positive and less than unity.

5. If the angles of a triangle be in arithmetical progression and the greatest side is to the least in the ratio of  $5:4$ , find the angles.

Given  $\log 3 = .4771213$ ,  $\log \tan 10^\circ - 53' = 9.2839070$  and difference for  $60'' = .0006808$ .

6. Assuming that the resultant of two forces, acting at a point, is represented in *direction* by the diagonal of a parallelogram, the sides of which represent the forces in direction and magnitude shew that the diagonal will represent the resultant in magnitude.

In a quadrilateral figure, no two sides of which are parallel, there is but one point within it, at which forces acting towards the corners and proportional to the distances of the point from them, can be in equilibrium.

7. The moment of the resultant, about any point in the plane of the forces, equals the sum of the moments of the forces.

8. Define the centre of gravity of a body; and shew if the centre of gravity of a four-sided figure coincide with one of its angular

points, that the distance of this point and the opposite angular point from the line joining the other two angular points are as 1 is to 2.

9. Determine the relation between  $P$  and  $W$  in that system of pulleys in which each pulley hangs by a separate string; the pulleys being supposed to be without weight.

If there be three moveable pulleys, and a weight of  $W$  pounds is suspended from the lowest, and  $3W$  pounds from the second, required the power.

10. A weight  $W$  is supported on an inclined plane, by three forces each equal to  $P$ , one acting vertically upwards, one parallel to the plane, and the other parallel to the horizon, find the inclination of the plane.

---

#### MENTAL SCIENCE.

*Examiner.—GEORGE SMITH.*

1. What is Abercrombie's classification of the mental phenomena? If you consider it defective, suggest or quote another.

2. Give an account of "the Ideal Theory." By what modern Philosophers has it been held, by whom opposed, and on what grounds?

3. Give a philosophical definition of Materialism. What arguments may be advanced against it?

4. Through what do we obtain a knowledge of our mental processes? Prove its veracity. Wherein does it differ from Reflection and Attention?

5. How do we acquire a knowledge of the existence and properties of external things? Is such knowledge mediate or immediate?

6. Wherein consists the value of Testimony as a source of knowledge?

7. Define, and distinguish between, these terms.

Conception and Imagination.

Memory and Recollection.

Abstraction and Generalisation.

Reasoning and Reason.

## Desire and Will. \*

## Subjective and Objective.

8. On what rational principles are Spectral Illusions accounted for?
9. Abercrombie gives a philosophical, and quotes from Dugald Stewart, a historical account of the Nominalists and Realists. State what facts you know regarding them.
10. Shew how "a sound condition of the moral feelings" is indispensable to the right exercise of the intellectual powers.

---

## MORAL SCIENCE.

*Examiner.—J. S. GRAVES, M. A. (Senior).*

1. What are the two peculiar sources of knowledge bearing on the science of the Moral Feelings? Give reasons why one of them should not be sufficient.
2. Give reasons why First Truths may not be derived entirely from revelation, or be unfolded by processes of reasoning.
3. Analyze briefly the elements which enter into the economy of a responsible agent.
4. Define "Desire." Select any two of the Desires and show in what respects their tendencies are beneficial or the contrary.
5. Define an "Affection." How does Abercrombie's division of the Affections differ from that of other writers? Which is preferable and why?
6. What are the circumstances required for the uniformity of the operation of Moral Causes on the Will? Which of them exercises the most important influence upon character? On what principle does the influence depend?
7. Describe the office of Conscience as a regulating principle of human nature. Mention some of the circumstances by which its influence may be impaired.
8. Explain the Theory of Utility and give reasons for defending or opposing it.
9. Who propounded the Selfish system? Explain its nature and the fallacy of its basis.

## QUESTIONS

SET AT THE

UNIVERSITY ENTRANCE EXAMINATION,

1861-62.

[N. B.—Each Candidate was examined in two languages only, of which English was necessarily one.]

---

## ENGLISH POETRY.

Examiner.—J. RICHARDS, M. A.

1. Enumerate Beattie's works, making such remarks as you may think necessary.
2. Paraphrase the following passage :—

Proud harbinger of day,  
 Who scar'dst the vision with thy clarion shrill,  
 Fell chanticleer ! who oft hast reft away  
 My fancied good, and brought substantial ill !  
 O to thy cursed scream, discordant still,  
 Let harmony aye shut her gentle ear :  
 Thy boastful mirth let jealous rivals spill,  
 Insult thy crest, and glossy pinions tear,  
 And ever in thy dreams, the ruthless fox appear.

Parse the two last lines.

3. Explain the meaning, and give the derivation, of the following words : *chequer*, *delinquent*, *contagion*, *obstreperous*, *russet*, *garniture*, *gaud*, *thrid*, *amain*, *weltering*.
4. Name the principal auxiliary verbs, and state the moods and tenses in which they are severally used as auxiliaries.
5. Explain difficulties and allusions in the following passages.

(a.) Fires from beneath, and meteors from above,  
Portentous, unexampled, unexplain'd,  
Have kindled beacons in the skies, and th' old  
And crazy earth has had her shaking fits  
More frequent, and foregone her usual rest.

(b.) Then compromise had place, and scrutiny  
Became stone-blind, precedence went in truck,  
And he was competent whose purse was so.

(c.) O let them ne'er with artificial note,  
To please a tyrant, strain the little bill,  
But sing what Heaven inspires, and wander where they  
will.

(d.) One part, one little part, we dimly scan  
Through the dark medium of life's feverish dream ;  
Yet dare arraign the whole stupendous plan,  
If but that little part incongruous seem.

6. How many tenses have we in English ? Describe their respective functions.

7. Explain the terms *prosody*, *apostrophe*, *idiom*, *personify*, *tautology*.

Give an example of each.

8. Paraphrase the following passage.

Has not God

Still wrought by means since first he made the world,  
And did he not of old employ his means  
To drown it ? What is his creation less  
Than a capacious reservoir of means  
Form'd for his use, and ready at his will ?  
Go, dress thine eyes with eye-salve, ask of him,  
Or ask of whomsoever he has taught,  
And learn, though late, the genuine cause of all.

9. Give the past tense and past participle of *leap*, *rise*, *forget*,  
*blow*, *take*, *strew*, *bid*, *foretell*, *ride*, *bring*.

## ENGLISH PROSE.

*Examiner.—J. S. GRAVES, Junior.*

1. Write a paraphrase of the following passage :—

Man holds a legitimate dominion over the brute animals, which no revolution can destroy. It is the dominion of mind over matter; a right of Nature founded upon unalterable laws, a gift of the Almighty, by which man is enabled at all times to perceive the dignity of his being : for his power is not derived from his being the most perfect, the strongest, or the most dexterous of all animals. If he held only the first rank in the order of animals, the inferior tribes would unite, and dispute his title to sovereignty. But man reigns and commands from the superiority of his nature : he thinks ; and therefore he is master of all beings who are not endowed with this inestimable talent. Material bodies are likewise subject to his power : to his will they can oppose only a gross resistance, or an obstinate inflexibility, which his hand is always able to overcome, by making them act against each other. He is master of the vegetable tribes, which by his industry, he can, at pleasure, augment or diminish, multiply or destroy. He reigns over the animal creation ; because, like them, he is not only endowed with sentiment and the power of motion, but because he thinks, distinguishes ends and means, directs his actions, concerta his operations, overcomes force by ingenuity, and swiftness by perseverance.

2. What is meant by a primitive, and what by a derivative word ? Cite examples from the passage given for paraphrase.

3. Name the different classes of pronouns, and give an example of each.

4. Explain the italicized words and phrases in the following passages :—

(a.) Never had any writer so vast a command of the whole eloquence of scorn, misanthropy, and despair. *That Marah was never dry.*

(b.) Man's power extends not to species, but is limited to individuals, for *species and the great body of matters belong to or rather constitute Nature.*

(c.) It was an error of judgment, a grave one indeed and *must pass for as much as it is worth.*

(d.) Going down the bay *we struck on a flat, and sprung a leak.*

5. Give an example of a transitive verb, an intransitive verb, a regular, an irregular, and a defective verb, and state why each of them is so called.

6. Explain the meaning, and give the derivation of the following words:—*hypothesis, episcopal, competitors, phenomenon, misanthropy, evanescent, optical, phantasmagoria*: also write out the plurals of *flagstaff, canto, donkey, sow, sheep, genus, index, medium, scraph.*

7. Define and derive the following parts of speech:—*adjective, preposition, pronoun, adverb, interjection.*

8. Detail, in any way you think proper, the leading traits of the character of Christopher Columbus.



## LATIN.

*Examiner.—J. RICHARDS, M. A.*

1. Give an analysis of the 2nd *Aeneid.*

2. Postquam exenta fames epulis, mensaque remota,

Amissos longo socios sermone requirunt,

Spemque metumque inter dubii: seu vivere credant,

Sive extrema pati, nec jam exaudire vocatos.

Præcipue pius *Aeneas*, nunc aeris *Orontei*,

Nunc *Anyci* easum gemit, et crudelia secum

Fata *Lyci*, fortemque *Gyan*, fortemque *Cloanthum*.

Et jam finis erat; cum Jupiter æthere summo

Despiciens mare velivolum, terrasque jacentes,

Littoraque, et latos populos; sic vertice cœli

Constituit, et Libyæ defixit lunina regnis.

Translate literally and derive *requiro, despiciens, velivolum,*

3. Hic canit errantem Lunam, Solisque labores;

Unde hominum genus, et pecudes; unde imber, et ignes;

Arcturum, pluviasque Hyadas, geminosque Triones:

Quid tantum Oceano properent, & tingere soles  
Hyberni, vel quæ tardis mora noctibus obstet.

Translate and explain the allusions.

4. Quos ubi confertos audere in prælia vidi,  
Incipio super his : Juvenes, fortissima frustra  
Pectora, si vobis audentem extrema cupido est  
Certa sequi quæ sit rebus fortuna videtis.  
Excessere omnes adytis arisque relictis  
Dñi, quibus imperium hoc steterat : succurritis urbi  
Incensæ : moriamur, et in media arma ruamus.  
Una salus victis, nullam sperare salutem.  
Sic animis juvenum furor additus. Inde lupi ceu  
Raptore, atrâ in nebula, quos improba ventris  
Exegit cæcos rabies, catulique relictæ  
Faucibus expectant siccis ; per tela, per hostes  
Vadimus hand dubiam in mortem, mediæque tenemus  
Urbis iter ;

Translate and parse the words *confertos, incipio, sequi, excessere, quibus, incensæ, rabies, faucibus, iter.*

5. What cases follow the following : *sucourro, faveo, dignor, minor, fungor, subrideo, moror, miseret.*

6. Distinguish between sileo and taceo ; ferio and cædo ; accipio, excipio and recipio ; redio and revertio.

7. Explain allusions in the following passages,

- (a) "Cum domus Assarici Phthiam clarasque Mycenæ Servitio premet, as victis dominabitur argis."
- (b) "Polus dum sidera pascet."
- (c) "Ruit oceano nox."
- (d) ——————"Nudoque sub ætheris axe  
Ingens ara fuit."

8.—(a) When an objective belongs to more than one substantive or pronoun, with which should it agree in gender ?

- (b) In what respects does the relative agree with the antecedent ?
- (c) Which interrogative particle simply asks for information ?

Which expects the answer Yes!?

Which expects the answer No!?

(d) What adjectives govern the dative?

—  
LATIN.

*Examiner.—J. S. GRAVES, Junior.*

1. Translate:

Cæsar, primum suo, deinde omnium ex conspectu remotis equis, ut, aequato omnium periculo, spem fugæ tolleret, cohortatus suos, prælium commisit. Milites, e loco superiore pilis missis, facile hostium phalangem perfrerunt. Ea disjecta, gladiis destriktis in eos impetum fecerunt. Gallis magno ad pugnam erat impedimento, quod, pluribus eorum scutis uno ictu pilorum transfixis et colligatis, eum ferrum se inflexisset, neque evellere, neque, sinistra impedita, satis commode pugnare poterant; multi ut, diu jactato brachio, praoptarent scutum manu emittere, et nudo corpore pugnare. Tandem vulneribus defessi, et pedem referre, et, quod mons suberat circiter mille passuum, eo se recipere cœperunt. Capto monte et succendentibus nostris, Boii et Tulingi, qui hominum millibus circiter quindecim agmen hostium claudebant, et novissimis præsidio erant, ex itinere nostros latere aperto aggressi, circumvenere: et id conspicati Helvetii, qui in montem sese repperant, rursus instare et prælium redintegrare cœperunt. Romani conversa signa bipartito intulerunt: prima, ac secunda acies, ut victis ac summis resisteret; tertia, ut venientes exciperet.

Instructo exercitu, magis ut loci natura, dejectusque collis, et necessitas temporis, quam ut rei militaris ratio atque ordo postulabat, cum diversis locis legiones, aliae alia in parte, hostibus resisterent, sepiusque densissimis, ut ante demonstravimus, interjectis prospectus impediretur; neque certa subsidia collovari, neque quid in quaue parte opus esset provideri, neque ab uno omnia imperia administrari poterant. Itaque, in tanta rerum iniquitate, fortunæ quoque eventus varri sequebantur.

(a.) Parse *suo, missis, gladiis, impedimento, latere, summolis.*

(b.) Distinguish between *prælium* and *pugna*: *copie, agmen, exercitus* and *acies*.

- 2. Give the principal parts of *perfregerunt*, *destrictis*, *cäperunt*, *reminisceretur*, *quaesitum*, *consciverit*, *ceperunt*, *consuesse*.

3. Translate:—

*Princeps pœnas persolvit—prima luce—dare pœnas—Helvetiorum injuriis populi Romani—paucis ante diebus.*

4. In what case is a town *at which* a thing is done to be put? In what case is the name of a town to be put in answer to *whither?* in answer to *whence?* Give examples.

5. Name all the adjectives you remember which are irregular in their degrees of comparison.

6. Mention the classes of verbs that are followed by the dative. What verbs take two accusatives?

7. Translate into Latin:—

(a.) The Germans had not entered a house for 14 years together.  
(b.) They send ambassadors to Caesar: (saying) that they are ready to open the gates.

(c.) At the same time he was informed by Publius Crassus that all those states had submitted to the dominion and authority of the Romans.

---

### SANSKRIT.

*Examiner.—SOMA NATH MOOKERJEE.*

चथ वीक्ष्य रघुः प्रतिष्ठितं प्रकृतिष्वात्मजमात्मवत्तया ।  
विषयेषु विनाशधर्मसु चिदिवस्त्रेष्वपि निस्पृहोऽभवत् ॥  
गुणवत्सुतरोपितश्रियः परिणामे हि दिलीपवंशजाः ।  
पदवीं तत्त्वव्यक्तवाससां प्रयत्नाः संयमिनां प्रयेदिरे ॥  
तमरण्णसमाश्रयोन्मुखं शिरसा वेष्टनश्चोभिना सुतः ।  
पितरं प्रणिपद्य पादयोरपरित्वागमयाचतात्मनः ॥

1. Explain the words **प्रतिष्ठितं**, **आत्मवत्तया**, **विनाशधर्मसु** and **विषयेषु** and shew the propriety of the epithet **विनाशधर्मसु**. What is the force of **श्रियः** in the fourth line?
2. Explain (**संसास**) **Samas** in **गुणवत्सुतरोपितश्रियः**, **तत्त्वव्यक्तवाससां**, **आरण्णसमाश्रयोन्मुखं** and give their significations; Parse **चयाचत** and mention some other verbs which are of the same class.

भर्त्तापि तावत् क्रथकैश्चिकानामनुष्ठितानन्तरजाविवाहः  
 सत्त्वानुरूपाहरणीकृतश्चोः प्राणापयदावैमन्वगाच्च ।  
 तिष्ठस्त्विलोकीप्रथितेन सार्जमजेन मार्गं वसतीरुषिता ।  
 तस्मादपावर्तत कुण्डिनेशः पर्वात्यये सोम इवाण्णरस्मेः ॥  
 प्रमन्यवः प्रागपि कोशलेन्द्रे प्रवेकमात्तस्तया वभूवः ।  
 अतोच्चपाच्चक्षमिरे समेताः स्त्रीरत्नाभाम् न तदात्मजस्य ॥

3. Paraphrase the foregoing lines carefully.
4. Explain the word सत्त्वानुरूपाहरणीकृतश्चोः and give the root of अन्वगाच्च
5. Where is कुण्डिन situate, and what is its modern name ?
6. Explain प्रमन्यवः, आत्तस्तया and derive आत्त
7. Explain fully the following couplet :—

अजिनदण्डभृतं कुण्डमेखलां यतगिरं मगदङ्गपरिग्रहाम् ।  
 अधिवसंस्तनुमध्यरदीक्षितामसमभासमभासयदीश्वरः ॥

Translate into Sanscrit :—

Religious zeal was not only avowed by Mahmoud, but under certain shape supplied the main impulse to all his actions. Yet its exercise, as already observed, was productive of earthly gains so immense as to involve its purity in some suspicion. Still a religious profession is not always insincere, because it is somewhat alloyed in the mind of him who admits a mixture of worldly motives. That the Moslem faith, as the exclusive path to salvation, ought to be propagated by the sword, is one of the fundamental dogmas; and by a monarch whose ambition and avarice this tenet so greatly favoured, we cannot wonder that it should have been zealously embraced. Yet one incident, related as having occurred at the end of his mortal career, shows that the vanities of earth still held full possession of his heart. Two days before his death he caused all his jewels, pearls and golden ornaments, collected from so many different regions, to be spread out before him that he might satiate his eyes by a display of riches, from which he was about to be separated for ever.

## SANSKRIT.

Examiner.—SOMA NATH MOOKERJEE.

1. Translate into English:—

रामे मनुजश्शार्दूले सानुजे वनमाश्रिते  
 राजा दशरथः श्वेतामापदं समपद्यत ॥  
 रामलक्ष्म्यंयोरेव विवासादासवोपमं ।  
 जयाहोपश्शवगतं सूर्यं तमइवाम्बरे ॥  
 स वष्टे दिवसे रामं श्रोत्रं व महायशः ।  
 अर्धरात्रे प्रबुद्धः सन् समरात्मसुदुष्कृतं ॥  
 दुर्वों सूत्त्वा च कौशल्यामभिवाद्येदमत्रवीत् ।  
 यदि जागर्धि कौशल्ये पृथग् मेऽविहिता वचः ॥  
 यदा चरति कल्याणिनः कर्म सुभाशुभं ।  
 सोऽवश्यं फलमाप्नोति तस्य कालक्रमागतं ॥  
 गुरुलाभवमर्थानामारम्भेष्ववितर्कयन् ।  
 गुणतोदैषतस्मैव बालइत्युचते बुधैः ॥  
 तद्यथाभवनं हित्वा पलाशवनमाश्रयेत् ।  
 पुर्णं दृष्टा फलप्रेसुर्निरापः स्यात् फलागमे ॥  
 सोऽहमाभवनं हित्वा पलाशवनमाश्रितः ।  
 बुद्धिं मोहात् परित्यज्य रामं श्रोत्रामि दुर्मतिः ॥  
 कौशल्ये लब्धक्षेण तरुणेन मया पुरा ।  
 कौमारे शब्दवेषित्वस्त्राधिना दुष्कृतं छतं ॥  
 तदिदं भमानुप्राप्तं फलं पापस्य कर्मणः ।  
 भक्तिस्य विषयेव विपाकीजीवितान्तकः ॥

2. Decline अदः and इदः in the plural.  
 3. State the circumstances under which ज्ञा and च र take *Atmanu Pada*.  
 4. Give the 2nd and 3rd persons singular and plural in लट and लुड of मु, सन and अश.  
 5. What are the past passive participles of ज्ञा, चि, चुह, गाह, लग, and शे?

समतोते दशांकि तु कृतश्चौची नृपात्मजा ।  
 चक्रे दादशिकं आङ्गं चयोदशिकमेव च ॥  
 ददे चोहिश्य पितरे ब्राह्मणैऽधनं तदा ।  
 महार्हानिच वस्त्राणि गावो वाहनमेव च ॥  
 चयोदशाहेतते तु कृतेचानन्तरं विधै ।  
 समेताः मन्त्रिनः सर्वाः भरते वाक्यमन्त्रवन ॥  
 त्वमद्यो भवो नोराजा धर्मतो नृवरात्मज ।  
 प्रस्तुति नापदे यावदयं राष्ट्रमराजके ॥

6. Correct the errors in the foregoing lines.

राजा । पश्चात् सरः प्रतिगमिष्यसि मानसं त्वं,  
 पाद्येयमुत्मृज विसं यज्ञग्राय मूयः ।  
 मान्त्रावदुड्हर शुचादयिताप्रवृत्त्या,  
 स्वार्थात् सतां गुरुत्वा प्रश्यिक्रियैव ॥

7. Explain the above couplet and write a short essay in Sanscrit on the last line.

### BENGALI .

*Examiner.—LOLL BEHARI DE.*

1 'किन्तु सुशिक्षित सक्तिरित बालिर प्रश्नस्तु हनुदय परम परिशुद्ध विद्यालोक लाभ करिया कि अत्याश्चर्य अनिर्बचनीय शोभाय शोभित हইয়া থাকে ! তাহার অনুঃকরণ অকারণে শক্তিত ও সঙ্গুচিত হইবার নহে । তিনি বিশ্বপতির বিশ্বরাজ্যের কৌশলচক্রের মৰ্মাবধান করিয়া তদীয় কার্য প্রণালী অসংশয়ত চিত্তে সুস্পষ্ট দেখিতে পান ।'

(a) Explain the above sentences.

(b) Write in a row, one under another, all the qualifying words to be found in these sentences, and against them the words they qualify.

2 'তাহাদের চিত্তভূমিতে অনির্বচনীয় আনন্দ-নৌরনিঃসৃত ও আশ্চর্য উৎসাহ তরঙ্গ উথিত হইতে লাগিল ।'

Explain the above sentence in language devoid of figure.

3 'অথবে মহার্জা আর্যভট্টকে কিছু মুন ও বিষণ্ণ দেখিয়া-  
ছিলাম, পরে অক্ষয়াৎ তাহার মুখমণ্ডল প্রফুল্ল ও অদীপ্ত হইতে  
দেখিয়া, &c.'

Who was আর্যভট্ট, and why was he found first sorrowful and shortly after cheerful?

4. Write in a few lines, not exceeding ten, the lesson you derive from reading the chapter on 'স্বপ্নদর্শন, ন্যায় বিষয়ক'।

5. Translate the following passage into English.—

স উইলিয়ম জোনসের মৃত্যুতে সর্বসাধারণের যে কৃপ অসাধারণ মনস্তাপ ও ক্ষতিবোধ হইয়াছে অতি অল্প লোকের বিষয়ে সে কৃপ দেখিতে পাওয়া যায়। ভাষাজ্ঞান বিষয়ে, বোধ হয়, আয় কোন ব্যক্তিই তাঁহা অপেক্ষা অধিক নিপুণ ছিলেন না। পুরাবৃত্ত, দর্শন শাস্ত্র, স্মৃতি, ধর্মসংক্রান্ত গ্রন্থ, পদার্থ বিদ্যা ও সর্বজ্ঞাতীয় আচার ব্যবহার বিষয়ে তাঁহার অসাধারণ জ্ঞান ছিল। তিনি পরিবার ও পোষ্যবর্গের প্রতি যে কৃপ ব্যবহার করিতেন তাহা অতি অশংসনীয়। তিনি স্বভাবতঃ বদান্য ও তেজস্বী ছিলেন।

6. Write a short essay in Bengali on the sentence—অস্তঃকরণের ক্ষেত্রেই শয়।

#### BENGALI.

*Examiner.—GOPAL CHUNDER BANERJEE.*

1. ইঞ্জিনী দেশেতে যত ধর্ম্মচূল নর।

তক্ষিভাবে ভজে সবে জগন্য অমর।

যে কেহ শুনেছে উক্ত রাজ্যের সংবাদ।

জানিয়াছে ধর্মের গ্রন্থ প্রমাদ।

কেহ বা কুস্তীর ভজে কেহ বা বিহঙ্গ।

রাশি-রাশি আছে যার জষ্ঠরে ভুজঙ্গ।

মেমুনের মূর্তি যেখা বিচির রাগেতে।

চুরি করে চিন্ত নিধি মধুর নাদেতে।

(a.) Paraphrase the above lines in Bengali prose.  
 (b.) In what case is **প্রয়াদ**?  
 (c.) Explain the allusion in the last two lines.

2. এইরূপ অবাসি পথিক দ্রুই জন ।

অমণ করিতেছিল আরবের বন ॥  
 মিত্রভাবে ভগিতে ২ ষায় যত ।  
 নানা বাঁধে নানা ছাঁদে গণ্প ফাঁদে কত ॥  
 পরে আরম্ভিল বহুরূপীর বিষয় ।  
 আকৃতি প্রকৃতি তার কি প্রকার হয় ॥

(a.) Give synonyms of the words ফাঁদে, বাঁধে, and ছাঁদে.  
 (b.) What is the difference between আকৃতি and প্রকৃতি?  
 3. Explain the *Samas* (সমাস) in নৌকর, বৎশোন্তব, জীবনচরিত  
 and প্রতিজ্ঞাশঙ্খল.  
 4. Analyse the words অস্তর্বন্তো, কিয়দিবস, পর্যাতোচনা, and বৃহৎপম  
 5. (a) Give the opposites of the following words.

চৈর্য, বৃদ্ধি, উপকার, এবং অনুরাগ ।

(b) Mention the সমাস in the following words.

ভীতচিত্ত, ইচ্ছানুসারে, এবং বিদ্যারত্নবিভূষিত ।

6. Translate the following sentences into Bengali.

'From Benares he proceeded to Patna, once the capital of a kingdom, but at that time subject to Akbar; and though a large city, it contained only houses of earth and straw. The country was much infested by robbers, wandering like Arabians from place to place; whence we may conclude, that the system of *ducoit* gangs was already in full force. The people were greatly imposed upon by idle persons assuming the appearance of sanctity.'

---

URDU.

*Examiner.—K. M. BANERJEA.*

1. Translate into English the following passage from the commencement to the words **لے** & **ج** **غ** & **ک**

نہروں کے کذارے چمن میں بھجوی سیر کرتے پھرتے اقسام اقسام کے میوے کہاتے اور نہروں سے پانی پیتے ہی محدث و مشقت بہہ سب کچھ میسر تھا ہل جو تنا کھیتی کرنا پیدسا کاندا کپوا بنا دھونا یہہ ایک بھی محدث انہیں نہ تھیں جیسا اس زمانے میں اولاد ادکی ان بالوں میں گرفتار ہی جس طرح اور حیوانات وہاں رہتے تھے اسی طرح یہ دونوں بحث و آرام تمام اوقات بسو کرتے کچھ غم نہ تھا اور جتنے درخت و حیوان وہاں تھے سب کے نام اناہ تعالیٰ نے آدم کو بتلادئے اور فرشتوں سے نام انکا پوچھا یہ تو جانتے نہ تھے حیران ہو کر چپکے ہو رہے آدم سے جس سوچت پوچھا انہوں نے پوچھتے ہی سب کے نام بتلا دئے اور فائدہ و نقصان ادا سب بیان کیا \*

2. Point out the nouns that are plural in the above extract.
3. Distinguish between حفظ and ارام
4. Who are meant by فرشتوں and what is the literal signification of the term?
5. What is nominative to پوچھا
6. What is meant by فائدہ و نقصان in the last sentence of the above extract?
7. Who are meant by بے دونوں

بادشاہ نے ہمارے حق میں دیا تھہرا یا ہی

8. What is the meaning of the word حق here?
9. Distinguish between قاضی and مفتی

آخر وے بھی ہماری مرضی کے موافق کچھ حیلے شرعی کر کے حدم کریں گے \*

10. What is meant by حیلے شرعی

---

URDU.

*Examiner.—K. M. BANERJEA.*

Translate the following lines into English.

کسی چشمے کے متصل ایک چکر تھا ان میں تین مچھلیاں تھیں اس گوشہ قناعت میں اوقات بسر کرتی توہین اپنافقا دو تین

دھیذور کا کذر وہاں ہوا مچھایاں دیکھ کر جال لانے کو دوڑے مچھایاں خبدار ہوئیں ہر چند کے پانی میں تھیں لیکن آتش حادث سے جانے لئیں ایک جو ان میں دانا تھی جب رات ہوئی جادی سے لے مشورت یا رون کی اس مہانے کی راہ جو چشمے میں ملا تھا نکل ٹھی فجر کے وقت مچھو سے آپنے اور چکر کو درزو طرف سے گھپل کیا نیم دانا جو پوری عقل نہ رکھتی تھی یہ حال دیکھ کر بہت پیشہ مان ہوئی اور بولی ضرور تھا کہ میں بھی اس مچھلی کی طرح حادث کے آگے اپنی مخلصی کی فکر کرتی اب جو بھاگنے کی فرصت نہ رہی وقت مکرو بھانے کا ہی

2. Of what gender are the words قناعت چکر

### مخلصی مشورت

3. Point out, if there be any, nouns in the above extract which are in the genitive case but have not the particle کی or کے

4. Are there in the above extract any nouns in the plural but not with the ordinary plural termination in Urdu?

5. Are all the words جو the same part of speech in the above extract?

اسنے کہا کہ میرے نزدیک صلاح یہ ہی کہ بالفعل صاحم کریں

6. Distinguish between صلاح and صلح

جو دشمن کو زور سے ہزیمت نہ دے سکے تو دولت سے فتنے کی راہ بند کرے ۔

7. Explain this line.

8. Translate the following Urdu passage into English and the English into Urdu:

”تب انہوں نے عرض کی کہ حضرت سلامت ہم کو بھی بی بی تعجب ہی \* تب اس امیر نے پوچھا کہ اسی لشکری بھی یہ گل دستہ کیسا ہی اور کہاں سے تیرے ہانپہ لگا ہی اس نے کہا یہ مجبہ و میری بی بی نے اپنی حرمت کی نشانی دی ہی \*

Between six and seven the Nabob returned to his camp, leaving the fort in charge of a Native officer. There were at the time one hundred and forty-six European prisoners, including one lady and twelve wounded officers. The Commandant sought for some place where they might be placed in security for the night.

## APPENDIX C.

### PERSIAN.

*Examiner.—K. M. BANERJEA.*

یکی را کرم بود و قوت نبود  
 کفا نش بقدر مروت نبود  
 که سفله خداوند هستی مبداد  
 جوانمرد را تنگ دستی ملبداد  
 کسی را که همت بلند او فتد  
 مرآدش که اندر کمک او فتد  
 چو سیلا ب ریزان که در کوه هسار  
 نگیرد همی بر بلندی قرار  
 نه در خود سرمایه کردی کرم  
 تنگ مایه بودی ازین لاجرم  
 بریش تنگ دستی دو حرفی نوشته  
 که ای خوب فرجم فرخ سرشت  
 یکی دست گیرم بچندی درم  
 که چند بیست تا من بزندان درم

1. Translate the first eight lines into English.
2. Has the word *مایه* precisely the same meaning in the 9th and 10th lines? Point out the compound words in those lines.
3. Is the *ی* in the 11th line *majhul* or *maruf* in the two words where it occurs? what is the difference between those two kinds of *ی*
4. Explain the words *درم* and *چندی* in the last line.
5. Paraphrase the following lines into prose:

شبی دود خلق آشی بر فروخت  
 شنیدم که بغداد نیمی بسوخت  
 یکی شکر گفت اندران حال زود  
 که دکان ما را گزندی نبود  
 چهان دیده گفتتش که ای بوالهوس  
 ترا خود غم خویشتن بود و بش  
 پسندی که شهری بسوزد بذار  
 اگرچه سراست بود در کنار

بجز سنگدل کی بکند معدہ تذکر  
چو بیند کسان بر شکم بسته سنگ

6. Give the etymology of the word **بولهوس\*** and explain the word **سرایت**.

7. Has the word **تنگ** the same meaning in this extract that it has in the previous one?

8. Give the imperatives of **بسته سوخت شنیدم**.

9. What part of the verb is **پسندی**?

### PERSIAN.

*Examiner.*—K. M. BANERJEA.

Translate the following passage into English:

وز را امذل بر مثال اطبا اند و طبیب دارو ندهد چز سقیم  
را پس چو بینم که رای شما بر صوابست مرا دران سخن گفتن  
حکمت نباشد \*

چو کاری یی فضول من برآید  
مرا در وی سخن گفتن نشاید  
و گر بینم که نا بیندا و چاه است  
و گر خاموش به نشیدم گناه است

2. Point out the plural nouns in the above extract and give their singulars.

یکی از متعددان شام در پیشه سالها عبادت کردی و برگ درختان خورده بادشاہ ان طرف بحکم زیارت بنزدیک او رفت و گفت اگر مصلحت بینی در شهر از برای تو مقامی سازیم که فراغت عبادت ازین به میسر شود و دیگران ببرکات انفاس شما مستفید شوند \*

3. What is the literal meaning of **متعددان**? Is there any other word in this extract derived from the same root?

4. What country is meant by **شام**?

5. Give the meaning of the words:

فراغت انفاس زیارت برگ بیشه

6. What are the things compared by the particle **ب**?
7. Give the imperatives of **رفت** **گفتن** **خورد** **کرد**
8. Give the Infinitives of **سازم** **نشینم** **شاید** **بینم** **دهد**
9. What does the affix **ب** to **خورد** **کرد** and **ب** signify?
10. Translate the following Persian sentences into English and the English passage into Persian.

خط رشت نیست مداد درست ذوشنه است اینکه نویسنده است  
پرسیک که در ماه چه خواهد گرفت و در جاهای دیگر چه قدر  
می یافته \*

در فلان جا و فلان جا این قدر می یافتم حالا صاحب هر چه  
بفرمایند قبول می کنم \*

Between six and seven the Nabob returned to his camp, leaving the fort in charge of a Native officer. There were at the time one hundred and forty-six European prisoners, including one lady and twelve wounded officers. The Commandant sought for some place where they might be in security for the night.

#### HINDEE.

*Examiner.—K. M. BANERJEA.*

पुरजन मिलहिं न कहहिं कक्ष गंवहिं जोहारहिं जाहिं  
भरत कुश्ल पूछि न सकहिं भय विषाद मन माहिं  
हाट बाठ नहिं जाइ निहारी  
जनु पुर दश दिशि लागि दवासी  
आयत सूत सुनि केकय नंदिनि  
हरषि रवि कुल जलहह चदिनि  
सजि आरती मुदित उठि धाई  
दारहि भेट भवन लै आई  
भरत दुखित परिवार निहारा  
मानजँ तुहिन बनज बन मारा  
कैकेयी हरषित इहि भाती  
मनजँ मुदित दवलाइ किराती

1. Translate the above lines into English.
2. How would the termination हि in the above extract be modified, if it were in Khariboli.
3. What is meant by दृष्टि दिशि? Describe the ten points giving their appropriate native names.
4. Explain the similes contained in the last four lines.
5. What were the two races of Kings among the ancient Hindus, from whom were they descended, and where did they respectively reign?

विकल विलोकि सुतहिं समुभावति  
मनङ्गं जरे पर लोन लगावति

विधिङ्गं न नारि छृदय गति जानो  
सकल कपठ अवगुण खानी  
सरल सुशील धर्मरत राज  
सो किमि जानहिं तीय सुभाऊ

6. In what case is सुतहिं and by what is it governed?
7. Explain the line beginning with मनङ्गं
8. What is the import of the affix ङं in विधिङ्गं? Give the meaning of अवगुण
9. Give four synomymes of रवि and जल
10. Distinguish between सरल and सुशील
11. Is समुभावति a part of the verb समझता?

### HINDEE.

*Examiner.—K. M. BANERJEE.*

1. Translate into English the following passage:

धाइ पूछिहिं मोहि जब बिकल नगर नग नारि  
उतर देव मैं सबहि तब छृदय बच्च बैठारि ॥ पुछिहिं दीन  
दुखित सब माता । कहब काह मैं तिनहिं विधाता ॥ पुछिहिं  
जबहि लघ्य महतारी । कहिहैं कवन संदेसं सुखारी ॥ राम  
जननि जब आइहि धाई । सुमिरि बच्च जिमि धेनु लवाई ॥

पूछत उत्तर देव मैं तेही । गे बन इत्तम लघण बैदेही ॥ जेह पूछिहि  
तेहि उत्तर देवा । जाँइ अवध अब यह सुख लेवा ॥ पूछहिं जबहिं  
रखउ दुख दीना । जीवनं जासु राम अधीना ॥ दै हैं उत्तर कबन  
मुक्त लाई । आयेउं कुशल कुंवर पज्जंचाई ॥ सुनत लघण सिय राम  
संदेशू । दण इव तनु परिहरब नरेशू ॥

2. Who do you think is the speaker here ?
3. Who were the mothers of Rama and Lakshman ?
4. Why was Sita called *Vaidehi* ?

देखि सचिव जय जीव कहि कीन्हेसि दंड प्रणाम सुनत उठे  
आकुल वृपति वज्ज सुमन्त कहूं राम । भूप सुमन्त खोन्ह उर लाई ।  
बूडत कहु अधार जनु पाई ॥

5. In what cases are सचिव (1st line) and सुमन्त (2nd and 3rd lines) ?
6. Explain the simile in the 3rd line.
7. Give the etymology of विकल नरेशू वृपति भूप रघुनाथ
8. Give synomymes of सचिव लोचन जननौ सखा
9. Translate the following Hindee lines into English and the English into Hindee :

हे राजा ! यों कह कालयवन अति अभिमान कर, अपर्णि सब  
सेना को क्षोड़ अुकेला श्री कृष्णचंद के पीछे थाया ; पर उस मूरख  
ने प्रभु का भैद न पाया आगे आगे तो हरि भागे जाते थे, जौ एक  
हाथ के चंतर से पीछे पीछे वह दौड़ा जाता था निदान भागते  
भागते जब अनेक दूर निकल गये, तब प्रभु एक पहाड़ की गुफा  
में बड़ गये; वहाँ जा देखे तो एक पुरुष सोया पड़ा है ये भट  
अपना पीतांबर उसे उड़ाय, आप अलग एक ओर क्षिप रहे.

Between six and seven the Nabob returned to his camp, leaving the fort in charge of a Native officer. There were at the time one hundred and forty-six European prisoners including one lady and twelve wounded officers. The Commandant sought for some place where they might be placed in security for the night.

## HISTORY.

*Examiner.—E. Storow.*

1. Describe the general characteristics of the Greek States, and their relations to each other.
2. Give the names of the chief kings of Babylon, the dates of their reigns and their personal characteristics.
3. Describe the origin of the first Punic war, its main incidents and issues.
4. Give an outline of the civil wars of Rome from B. C. 133 to the reign of Augustus.
5. Give an outline of the history of English intercourse with India between the years 1580 and 1680.
6. Give the dates of the following events—the first voyage round the Cape: the Massacre of Amboyna; the Accession to supreme power of—1st Cuttub-ud-Deen, 2nd Akbar, 3rd Aurungzebe, 4th Hyder Ali; and the battle of Assaye.
8. Sketch the life of Tippu Sultan.
9. Describe the leading features of Portuguese, French, English and Mahomedan intercourse with India.
10. Give an outline of the second Mahratta war.
11. How was India politically divided about the year 1700?

---

## GEOGRAPHY.

*Examiner.—J. Bruce.*

1. Draw a map of the Baltic Sea, showing the towns on its coast; and the rivers which flow into it.
2. If a line were drawn from the south-west of France to the White Sea, what portions of the Map of Continental Europe would be cut off?—Give geographical definitions of the same.
3. Draw a map of the coast of England from Berwick to Dover, shewing the position of each of the following:

Berwick, River Tyne (Mouth), North and South Shields, South Foreland, Sunderland, Hartlepool, Ramsgate, Margate, Mouth of

River Tees, North Foreland, Mouth of the Thames, Flamborough Head, Yarmouth, the Humber, Hull, Dover.

4. Name the nine southern counties of England, and give the chief towns of each.

5. State briefly and accurately where each of the following places is situated—Astrakhan, Sinope, Bucharest, Heligoland, Pitcairn Island, Archangel, Buenos Ayres, Auckland, Port Natal, Bagdad.

6. Name the principal Mountain ranges in Spain, beginning at the North, and also the *rivers* which flow into the Atlantic.

7. What are the principal states in India ruled by Native princes, but more or less controlled by the English Government? Give the chief town of each.

8. Where does Southern India begin? What was it originally called? How are the Eastern and Western sides commonly styled? Give the geographical definition of the interior. What is the *native capital*?

9. Give the principal rivers in Northern India, also those in Southern India, and compare them. Describe shortly the course of the Brahmapootra. What is the largest river in Southern India?

10. Name all the *natural* Harbours from Cape Comorin to Bengal.

11. Give the Political States of India beyond the Ganges with the chief town of each.

---

#### ARITHMETIC AND ALGEBRA.

*Examiner.*—H. SCOTT SMITH, B. A.

1. Express as a decimal fraction  $\frac{4\frac{3}{4} \times 8\frac{6}{11}}{\frac{5}{6} \div 10\frac{1}{2}} \div \frac{6\frac{1}{4} \text{ of } 4\frac{4}{9}}{4 + 2\frac{1}{3}}$

2. Reduce 3s. 6d. to the decimal of £5, and .0234 to a vulgar fraction.

3. If an estate be worth £2374 16s. per annum, and the land tax be assessed at 1s. 11 $\frac{1}{2}$ d. in the £., what will be the net annual income?

4. How much land may be rented for £1716 10s. 6d. if 3 acres are rented for £4 13s. 4d.?

5. Extract the square root of .00099856.

6. Divide  $28x^4 \times 13x^2y^2 - xy^3 + 15y^4$   
by  $4x^2 + 4xy + 3y^2$ .

7. Reduce  $\frac{1}{4a^3(a+x)} + \frac{1}{4a^3(a-x)} + \frac{1}{2a^2(a^2+x^2)}$   
to the form  $\frac{1}{a^4 - x^4}$ .

8. Multiply  $x - x^{\frac{1}{2}}y^{\frac{1}{2}} + y$  by  $x^{\frac{1}{2}} - y^{\frac{1}{2}}$ .

9. Solve the following Equations.

(1.)  $6\frac{1}{3} - \frac{x-7}{3} = \frac{4x-2}{5}$

(2.)  $4x+3 = 8x-9$

(3.)  $\sqrt{x+9} = 1 + \sqrt{x}$

(4.)  $\left\{ \begin{array}{l} x+3y=10 \\ 3x+2y=9 \end{array} \right\}$

## GEOMETRY.

*Examiner.—W. SAMPSON.*

1. In any right-angled triangle, the square which is described upon the side subtending the right angle, is equal to the sum of the squares described upon the sides which contain the right angle.

2. Through a given point draw a straight line which shall make equal angles with two straight lines given in position.

3. If the straight line bisecting the vertical angle of a triangle also bisects the base, the triangle is isosceles.

4. If a straight line be bisected and produced to any point, the square of the whole line thus produced and the square of the part of it produced, are together double of the square of half the line bisected and of the square of the line made up of the half and the part produced.

5. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts,

together with the square of the line between the points of section is equal to the square of half the line.

6. The sum of the squares of the sides of a parallelogram is equal to the sum of the squares of the diagonals.

7. In a circle, the angle in a semicircle is a right angle; the angle in a segment greater than a semicircle is less than a right angle; and the angle in a segment less than a semicircle is greater than a right angle.

8. In equal circles, equal angles stand upon equal arcs whether they be at the centres or circumferences.

9. Given the angle at the base of an isosceles triangle and the perpendicular from it on the opposite side, construct the triangle.

---

QUESTIONS SET AT THE ANNUAL EXAMINATION,  
MEDICAL COLLEGE, SESSION, 1861-62.

---

**Test and Honor Examinations.**

---

**ANATOMY.**

1. Describe the structures that would be met with in a dissection for the purpose of fully exposing the scalenus anticus muscle.

2. Describe the base of the encephalon with the apparent origins of the cranial nerves.

3. A person receives an incised wound, extending from the anterior border of the tibia, two inches below its anterior tubercle, to the external surface of the fibula, two inches above the malleolus externus, the depth of the incision being limited by the interosseous membrane. What structures would be implicated in the injury?

4. Give a brief account of the structure and connections of the retina.

5. Explain the formation, position and connections of the tunica vaginalis testis, and describe the structures that would be met with in fully exposing it.

6. Describe the cartilages, ligaments, and muscles of the Larynx.

## CHEMISTRY.

1. Describe a maximum and minimum thermometer and their mode of action.
2. Why does a pool of clear water appear shallower than it really is?
3. Illustrate Faraday's theory of induction by experiments which can be made with the gold leaf electroscope. \*
4. How may chemically pure silver be obtained?
5. How may the percentage of nitrogen in an organic body be determined?
6. What is the constitution of the Yellow Prussiate of Potash? Mention the experiments which confirm the view you take of it.
7. Contrast the Chemistry of the Respiration of plants and animals. What particular office is the function designed to perform, in the vital economy of the two kingdoms?

## BOTANY.

1. Give the internal anatomy and mode of growth of the stems of the three classes into which the vegetable kingdom is divided by the nature of the wood.
2. What is an arillus? Give the names of some natural orders in which it occurs.
3. State generally what you know of the process of Reproduction in Phanerogamia and Cryptogamia, and state the leading features of that function which distinguish these sub-kingdoms.
4. Give the Class and Sub-class of the Natural Order Malvaceæ, with the botanical characters, physiological properties and some of the commoner genera of the order.
5. To what portions of a plant are the terms Orthotropous, Campylotropous, Amphitropous, applied, and what is the condition they imply?
6. To what Natural Order would you refer a plant possessing the following characters,—  
An inferior calyx and corolla, each of three parts, valvate in aestivation; indefinite, hypogynous stamens, with extrose anthers; ovaries, numerous, free, placed on a convex torus, one celled, uniovulate,

crowned each by a single sessile stigma; seeds arillate, with a ruminated albumen; leaves, alternate, exstipulate.

7. Give the Class, Subclass, Natural Order and Genus of the plants, numbered 1, 2, 3.

#### MATERIA MEDICA.

1. Describe the effects and uses of Ammonia, Sulphuric Ether, Oil of Turpentine, Tartar Emetic, Calomel and Opium, stating the differences between them in their local and general action, as well as their doses.

2. Enumerate the pharmaceutical preparations of Lead and Colchicum, and give an account of their employment.

#### PHYSIOLOGY.

1. Give a general description of the organs of Nutrition, Reproduction and Relation.

2. The organization and functions of the organs of Respiration.

3. Describe the situation, form, &c., of the essential organs of Reproduction and their secretive productions.

4. A general description of the active and passive organs of locomotion and the structure and composition of bone.

5. A general description of the nervous system and a special one of the olfactory organs.

#### COMPARATIVE ANATOMY.

1. How are Mammalia distinguished from all other animals, and placental from aplacental mammalia?

2. What Entozoa infest man? In what division of the animal kingdom are they classified?

3. Locality, Form and Structure of *Ascaris lumbricoides* and *Toenia lata*.

4. A description of the principal modifications of the organs of respiration in animals.

5. In what Division, Class and Order are Elephants placed, and what are the principal peculiarities of their organization?

## MEDICINE.

1. What do you understand by Pyæmia? What are its symptoms?
2. Give the symptoms of Calculous pyelitis. How would you distinguish between it and Chronic cystitis or calculus in the bladder?
3. What are the symptoms of Typhoid Fever in its different stages? What are its dangers?

## SURGERY.

1. Give an account of the pathology of the processes of Ulceration and Interstitial Absorption, distinguishing one from the other and illustrating by a description of the commonest forms of each of these changes.
2. Give a description of each of the following diseases and the treatment necessary in each:—
  - Fistula in Ano.
  - Anthrax.
  - Ranula.
3. Give a detailed description of the Median operation for Stone in the Bladder. (Allarton's.) Contrast it, anatomically and surgically, with the ordinary operation by lateral section. State when you would prefer the median to the lateral, and why?
4. Give an account of the chief points of enquiry in reference to a patient's state of health who is about to be the subject of a great surgical operation; such, for example, as the removal of a large Tumour, or Lithotomy.
5. How would you treat a punctured wound of the thorax; the pleura and lung of one side having been wounded by a sword or bayonet thrust, in a healthy young Soldier, for example?

## MIDWIFERY.

1. Placental Presentation, Symptoms, Diagnosis and management of such cases.
2. Enumerate the diseases which might be confounded with Cancer of the Uterus, and state shortly on what a diagnosis may be founded.

3. Hooping Cough, symptoms of 1st and 2nd stage and appropriate treatment.

#### MEDICAL JURISPRUDENCE.

1. Explain the cause of an ecchymosis after a blow or injury, the time of its appearance under different circumstances, and its absence in others.
2. Describe the best mode of treating the Cobra de Capello bite.
3. Also the symptoms and treatment of Poisoning by Opium.
4. In what manner do Poisons affect or act on the system ? give examples of each.

#### OPIHTHALMIC MEDICINE AND SURGERY.

1. What are the symptoms, pathological changes and treatment of sclero-iritis in its Syphilitic and Rheumatic forms ?
2. Ptosis, its causes and pathology, the condition of pupil, affecting diagnosis, as to the seat of lesion.

---

ALPHABETICAL LIST OF OFFICERS IN THE EDUCATION  
DEPARTMENT RECEIVING SALARIES OF RUPEES 15  
PER MENSEM AND UPWARDS ON THE 31ST DECEMBER, 1861.

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Abdool Azeez, 2nd Assistant Professor, Calcutta Madrassah, ...	... ... ...	50 0 0
Abdool Kurreem, Draftsman, Civil Engineering College,	40 0 0	
Abdool Ruheem, Moonshee, Colingah Branch School,	30 0 0	
Abdool Ruzzack, 7th Master, Calcutta Madrassah, ...	30 0 0	
Adhikari Gour Mohun, 7th Master, Chittagong Zillah School, ...	16 0 0	
Adhikari Jodunath, Officiating Head Pundit, Domparah Aided Vernacular School, ...	15 0 0	
Adhwaryya Khetra Nath, Head Pundit, Gopalpore Aided Anglo-Vernacular School, ...	15 0 0	
Aga Mohammed, Persian Teacher, Patna Zillah School,	40 0 0	
Ahome Bholee, Pundit of Saikhwah, Government Vernacular School, Zillah Lucknepore, ...	15 0 0	
Ahmed Qumar Ooddeen, 2nd Teacher, Patna Zillah School, ...	40 0 0	
Ali Ahmed, 2nd Persian Teacher, Tirhoot Zillah School,	15 0 0	
Ali Azhur, Head Moulvee, A. Dept., Hooghly College,	300 0 0	
Ali Furraghath, 3rd Class Do. Do. Ditto, ...	80 0 0	
Ali Kasim, 6th Master, Colingah Branch School, ...	30 0 0	
Ali Mahomed, 8th Master, Calcutta Madrassah, ...	30 0 0	
Ali Mirza Mobaruk, Writing and Drawing Master, A. Depart., Hooghly College, ...	40 0 0	
Ali Zoolfaokar, 2nd Persian Teacher, Calcutta Madrassah, ...	50 0 0	
Aratoon, S. C., Head Master, Dacca Normal School, ..	300 0 0	
Atkinson, W. S., M. A., Director of Public Instruction, 2,000	0 0 0	
Bachaspatti Madusudan, 2nd Pundit, Calcutta Normal School, ...	50 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Bagchi Nilkamal, Head Pundit Bamazory, Aided Vernacular School,	... ... ...	15 0 0
Baksi Ramjadub, 4th Master, Pubna Zillah School,	...	25 0 0
Banerjee, Abhoycharan, Head Pundit, Koomaghatta Aided English School,	... ... ...	15 0 0
Banerjee, Ambica Charan, 5th Master, Ooterparah English School,	... ... ...	30 0 0
Banerjee, Annodaprosad, Head Pundit, Jyrampore Aided Vernacular School,	... ... ...	16 0 0
Banerjee, Annodaprosad, Head Pundit, Baraset Zillah School,	... ... ...	25 0 0
Banerjee, Ashutosh, 2nd Master, Mahata Aided Anglo-Vernacular School,	... ... ...	20 0 0
Banerjee, Bipradas, 6th Master, Hindu School,	...	80 0 0
Banerjee, Bireshar, Head Pundit, Seckhala Aided English School,	... .. ...	25 0 0
Banerjee, Baikantuath, 2nd Master, Mundlegram Aided Anglo-Vernacular School,	... .. ...	20 0 0
Banerjee, Brojonath, Pundit of Koostia, Govt. M. Ver. School, Bograh,	... ... ...	20 0 0
Banerjee, Chanderkumar, 4th Pundit, Colootollah Branch School,	... ... ...	20 0 0
Banerjee, Chandi Charan, 3rd Extra Master in charge of 3rd Sec. of the 3rd Class, Do.,	... ...	80 0 0
Banerjee, Damodur, Head Pundit, Tanadige Aided Vernacular School,	... ... ..	20 0 0
Banerjee, Gobind Chandra, Circle Pundit, Konuckshar Patshalla,	... ... ...	15 0 0
Banerjee, Gobind Chandra, 2nd English Teacher, Purneah Zillah School,	... ... ...	50 0 0
Banerjee, Gobind Chandra, Pundit, Joinshar Aided Ver. School,	... ... ...	15 0 0
Banerjee, Gopaul Chandra, Head Master, Caleutta Normal School,	... ... ...	150 0 0
Banerjee, Gopinath, Supt. of Gowhati Normal School,	...	80 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Banerjee, Hara Chandra, 6th Master, Calcutta Madrasah, ...	... . . . .	40 0 0
Banerjee, Hara Chandra, Deputy Inspector of Schools in Dinagepore, ...	... . . . .	150 0 0
Banerjee, Hari Mohan, Head Pundit, Dhaneoora Aided Vernacular School, ...	... . . . .	20 0 0
Banerjee, Harish Chandra, Head Pundit, Konnogore Female School, ...	... . . . .	15 0 0
Banerjee, Hem Chandra, Pundit of Nanyah, Govt. M. Vernacular School, Bograh, ...	... . . . .	20 0 0
Banerjee, Hiran Maya, Head Pundit, Baka Bhabanipore Aided Vernacular School, ...	... . . . .	20 0 0
Banerjee, Ishan Chandra, 2nd Master Berhampore College, ...	... . . . .	300 0 0
Banerjee, Jagat Chandra, Deputy Inspector, 24-Per-gunnahs, ...	... . . . .	150 0 0
Banerjee, Jodunath, Head Master, Bora Aided Anglo-Vernacular School, ...	... . . . .	50 0 0
Banerjee, Jodunath, Head Pundit, Paneehotec, ...	... . . . .	15 0 0
Banerjee, Kailash Chandra, Head Pundit, Moryapore Aided Anglo-Vernacular School, ...	... . . . .	15 0 0
Banerjee, Kailash Chandra, Head Pundit, Kholsce Aided Vernacular School, ...	... . . . .	15 0 0
Banerjee, Kailash Chandra, Deputy Inspector of Schools in Bograh, ...	... . . . .	100 0 0
Banerjee, Kalikumar, Head Pundit, Bursea Aided Vernacular School, ...	... . . . .	16 0 0
Banerjee, Kaliprasana, Pundit of Chilmaree Govt. M. Vernacular School, Rungpore, ...	... . . . .	20 0 0
Banerjee, Kedarnath, Head Master Tamlook Aided Anglo-Vernacular School, ...	... . . . .	50 0 0
Banerjee, Kedareshur, 3rd Pundit, Bagnapara Aided Anglo-Vernacular School, ...	... . . . .	15 0 0
Banerjee, Khetra Mohan, Head Pundit, Dwarhatta Aided Vernacular School, ...	... . . . .	15 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary</i>
Banerjee, Krishnakishore, Head Pundit, Hurreepore Aided English School, ...	... ...	25 0 0
Banerjee, Krishnanath, Vernacular Teacher, Dhusghore Aided Intermediate School, ...	... ...	25 0 0
Banerjee, Kunjabehary, 2nd Master, Gopalpore Aided Anglo-Vernacular School, ...	... ...	20 0 0
Banerjee, Kunjabehary, 4th Master, Midnapore Zillah School, ... ... ...	... ...	40 0 0
Banerjee, Lal Camal, Head Pundit, Shurshoona Aided School, ... ... ...	... ...	15 0 0
Banerjee, Madusudan, 2nd Master, Okershaw Aided Anglo-Vernacular School, ...	... ...	21 0 0
Banerjee, Madusudan, 2nd Master, Puruliah Zillah School,		50 0 0
Banerjee, Moheshchandra, 2nd Do., Hindu School, ...		200 0 0
Banerjee, Nilchandra, 3rd Do., Cal. Madrassah,		80 0 0
Banerjee, Nokuleshwar, 2nd Pundit of the Dacca Normal School, ... ... ...	... ...	75 0 0
Banerjee, Pari Mohan, Head Pundit, Badibatee Aided Vernacular School, ... ...	... ...	15 0 0
Banerjee, Pari Mohan, Head Master, Barrackpore Eng- lish School, ... ... ...	... ...	50 0 0
Banerjee, Pitamber, 3rd Pundit, Hooghly College, ...		30 0 0
Banerjee, Prosannakumar, Head Pundit, Kolagachee Aided Vernacular School, ... ...	... ...	20 0 0
Banerjee, Radhanath, 2nd Pundit, Colootollah Branch School, ... ... ...	... ...	20 0 0
Banerjee, Rajbullab, 3rd Do., Do. Do. Do.,		20 0 0
Banerjee, Ramcharan, Head Pundit, Batanul, Aided Vernacular School, ... ... ...	... ...	15 0 0
Banerjee, Ramkumar, Head Pundit, Dacca Model School,		20 0 0
Banerjee, Rasiklal, 6th Master, English Depat., Sanscrit College, ... ... ...	... ...	30 0 0
Banerjee, Sharodaprosad, Head Master, Sulkea Aided English School, ... ... ...	... ...	50 0 0
Banerjee, Shyamachurn, Head Master, Dhusghora Aided Angle-Vernacular School, ... ...	... ...	50 0 0

Name.	Present Appointment.	Salary.
Banerjee, Shyamacharan, Deputy Inspector of Schools in Lower Assam,	... ...	100 0 0
Banerjee, Srinath, Head Master, Noakhali Zillah School,	... ...	100 0 0
Banerjee, Srinath, 3rd Master, Hooghly Branch School,	... ...	50 0 0
Banerjee, Taraprasad, 3rd Master, Balasore School,	... ...	30 0 0
Banerjee, Trailakonath, Head Pundit, Bowshowa Aided Vernacular School,	... ...	15 0 0
Banerjee, Umacharan, Head Pundit of Azeemigunj Aided Vernacular School, Moorshedabad,	... ...	20 0 0
Banerjee, Umaiacharan, Head Pundit, Madhubpore Anglo-Vernacular School,	... ...	15 0 0
Banerjee, Umesh Chandra, 2nd Master, Mondlye Aided Anglo-Vernacular School,	... ...	30 0 0
Bardhan, Nandakumar, Head Pundit, Luckhiole Aided Vernacular School,	... ...	15 0 0
Banik, Gobindprasad, Circle Pundit, Narsia Patshalla,	... ...	15 0 0
Barmana, Madusudan, Head Master, Ampta Aided Anglo-Vernacular School,	... ...	50 0 0
Barmana, Mathuranath, Head Master, Dwarbasinee Aided Anglo-Vernacular School,	... ...	50 0 0
Basak, Kanahi Lal, 2nd Master, Chaprah Zillah School,	... ...	60 0 0
Basu, Ambica Churan, Head Master, Mondlye Aided Anglo-Vernacular School,	... ...	45 0 0
Basu, Benimadhub, Deputy Inspector of Pooree and Unigool,	... ...	100 0 0
Basu, Bissesswar, Officiating Circle Pundit, Baitka Patshalla,	... ...	15 0 0
Basu, Brajamadhub, Head Master, Garden Reach Aided English School,	... ...	80 0 0
Basu, Chuni Lal, Head Master, Shalipore Anglo-Vernacular School,	... ...	25 0 0
Basu, Durganaran, 8th Master, Midnapore Zillah School,	... ...	15 0 0
Basu, Dwarkanath, 7th Master, Ooterparah English School,	... ...	20 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Basu, Gobind Chandra, 5th Master, Colingah Branch School, ...	...	30 0 0
Basu, Gobind Chandra, Head Master, Khalia Aided Anglo-Vernacular School, ...	...	20 0 0
Basu, Gopal Chandra, 4th Master, Barrackpore English School, ...	...	20 0 0
Basu, Gopal Chandra, Head Master, Calcutta Patshalla, ...	...	45 0 0
Basu, Gopal Chandra, Head Master, Itchopore Aided Anglo-Vernacular School, ...	...	35 0 0
Basu, Ishan Chandra, Head Pundit, Bara Simla, ...	...	15 0 0
Basu, Ishan Chandra, 6th Master, Dacca College, ...	...	100 0 0
Basu, Janukicharan, Head Master, Mymensing Government Vernacular School, ...	...	50 0 0
Basu, Jagabundhu, 2nd Demo. of Anatomy, Medical College, ...	...	100 0 0
Basu, Kailas Chandra, Deputy Inspector of Schools, Moorshedabad, ...	...	100 0 0
Basu, Kalidas, Head Master, Nulkoora Aided Anglo-Vernacular School, ...	...	38 0 0
Basu, Kedarnath, 2nd Master, Balasore Zillah School, ...	...	50 0 0
Basu, Khetra Mohan, Head Pundit, Shurshan Aided Vernacular School, ...	...	15 0 0
Basu, Mahananda, Head Pundit, Hashara Aided Vernacular School, ...	...	15 0 0
Basu, Prasannakumar, 14th Master, Colootollah Branch School, ...	...	25 0 0
Basu, Rajkumar, Head Master, Kholnea Aided English School, ...	...	50 0 0
Basu, Rajnarayan, Head Master, Midnapore Zillah School, ...	...	150 0 0
Basu, Rasik Lal, 2nd Master, Midnapore Zillah School, ...	...	80 0 0
Basu, Saradaprasad, 12th Master, Hindu School, ...	...	20 0 0
Basu, Shib Kristo, 15th Master, Colootollah Branch School, ...	...	20 0 0
Basu, Shyamacharan, Deputy Inspector of Schools, Burisaul, ...	...	100 0 0

Name.	Present appointment.	Salary.
Beatson, G., 2nd Master, Kishnaghur College, ...	300 0 0	
Beauchamp, J. W., Offg. 2nd English Teacher, Arrah, ...	50 0 0	
Behrendt. A. I. C., Head Master, Gya Zillah School, ...	200 0 0	
Bellett, G., M. A. Head Master, Dacca College, ...	400 0 0	
Bhadra, Srinath, 2nd Master, Noakhali Zillah School, ...	50 0 0	
Bhaduri, Bipinbehari, 6th Master, Howrah Zillah School, ...	25 0 0	
Bhaduri, Bipradas, Head Master, Koruckdeo* Aided English School, ...	35 0 0	
Bhaduri, Kesab Chandra, Head Pundit, Bakora Aided Vernacular School, ...	15 0 0	
Bhar, Adhar Chandra, 2nd Master, Omerpore Aided Anglo-Vernacular School, ...	20 0 0	
Bhattacharjya, Ambica Charan, Head Pundit, Mirzanogore Aided Vernacular School, ...	15 0 0	
Bhattacharjya, Ambica Charan, Head Pundit, Gochorn Aided Vernacular School, ...	17 0 0	
Bhattacharjya, Ambica Charan, Head Pundit, Jeerat Aided Anglo-Vernacular School, ...	15 0 0	
Bhattacharjya, Ananda Chandra, Head Pundit, Choitrabutty Aided Vernacular School, ...	15 0 0	
Bhattacharjya, Benikumar, 2nd Pundit, Ooterparah English School, ...	15 0 0	
Bhattacharjya, Bhubun Mohun, Head Pundit, Dwarka Aided Vernacular School, ...	20 0 0	
Bhattacharjya, Bisheshur, Circle Pt., Bairmul Patshalla, ...	15 0 0	
Bhattacharjya, Chandrakanth, Head Master, Bullagore Aided Anglo-Vernacular School, ...	50 0 0	
Bhattacharjya, Chandrakanth, Head Pundit, Gockna Aided Vernacular School, ...	15 0 0	
Bhattacharjya, Chandrakumar, Head Pundit, Musagram Aided Vernacular School, ...	20 0 0	
Bhattacharjya, Chandra Mohun, Head Pundit, Bagnaparah Aided Anglo-Vernacular School, ...	15 0 0	
Bhattacharjya, Chandra Mohun, Head Pundit of Seeb sagur Government Vernacular School, ...	32 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Bhattacharjya, Chandranath, Head Pundit, Bissenpore		
Government Vernacular School, ... ...		15 0 0
Bhattacharjya, Chandra Shikur, Head Pundit, Gonoteah		
Aided Anglo-Vernacular School, ... ...		15 0 0
Bhattacharjya, Dinobandu, Head Pundit, Badla Aided		
Anglo-Vernacular School, ... ...		25 0 0
Bhattacharjya, Dinonath Pundit of Khanshamah, Govt.		
M. Vernacular School, Dinagepore, ... ...		20 0 0
Bhattacharjya, Durgadas, Head Pundit, Roypore Aided		
Anglo-Vernacular School, ... ...		15 0 0
Bhattacharjya, Dwarikanath, 2nd Master, Ooterparah		
English School, ... ...		75 0 0
Bhattacharjya, Dwarkanath, Head Pundit, Jonardun-		
pore M. School, ... ...		25 0 0
Bhattacharjya, Gadadhar, Head Pundit, Rishra Aided		
Vernacular School, ... ...		20 0 0
Bhattacharjya, Ganesh Chandra, Head Pundit, Moydah		
Aided Vernacular School, ... ...		15 0 0
Bhattacharjya, Gobind Chandra, Circle Pundit, Brahma-		
mindee Patshalla, ... ...		15 0 0
Bhattacharjya, Gopal Chandra, Head Pundit, Chuck-		
diggy Aided Anglo-Vernacular School, ...		20 0 0
Bhattacharjya, Haranand, Head Pundit, Mozilpore Aided		
Vernacular School, ... ...		20 0 0
Bhattacharjya, Ishwar Chandra, Pundit of Bagoorea,		
G. M. Vernacular School, Dinagepore, ...		20 0 0
Bhattacharjya, Jadabananda, Head Pundit, Ranaghat		
Aided School, ... ...		16 0 0
Bhattacharjya, Joggeshwar, Head Pundit of Suctipore,		
Aided Vernacular School, Moorshedabad, ...		15 0 0
Bhattacharjya, Kailas Chandra, Head Pundit, Bukrah		
Aided Vernacular School, ... ...		15 0 0
Bhattacharjya, Kailas Chandra, 2nd Pundit, Hooghly		
Branch School, ... ...		16 0 0
Bhattacharjya, Kailas Chandra, Head Pundit, Kodalia		
Aided School, ... ...		15 0 0

Name.	Present appointment.	Salary.
Bhattacharjya, Kailas Chandra, Head Pundit, of Potigram, G. M. Vernacular School, Dina gepore, ...	20 0 0	
Bhattacharjya, Kaliebaran, 3rd Pundit, Mozilpore, F. Aided School, ... ... ...	15 0 0	
Bhattacharjya, Kalikamal, Head Pundit of Bograh, Suder Vernacular School, ... ...	25 0 0	
Bhattacharjya, Kalikumar, Pundit, Barobackpore, Aided Vernacular School, ... ... ...	15 0 0	
Bhattacharjya, Kaliprasana, 3rd Pundit, Hooghly N. S., ... ... ...	25 0 0	
Bhattacharjya, Kamikhanath, Head Pundit, Aheretula, Aided Vernacular School, ... ...	18 0 0	
Bhattacharjya, Kedarnath, Head Pundit of Sreemonthpore, Aided Anglo-Vernacular School, Zillah Moorshedabad, ... ... ... ...	30 0 0	
Bhattacharjya, Khetranath, Master of Surveying and Engineering, C. E. College, ... ...	200 0 0	
Bhattacharjya, Loharam, Head Pundit, Krishnaghur College, ... ... ... ...	40 0 0	
Bhattacharjya, Madhab Chandra, Head Pundit, Kassepore Aided Vernacular School, ... ...	15 0 0	
Bhattacharjya, Madan Mohun, 2nd Pundit, Protappore M. School, ... ... ... ...	20 0 0	
Bhattacharjya, Madusudan, 2nd Pundit, Amadpore M. School, ... ... ... ...	20 0 0	
Bhattacharjya, Mohendranath, Head Pundit, Hurrychuck, Aided Vernacular School, ... ...	20 0 0	
Bhattacharjya, Nabakumar, Circle Pundit, Shubudha Patshalla, ... ... ... ...	15 0 0	
Bhattacharjya, Nabin Chandra, Head Pundit, Hadepore Aided Vernacular School, ... ...	17 0 0	
Bhattacharjya, Nabin Chandra, 2nd Pundit, Jonardonpore School, ... ... ... ...	20 0 0	
Bhattacharjya, Nilmoni, Head Pundit, Bhajanghat School, ... ... ... ...	25 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Bhattacharjya, Panchanan, 2nd Pundit, Devoge Aided Vernacular School, ...	...	15 0 0
Bhattacharjya, Parbati Charan, Head Pundit, Jowgram M. School, ...	...	25 0 0
Bhattacharjya, Parbati Charan, Circle Pundit, Nuldi Patshalla, ...	...	15 0 0
Bhattacharjya, Piari Mohun, Head Pundit, Burrisaul Vernacular Aided School, ...	...	30 0 0
Bhattacharjya, Raghuram, 2nd Pundit, Sreekissenpore, M. School, ...	...	20 0 0
Bhattacharjya, Rajballab, Head Pundit, M. Bhabanipore Aided Vernacular School, ...	...	15 0 0
Bhattacharjya, Ramanath, Head Pundit, Galegrum-sharpore G. Vernacular School, ...	...	25 0 0
Bhattacharjya, Ram Charan, Head Pundit, Bissenpore Aided Anglo-Vernacular School, ...	...	15 0 0
Bhattacharjya, Ramakamul, Pundit, Noakhali Zillah School, ...	...	15 0 0
Bhattacharjya, Ramkinkar, Head Pundit, of Goas Aided Anglo-Vernacular School, Moorshedabad, .	...	30 0 0
Bhattacharjya, Ramkista, Head Pundit, Bolgar Govt. Vernacular School, ...	...	15 0 0
Bhattacharjya, Ramkumar, Head Pundit, Nattore Aided Vernacular School, Rajshye, ...	...	20 0 0
Bhattacharjya, Rammay, Head Pundit, Gunpore Aided Vernacular School, ...	...	20 0 9
Bhattacharjya, Ramprasad, Head Pundit, Rathra Aided Vernacular School, ...	...	15 0 0 .
Bhattacharjya, Ramprasuna, Head Pundit, Bally Dwangunge G. Vernacular School, ...	...	15 0 0
Bhattacharjya, Ramtaran, Head Pundit, Budungunge M. School, ...	...	25 0 0
Bhattacharjya, Raqtaran, Head Pundit, Kalliaungunge Aided Vernacular School, Rajshahye, ...	...	18 0 0
Bhattacharjya, Sharat Chandra, Pundit, Pubna Zillah School, ...	...	20 0 0

Name.	Present Appointment.	Salary.
Bhattacharjya, Shoshibusan, Pundit, of Maldah, English School, ...	... A. ...	15 0 0
Bhattacharjya, Shastidas, Head Pundit, Rajnogore Aided Vernacular School, ...	... ...	20 0 0
Bhattacharjya, Srikrishna, Head Pundit, Kundra Aided Anglo-Vernacular School, ...	... ...	25 0 0
Bhattacharjya, Srimadub, Head Pundit, Nobodwepa School, ...	... ...	20 0 0
Bhattacharjya, Srimanta, Head Pundit, Moheshpore School, ...	... ...	25 0 0
Bhattacharjya, Srinath, Head Pundit, Bhorah Aided Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Sripatty, Head Pundit, Bancoorah Zillah School, ...	... ...	20 0 0
Bhattacharjya, Sriram, Head Pundit, Mundlegram Anglo Aided Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Sudharam, Head Pundit, Radhunuggur Anglo-Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Tarinicharan, Head Pundit, Mohesh Aided Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Tarinicharan, Head Pundit, Alatee Aided Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Tariniprasad, Head Pundit, Dabibarpore Anglo-Vernacular School, ...	... ...	15 0 0
Bhattacharjya, Troiloknath, Head Pundit, Devoge Aided Vernacular School, ...	... ...	25 0 0
Bhattacharjya, Trilochan, Head Pundit, Basudebpore Mission School, ...	... ...	25 0 0
Bhattacharjya, Umacharan, 2nd Pundit, Basudebpore Mission School, ...	... ...	16 0 0
Bhattacharjya, Umeshchandra, Head Pundit, Kistnuggur Mission School, ...	... ...	15 0 0
Bidyaratna, Grishchandra, 2nd Grammar Professor, Sanscrit College, ...	... ...	50 0 0
Bidyaratna, Jayachandra, Circle Pundit, Simoolia Patshalla, ...	... ...	15 0 0

Name.	Present appointment.	Salary.
Bidyaratna, Kedar Nath, Head Pundit, Borojagooli Vernacular School, ...	...	25 0 0
Bidyaratna, Ramnarayan, 4th Grammar Professor, Sanscrit College, ...	...	40 0 0
Bidyabhusan, Kalidas, Head Pundit, Ishurecpore Aided Vernacular School, ...	...	16 0 0
Bidyabhusan, Ramdhan, Head Pundit, Keshubpore Aided Vernacular School, ...	...	15 0 0
Bidalankar, Bhoirab Chandra, Head Pundit, Mancoor Mission School, ...	...	25 0 0
Bidalankar, Dennobundho, 2nd Pundit, Debgram School, ...	...	20 0 0
Bidyanidhi, Gopalchandra, 5th Pt., Hooghly College, Bidyabagish, Ramrup, Head Pundit, Pinthee, ...	...	20 0 0
Bindubasini, Rebecca, Head Mistress, Gopalnagore F. Aided School, ...	...	15 0 0
Bisarad, Bhagabanchandra, 2nd Pt., Hooghly College, Bishwas, Abhoyacharan, 4th Master, Commillah Zillah School, ...	...	25 0 0
Bishwas, Gobindchandra, Head Pundit of Kandi, Government Vernacular School, Moorshedabad, ...	...	41 0 0
Bishwas, Gopalchandra, 3rd Master, Culnah Mission Aided English School, ...	...	20 0 0
Bishwas, Ishanchandra, 4th Master, Mymensing Zillah School, ...	...	30 0 0
Bishwas, Moheshchandra, Head Master, Soidpore Aided Anglo-Vernacular School, ...	...	20 0 0
Bishwas, Ramanath, 3rd Master, Barrackpore English School, ...	...	30 0 0
Brennand, W., Principal, Dacca College, ...	...	20 0 0
Cameron, J. R. D., Head Master, Arrah Zillah School, Cantopher, W. E., 2nd Master, Dacca College, ...	...	680 0 0
Carnduff, D., Assistant Professor of History and Political Economy, Presidency College, ...	...	150 0 0
Chand, Keshab Lal, 12th Master, Dacca College, ...	...	250 0 0
		300 0 0
		30 0 0

Name.	Present appointment.	Salary.
Chatterjee, Ambieacharan, Head Pundit, Nareechha Aided Vernacular School, ... .. ...	15 0 0	
Chatterjee, Ambieacharan, Head Pundit, Paureh Aided Vernacular School, ... .. ...	15 0 0	
Chatterjee, Anandharihar, Head Pundit, Kandraparah, Government Vernacular School, ... .. ...	20 0 0	
Chatterjee, Baikantnath, Pundit of Ghorahaut, Government Mission Vernacular School, Dinagepore, ...	20 0 0	
Chatterjee, Becharam, 2nd Pundit, Ooterparah English School, ... .. ... ..	15 0 0	
Chatterjee, Bhagaban Chandra, Head Pundit, Panore School, ... .. ... ..	20 0 0	
Chatterjee, Bishwambhar, Head Pundit, Hoyrah Aided Vernacular School, ... .. ... ..	15 0 0	
Chatterjee, Chandra Shikar, 5th Master, Culnah Mission Aided Anglo-Vernacular School, ... .. ...	20 0 0	
Chatterjee, Charuchandra, Head Master, Bagnaparah Aided Anglo-Vernacular School, ... .. ...	50 0 0	
Chatterjee, Denonath, 13th Master, Coloottollah Branch School, ... .. ... ..	25 0 0	
Chatterjee, Durgacharan, 2nd Master, Bissenpore Aided Anglo-Vernacular School, ... .. ...	20 0 0	
Chatterjee, Golak Nath, Head Master, Chattack Aided Anglo-Vernacular School, ... .. ...	20 0 0	
Chatterjee, Gour Mohun, Head Pundit, Churchekha Government Vernacular School, ... .. ...	15 0 0	
Chatterjee, Grish Chandra, 5th Master, Kishnaghur College, ... .. ... ..	100 0 0	
Chatterjee, Guru Doyal, Head Master, Khamargachee Aided English School, ... .. ... ..	50 0 0	
Chatterjee, Guru Das, 7th Master, Kishnaghur College,	60 0 0	
Chatterjee, Haran Chandra, 3rd Master, Ooterparah English School, ... .. ... ..	50 0 0	
Chatterjee, Hari Mohan, Circle Pundit of the Coola Patshalla, ... .. ... ..	15 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Chatterjee, Hurish Chandra, Head Master, of Serajungo Aided English School, ...	...	27 8 0
Chatterjee, Harish Chandra, Head Pundit, Shambazar Aided Vernacular School, ...	...	16 0 0
Chatterjee, Indrakumar, 3rd Pundit, Hooghly Normal School, ...	...	15 0 0
Chatterjee, Jadunath, 6th Master, Ooterparah English School, ...	...	25 0 0
Chatterjee, Jadunath, Head Pundit, Anadah School, ...	...	15 0 0
Chatterjee, Jadunath, Head Master, Katipara Aided Anglo-Vernacular School, ...	...	30 0 0
Chatterjee, Jagadishwar, Pundit of the Chittagong Zillah School, ...	...	40 0 0
Chatterjee, Kailas Chundra, 13th Master, Hooghly College, ...	...	40 0 0
Chatterjee, Kalicharan, Head Master, Pooree Zillah School, ...	...	100 0 0
Chatterjee, Kaliprasana, 2nd Master, English Department, Sanscrit College, ...	...	100 0 0
Chatterjee, Kanti Chandra, 3rd Master, Colingah Branch School, ...	...	40 0 0
Chatterjee, Khetra Mohun, Head Master, Baraset Zillah School, ...	...	150 0 0
Chatterjee, Khetra Mohan, Officiating Head Pundit, Bansbaria Aided School, ...	...	16 0 0
Chatterjee, Nobin Chandra, Head Pundit, Gopinathpore Aided Anglo-Vernacular School, ...	...	15 0 0
Chatterjee, Nobin Chandra, 4th Master, Ooterparah English School, ...	...	50 0 0
Chatterjee, Nilmani, Head Pundit, of English Bazar Government Vernacular School, Maldah, ...	...	25 0 0
Chatterjee, Paran Chandra, Head Pundit, Indass Aided Vernacular School, ...	...	15 0 0
Chatterjee, Prasanakumar, 5th Master, Baraset Zillah School, ...	...	20 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Chatterjee, Prasanakumar, Pundit of Olipore Government Model Vernacular School, Rungpore, ...	20 0 0	
Chatterjee, Prem Chand, Head Master, Foolbaria Oolye Anglo-Vernacular School, ... ...	20 0 0	
Chatterjee, Raghunath, Head Pundit, Palarah Aided Vernacular School, ... ... ...	15 0 0	
Chatterjee, Rajoninath, Head Master, Bhastrara, Aided English School, ... ... ...	50 0 0	
Chatterjee, Rakhal Chandra, Head Master, Canti Aided Anglo-Vernacular School, ... ... ...	50 0 0	
Chatterjee, Ramani Mohan, Head Master, Bissenpore Aided Anglo-Vernacular School, ... ... ...	40 0 0	
Chatterjee, Rassiklal, 2nd Master, Sookchar Aided School, ... ... ... ...	18 0 0	
Chatterjee, Saradaprosad, 2nd Master, Okera Aided Anglo-Vernacular School, ... ... ...	20 0 0	
Chatterjee, Saradaprosad, 2nd Master, Searsole Aided Anglo-Vernacular School, ... ... ...	20 0 0	
Chatterjee, Shashibhusan, Head Pundit, Akoe Anglo-Vernacular School, ... ... ...	15 0 0	
Chatterjee, Shibadas, 2nd Pundit, Dienhat Mission School, ... ... ... ...	20 0 0	
Chatterjee, Shyamacharan, Senior Pundit, Berhampore College, ... ... ... ...	40 0 0	
Chatterjee, Sitanath, 1st Pundit, Calcutta Patshalla, ...	30 0 0	
Chatterjee, Srikrishna, 7th Master, Dacca College, ...	100 0 0	
Chatterjee, Srinath, Head Master, Maniekdoho Aided Anglo-Vernacular School, ... ... ...	15 0 0	
Chatterjee, Tarinicharan, 3rd Master, English Department, Sanscrit College, ... ... ...	80 0 0	
Chatterjee, Tulsicharan, Head Pundit, Kadeehati Aided Anglo-Vernacular School, ... ... ...	15 0 0	
Chevers, N., Dr., Principal, Medical College, ...	600 0 0	
Chowdari, Bamacharan, 3rd Master, of Bauleah, English School, Rajshye, ... ... ...	50 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Chowdari, Bohoodhan, Head Pundit, of Tezpore Sudder Vernacular School, Dugrung, ... ...	20 0 0	
Chowdari, Durganath, Head Pundit, Singer Aided Vernacular School, ... ... ...	15 0 0	
Chowdari, Kalimohan, Head Master, Kureempore Aided English School, ... ... ...	70 0 0	
Chowdari, Krishnendra, 4th Master, Bauleah English School, Rajshye, ... ... ...	30 0 0	
Chowdari, Premnarayan, Head Master, Andool Aided English School, ... ... ...	50 0 0	
Chowdari, Bhidyanath, Head Pundit, Panchuria Aided Vernacular School, ... ... ...	15 0 0	
Chowdari, Umacharan, Pundit, of Nanyah Government Vernacular Model School, Bograh, ... ...	20 0 0	
Christian, Monk, Head Master, of Peergatcha Aided Anglo-Vernacular School, Rungpore, ...	30 0 0	
Chuckerbutty, Abhoycharan, Head Pundit, of Gowhati Vernacular School, ... ... ...	30 0 0	
Chuckerbutty, Bankabehari, 2nd Master, of Nusheepore Aided Anglo-Vernacular School, Moorshedabad, ..	20 0 0	
Chuckerbutty, Baradaprasad, 2nd Master, Culnah Mission Aided English School, ... ...	50 0 0	
Chuckerbutty, Bholanath, Head Pundit, Midnapore Zillah School, ... .. ...	25 0 0	
Chuckerbutty, Bireshwar, Head Master, Gopinathpore Aided Anglo-Vernacular School, ... ...	50 0 0	
Chuckerbutty, Bireshwar, Head Pundit, Buranagore School, ... ... ... ...	15 0 0	
Chuckerbutty, Chandrakumar, 3rd Master, Badla Aided Anglo-Vernacular School, ... ...	25 0 0	
Chuckerbutty, Dwarkanath, Circle Pundit, of the Narainda Patshalla, ... ... ...	15 0 0	
Chuckerbutty, Dwarkanath, Head Pundit, Sooree Aided Vernacular School, ... ... ...	20 0 0	
Chuckerbutty, Dwarkanath, 6th Master, Hooghly Coll.	110 0 0	

<i>Name.</i>	<i>Present Appointment.</i>	<i>Salary.</i>
Chuckerbutty, Dwarkanath, 2nd Master, Pooree Zillah School, ...	...	50 0 0
Chuckerbutty, Grishchandra, 6th Master, Burrisaul Zillah School, ...	...	15 0 0
Chuckerbutty, Grishchandra, Head Pundit, Satkahonny Anglo-Vernacular School, ...	...	15 0 0
Chuckerbutty, Gobindechandra, Head Master, Kundra Aided Anglo-Vernacular School, ...	...	50 0 0
Chuckerbutty, Gobindechandra, 2nd Master, of Dimage-pore English School, ...	...	50 0 0
Chuckerbutty, Gobindechandra, Head Pundit, of the Ameenpore Aided School, ...	...	15 0 0
Chuckerbutty, Harananda, Head Pundit, Amadpore Mission School, ...	...	25 0 0
Chuckerbutty, Ishanechandra, 9th Master, Burrisaul Zillah School, ...	...	15 0 0
Chuckerbutty, Ishanechandra, 2nd Master, of Sreemonch-pore Ad. Anglo-Vernacular School, Moorshedabad, ...	...	20 0 0
Chuckerbutty, Jagatechandra, Head Pundit, Dholjana Aided Vernacular School, ...	...	22 0 0
Chuckerbutty, Janukinath, Head Pundit, Rajeebporo Aided Vernacular School, ...	...	20 0 0
Chuckerbutty, Kailaschandra, Circle Pundit, Seinhatty Patshalla, ...	...	15 0 0
Chuckerbutty, Kailaschandra, 13th Teacher, Hoogly College, ...	...	40 0 0
Chuckerbutty, Kalikumar, Head Pundit, Hatoorea Aided Vernacular School, ...	...	15 0 0
Chuckerbutty, Kalikinkar, 2nd Pundit, Midnapore Go-vernment Vernacular School, ...	...	15 0 0
Chuckerbutty, Kalikamal, Head Pundit, Rajpore Aided School, ...	...	15 0 0
Chuckerbutty, Kedarnath, Head Pundit, Fulla School, ...	...	15 0 0
Chuckerbutty, Kedarnath, Head Pundit, Midnapore Government Vernacular School, ...	...	30 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Chuckerbutty, Krishtachander, 3rd Master, of Bograh Zillah English School, ...	...	30 0 0
Chuckerbutty, Kunjabehari, 2nd Master, Bancoorah Zillah School, ...	...	75 0 0
Chuckerbutty, Madhabchandra, Head Pundit, North Bhabanipore Anglo-Vernacular School, ...	...	15 0 0
Chuckerbutty, Mahimachandra, Pundit, Sreebaree Aided Vernacular School, ...	...	22 0 0
Chuckerbutty, Mohendranath, Head Pundit, Shadabad School, ...	...	18 0 0
Chuckerbutty, Mohinimohan, Officiating 7th Master, Bhaleah English School, Rajshye, ..	...	20 0 0
Chuckerbutty, Nabakumar, 7th Master, Howrah English School, ...	...	20 0 0
Chuckerbutty, Nabinchandra, Head Master, Manickgunge Aided English School, ...	...	26 0 0
Chuckerbutty, Nilmani, 3rd Master, Colootollah Branch School, ...	...	80 0 0
Chuckerbutty, Nittanund, Circle Pundit, Kasha Patalalla, ...	...	15 0 0
Chuckerbutty, Rajnarain, 3rd Master, Kaseepore Aided Anglo-Vernacular School, ...	...	18 0 0
Chuckerbutty, Rajnarain, 12th Master, Hooghly Coll.		50 0 0
Chuckerbutty, Ramdūs, 2nd Master, Barrackpore English School, ...	...	25 0 0
Chuckerbutty, Ramkumar, Jr. Pundit, Dacca College,		30 0 0
Chuckerbutty, Sharupnarayan, Head Pundit, Gurbetta Aided Vernacular School, ...	...	15 0 0
Chuckerbutty, S. G., Officiating Professor of Materia Medica, Medical College, ...	...	400 0 0
Chuckerbutty, Shyamacharan, 2nd Master, Jungipore Aided Anglo-Vernacular School, Moorshedabad,...		20 0 0
Chuckerbutty, Srikrishna, 2nd Pundit, Golegram Sharapore Mission School, ...	...	20 0 0
Chuckerbutty, Sripati, Head Pundit, Dowlutgunge Aided Vernacular School, ...	...	16 0 0

## EXAMINATION RETURNS, ETC.

91.

Name.	Present appointment.	Salary.
Chuckerbutty, Surjakumar, Head Pundit, Kinkurbati Aided Vernacular School, ...	15 0 0	
Churamani, Baddinath, Head Pundit, Chota Jagoli, Go- vernment Vernacular School, ...	25 0 0	
Churamani, Haricharan, Pundit of Bograh, English School, ...	20 0 0	
Churamani, Ramgopal, 2nd Pundit, Jungore Aided Anglo-Vernacular School, Moorshedabad, ...	15 0 0	
Churamani, Ramkishen, Pundit, Tirhoot School, ...	15 0 0	
Cowell, E. B., M. A., Principal, Sanscrit College, and Professor of History, Presidency College, ...	1,100 0 0	
Crozier, W., Professor of Anatomy and Phy-iology and Comparative Anatomy & Zoology, Medical College,	800 0 0	
Dâs, Abyacharan, Circle Pundit, Banglah Patshalla, ...	15 0 0	
Dâs, Anandachandra, Pundit, Sherepore Aided Inter- mediate School, ...	16 0 0	
Dâs, Anandmohan, 9th Master, Dacca College, ...	65 0 0	
Dâs, Arjoonprosad, Pundit, of Jaungpore, Government Mission School, Rungpore, ...	20 0 0	
Dâs, Brajanath, Head Pundit, Berogram Aided Verna- cular School, ...	18 0 0	
Dâs, Brikadur, Head Pundit, of Choyannee, Government Vernacular School, Kamroop, ...	15 0 0	
Dâs, Chandrakant, Head Master, Shaetghur, Aided Intermediate School, ...	30 0 0	
Dâs, Chitradhur, Pundit, of Sabajpore Government Mission Vernacular School, Dinagepore, ...	20 0 0	
Dâs, Gaseedas, Head Master, Gopalpore Aided Anglo- Vernacular School, ...	45 0 0	
Dâs, Gobindprasad, 4th Master, Balasore Zillah School,	20 0 0	
Dâs, Grishchandra, Head Master, Reyerkati, Aided Anglo-Vernacular School, ...	25 0 0	
Dâs, Gurudoyal, Head Master, Barody Aided Anglo- Vernacular School, ...	25 0 0	
Dâs, Gurunath, Circle Pundit, Eloshur Patshalla, ...	15 0 0	
Dâs, Haricharan, 5th Master, Bancoorah Zillah School,	30 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Dâs, Harihir, 3rd Master, Commillah Zillah School,...	30 0 0	
Dâs, Harikristo, 3rd Master, Dinagepore English School,	30 0 0	
Dâs, Ishwarchandra, 2nd Master, Hooghly Branch School, ... ... ... ...	80 0 0	
Dâs, Janamejay, Head Master, Gowhatti English School,	100 0 0	
Dâs, Kalikamal, Circle Pundit, Bindah Patshalla, ...	15 0 0	
Dâs, Kaliprasad, Pundit, Poragachee Aided Vernacular School, ... ... ... ...	15 0 0	
Dâs, Krishnagobind, Officiating 5th Master of Dinagepore English School, ... ... ...	16 0 0	
Dâs, Lackhan, Pundit, of Motteapore, Government Mission Vernacular School, Dinagepore, ...	20 0 0	
Dâs, Lackhinarayan, 4th Pundit, Caleutta Patshalla,	20 0 0	
Dâs, Lakhidhar, Head Master, Ungool School, ...	30 0 0	
Dâs, Madhabchandra, 11th Master, Hindu School, ...	30 0 0	
Dâs, Mahendranath, Head Master, Bistoopore Aided School, ... ... ... ...	40 0 0	
Dâs, Nabinchandra, Head Master, Beerbboom Zillah School, ... ... ... ...	150 0 0	
Dâs, Nandalal, Head Master, Colingah Branch School,	100 0 0	
Dâs, Radagobind, 11th Master, Colootollah Branch School, ... ... ... ...	30 0 0	
Dâs, Rajkumar, 5th Master, Burrisaul Zillah School,	20 0 0	
Dâs, Rajmohan, Circle Pundit, Brahminkandi Patshalla,	15 0 0	
Dâs, Ramnarayan, Teacher of Surgery, Military and Bengali Class, Medcial College, ... ...	200 0 0	
Dâs, Rupchand, Officiating Pundit, Saidpore Circle Patshalla, ... ... ... ...	15 0 0	
Dâs, Saratachandra, 3rd Master, Furreedpore Zillah School, ... ... ... ...	30 0 0	
Dâs, Shyamacharan, Head Master, Jeerat Aided Anglo-Vernacular School, ... ... ...	50 0 0	
Dâs, Tripuracharan, Head Master, Kaliparah Aided English School, ... ... ...	30 0 0	
Dâs, Umeschandra, 5th Master, Howrah English School,	30 0 0	

Name.	Present appointment.	Salary.
Datta, Banamali, 6th Master, Bancoorah Zillah School,	25 0 0	
Datta, Bhubanmohan, Head Master, Rapaghat Aided Anglo-Vernacular School, ... ...	50 0 0	
Datta, Dwarkanath, Officiating Head Master, Furreed-pore Aided Vernacular School, ... ...	18 0 0	
Datta, Gopalchandra, Head Pundit, Barabatty Aided Vernacular School, ... ...	15 0 0	
Datta, Gurucharan, Pundit, Dadruckee Aided Vernacular School, ... ...	16 0 0	
Datta, Harochandra, 4th Master, Hindu School, ...	100 0 0	
Datta, Harishankar, Deputy Inspector, of Jehanabad,	150 0 0	
Datta, Haricharan, 6th Pundit, Caleutta Patshalla, ...	16 0 0	
Datta, Jayonath, Pundit, of Anchaly, Government Vernacular Mission School, Bograh, ... ...	20 0 0	
Datta, Kailaschandra, Pundit of Amlagachee, Government Vernacular Mission School, Bograh, ...	20 0 0	
Datta, Kalachand, Head Pundit, of Labbag, Aided Vernacular School, Moorshedabad, ... ...	15 0 0	
Datta, Kalicharan, Head Master, Puruliah Zillah School,	100 0 0	
Datta, Kalikadâs, B. A., 4th Master, English Department, Sanscrit College, ... ...	60 0 0	
Datta, Kedarnath, 8th Master, Howrah English School,	15 0 0	
Datta, Kedarnath, 5th Master, Midnapore Zillah School,	30 0 0	
Datta, Madhabchandra, 8th Teacher, Hooghly College,	90 0 0	
Datta, Mohendranath, 12th Master, Colootollah Branch School, ... ...	25 0 0	
Datta, Nandalal, 4th Master, Colootollah Branch School, ... ...	70 0 0	
Datta, Narayan, 5th Master, Chota Nagpore, English School, ... ...	15 0 0	
Datta, Nilmani, Head Pundit, Culnah Mission Aided English School, ... ...	18 0 0	
Datta, Parmananda, 2nd Master of Seebzagur, English School, ... ...	40 0 0	
Datta, Piarimohan, Head Master, Borose Aided Anglo-Vernacular School, ... ...	50 0 0	

Name.	Present appointment.	Salary.
Datta, Prasanakumar, 6th Master, Chittagong Zillah School, ...	...	16 0 0
Datta, Radhagobind, Head Master, Kuchapara Aided English School, ...	...	50 0 0
Datta, Rakhal das, 7th Master, Midnapore Zillah School, ...	...	20 0 0
Datta, Rasiklal, Head Master, Taleeneepara Aided Anglo-Vernacular School, ...	...	50 0 0
Datta, Sateouri, 5th Pundit, Calcutta Patshalla, ...	...	20 0 0
Datta, Shoshibhushan, Head Master, Madhubpore, Aided Anglo-Vernacular School, ...	...	25 0 0
Datta, Shyamsundar, 3rd Master of Seebagur, English School, ...	...	16 0 0
Datta, Srinath, 4th Master, Howrah English School, ...	...	40 0 0
Datta, Srinath, Head Pundit, Boshowa Aided Vernacular School, ...	...	15 0 0
Datta, Taraknath, Master of Mathematics, Civil Engineering College, ...	...	200 0 0
Datta, Tarinikumar, Circle Pundit, Bongow Patshalla, ...	...	15 0 0
Datta, Umacharan, 5th Master, Chittagong Zillah School, ...	...	20 0 0
Datta, Umacharan, Head Pundit, Moolghur Aided Vernacular School, ...	...	15 0 0
Datta, Umeshchandra, 2nd Master, Kishnaghur College, ...	...	200 0 0
De, Amritalal, Head Pundit, Midnapore Zillah School, ...	...	15 0 0
De, Annandaprasad, Head Master, Sherepore Aided Intermediate School, ...	...	25 0 0
De, Chandicharan, 7th Master, Colootollah Branch School, ...	...	40 0 0
De, Grishchandra, 2nd Master, Colootollah Branch School, ...	...	100 0 0
De, Nilkamal, 2nd Master, Jeerat Aided Anglo-Vernacular School, ...	...	20 0 0
De, Nimychand, 2nd Pundit, Calcutta Patshalla, ...	...	20 0 0
De, Pratapchandra, 11th Master, Berhampore College, ...	...	20 0 0
De, Radhacharan, 2nd Master, Mymensing Zillah School, ...	...	50 0 0

Name.	Present appointment.	Salary.
De, Trailakhnath, 10th Master, Berhampore College,	30 0 0	
De, Umakant, Head Master, Tagooria Aided English School, ... ... ...	25 0 0	
De, Umaprasad, 2nd Master, Tumlook Aided Anglo-Vernacular School, * ... ...	20 0 0	
DeSouza, J. Simon de, Head Master, of Dinaejepore English School, ... ... ...	150 0 0	
Dhole, Pratapechandra, Head Master, Kistonagore Aided Anglo-Vernacular School, ... ...	10 0 0	
Dhur, Bhabanicharan, Supernumerary Teacher, Hooghly College, ... ... ...	20 0 0	
Dhur, Mohendrakumar, Head Master, Basandah Aided Anglo-Vernacular School, ... ...	25 0 0	
Dunsmure, W., Head Master, Tirhoot Zillah School, ..	170 0 0	
Fayrer, J., Professor of Surgery, Medical College, ...	400 0 0	
Fazul, Hag, 1st Persian Teacher, Tirhoot Zillah School, Fuzul-Oollah, 3rd English Master, Monghyr Zillah School, ... ... ...	30 0 0	
Fyaz-odden, 4th Master, Colingah Braueh School, ...	40 0 0	
Garie, Gaddadar, 5th Master, Beerbhoom Zillah School,	20 0 0	
Ganga, Bishen, 3rd English Master, Patna Zillah School,	20 0 0	
Ganguli, Dinanath, Head Master, Gonoteah Aided Anglo-Vernacular School, ... ...	30 0 0	
Ganguli, Dinanath, Head Master, Satgachea Aided Anglo-Vernacular School, ... ...	30 0 0	
Ganguli, Ishanchandra, 2nd Pundit, Jowgram Mission School, ... ... ...	20 0 0	
Ganguli, Jadunath, Head Pundit, Aheritulla Aided Vernacular School, ... ... ...	25 0 0	
Ganguli, Kaliprasana, Head Master, Mayapore Aided Anglo-Vernacular School, ... ...	50 0 0	
Ganguli, Kedarnath, Head Master, Pundooh Aided Anglo-Vernacular School, ... * ...	40 0 0	
Ganguli, Moheshchandra, Pundit, Dacca Aided Female School, ... ... ... ...	15 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Ganguli, Nabakrishna, Head Master, Manjoanee Aided English School, ... ... ...	60 0 0	
Ganguli, Nilmani, Head Master of Seebasgur, English School, ... ... ...	150 0 0	
Ganguli, Prasannachandra, Head Master, Bhalooka Aided Anglo-Vernacular School, ... ...	35 0 0	
Ganguli, Ramdas, Head Pundit, Dukhin Baraset School,	20 0 0	
Ganguli, Shyamacharan, Head Master of Maldah, English School, ... ... ...	100 0 0	
Ganguli, Shyamacharan, 5th Master, Furreedpore Zillah School, ... ... ...	20 0 0	
Ganguli, Surjakumar, 3rd Master, Jessore Zillah School,	30 0 0	
Ganguli, Tarinicharan, Head Pundit, Akoubaria Aided Vernacular School, ... ... ...	20 0 0	
Ghataka, Hariprasad, 5th Master, Commillah Zillah School, ... ... ...	20 0 0	
Ghataka, Kalimoy, Head Pundit, Balarah Aided Vernacular School, ... ... ...	20 0 0	
Ghataka, Kaliprasanna, 2nd Master, Tirhoot Zillah School, ... ... ...	50 0 0	
Ghataka, Umacharan, Officiating Head Pundit, Ootterparah English School, ... ... ...	15 0 0	
Ghosal, Gangabistu, Head Pundit, Oachcom Aided Vernacular School, ... ... ...	15 0 0	
Ghosal, Kalimohan, 3rd Master, Cuttack Zillah School,	30 0 0	
Ghosal, Kalikachandra, Head Pundit, Ranibazar Aided Vernacular School, ... ... ...	15 0 0	
Ghosal, Madabchandra, Head Pundit, Sadipore Aided Vernacular School, ... ... ...	15 0 0	
Ghosal, Parmananda, Head Pundit, Mohesingpore Government Vernacular School, ... ... ...	20 0 0	
Ghosal, Ramdayal, Head Pundit, Burabaree School, ...	15 0 0	
Ghosal, Satyanath, Head Pundit, Gungadurpoor Aided Vernacular School, ... ... ...	15 0 0	
Ghose, Abyacharan, Head Pundit, Majparah Aided Vernacular School, ... ... ...	15 0 0	

<i>Name.</i>	<i>Present Appointment.</i>	<i>Salary.</i>
Ghose, Basantakumar, Head Master, Pubna Magoora Aided Anglo-Vernacular School, .....	50 0 0	
Ghose, Bhagabaticharan, 2nd Master, Anglo Persian Department, Calcutta Madrissah, .....	150 0 0	
Ghose, Bholanath, 6th Master, Hooghly Branch School, .....	25 0 0	
Ghose, Chandrakumar, Circle Pundit, Krishnaghur Patshalla, .....	15 0 0	
Ghose, Damodur, 4th Master, Gyah Zillah School, .....	30 0 0	
Ghose, Gopalchandra, 9th Master, Colootollah Branch School, .....	35 0 0	
Ghose, Haradhone, Head Master, Sreekissenpore Aided Anglo-Vernacular School, .....	25 0 0	
Ghose, Haridas, Head Master, Howrah English School, .....	150 0 0	
Ghose, Harimohan, Circle Pundit, Rousenea Patshalla, .....	15 0 0	
Ghose, Jadunath, 2nd Master, Mayapore Aided Anglo-Vernacular School, .....	20 0 0	
Ghose, Jadunath, Head Master, Jonye Training School, .....	100 0 0	
Ghose, Jaggeshwar, Head Master, Hooghly Branch School, .....	150 0 0	
Ghose, Koilaschandra, Head Master, Syedpore Aided English School, .....	60 0 0	
Ghose, Khetramohan, 2nd Master, Satgachea Aided Anglo-Vernacular School, .....	16 0 0	
Ghose, Krishtogobind, Head Pundit, of Jungipore Aided Vernacular School, Moorshedabad, .....	15 0 0	
Ghose, Mathuramohan, Head Pundit, Dhooptara Aided Vernacular School, .....	15 0 0	
Ghose, Nabinchandra, 4th Master, Anglo Persian Department, Calcutta Madrassah, .....	50 0 0	
Ghose, Nittrachandra, Head Pundit Rajahaut Aided Vernacular School, .....	16 0 0	
Ghose, Panchanan, Head Pundit, Cowgachee Aided Vernacular School, .....	18 0 0	
Ghose, Prasannokumar, Head Pundit of Sridhurpore Aided Vernacular School, Moorshedabad, .....	20 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Ghose, Priyasankar, Head Master, Magoorah Aided English School, ...	...	35 0 0
Ghose, Rajmadhab, Pundit, Algee Aided Vernacular School, ...	...	15 0 0
Ghose, Shyamacharan, Head Master, Kasseepore Aided Anglo-Vernacular School, ...	...	80 0 0
Ghose, Srinath, 3rd Master, Noakhali Zillah School, ...	...	30 0 0
Ghose, Srinath, 8th Master, Colootollah Branch School,		35 0 0
Ghose, Upendranath, 6th Master, Jessore Zillah School,		16 0 0
Ghose, Umacharan, 7th Master, Burrisaul Zillah School,		15 0 0
Ghose, Umacharan, 4th Master, Beerbhoom Zh. School,		25 0 0
Golam, Quadar, Resident Moulvie, Arabic Department, Calcutta Madrassah, ...	...	50 0 0
Good, E. E., Head Master, Hindu School, ...	...	300 0 0
Goodeve, J., Assistant Professor of Law and Jurisprudence, Presidency College, ...	...	300 0 0
Goodeve, E., Professor of Medicine and Ex-Officio Physician of the Medical College Hospital, ...	...	400 0 0
Goshwami, Bastamcharan, Head Pundit, Bhimpore Circle, ...	...	15 0 0
Goshwami, Benimadhab, Head Pundit, Mohadebpore Govt. Mission Vernacular School, Dinagepore, ...	...	20 0 0
Goshwami, Dinabandhu, Head Pundit, Kansaripara Aided Vernacular School, ...	...	15 0 0
Goshwami, Koilaschandra, Head Pundit, Bara Baloon Aided Vernacular School, ...	...	15 0 0
Goshwami, Nittanund, Head Pundit, of Dingaparah Aided Vernacular School, Rajshye, ...	...	25 0 0
Goshwami, Utsabanand, Deputy Inspector of Schools in Upper Assam, ...	...	100 0 0
Grant, C., Drawing Master, Civil Engineering College,		250 0 0
Graves, J., Professor of Literature, Hooghly College,		500 0 0
Graves, J. S., 2nd Master, Ditto Ditto, ...	...	300 0 0
Gregory, M., 3rd Master, Berhampore College, ...	...	200 0 0
Guha, Chandrakisore, Pundit, Malkhanagore Aided Vernacular School, ...	...	18 0 0

Name.	Present appointment.	Salary.
Guha, Gangadhur, Head Master, Arrah Aided Vernacular School, ...	... ... ...	15 0 0
Guha, Gobindchandra, 2nd Master, Mymensing Vernacular School, ...	... ... ...	20 0 0
Guha, Golakehanda, Circle Pundit, Kachaeda Patshalla, ...	... ... ...	15 0 0
Guha, Jagatbandhu, 8th Master, Chittagong Zillah School, ...	... ... ...	16 0 0
Guha, Kalachand, Master, of Cuttack School, ...	... ...	20 0 0
Guha, Kalikumar, 6th Master, Mymensing Zillah School, ...	... ...	20 0 0
Guha, Kaliprasad, Circle Pundit, Goila Patshalla, ...	... ...	15 0 0
Guha, Krishnakumar, Circle Pundit, Bramungow Patshalla, ...	... ... ...	15 0 0
Guha, Srinath, 3rd Master, Mymensing Zillah School, ...	... ...	30 0 0
Gun, W. J., 3rd Master, Dacca College, ...	... ...	200 0 0
Gupta, Amritalal, 2nd Master, Commillah Zillah School, ...	... ...	60 0 0
Gupta, Anandaeharan, Head Pundit, Garapotah Aided Vernacular School, ...	... ... ...	15 0 0
Gupta, Bishwanath, 3rd Pundit, Calcutta Patshalla, ...	... ...	20 0 0
Gupta, Gopalchandra, Deputy Inspector, Baraset, ...	... ...	100 0 0
Gupta, Gopinath, Head Pundit, Cuttack Aided Vernacular School, ...	... ... ...	30 0 0
Gupta, Ishanehanda, Head Pundit, of Suburn Duho Govt. Mission Vernacular School, Rungpore, ...	... ...	20 0 0
Gupta, Kalimohan, Head Master, Pallas Aided Intermediate School, ...	... ... ...	20 0 0
Gupta, Madanmohan, 2nd Master of Maldah, English School, ...	... ... ...	30 0 0
Gupta, Nrisinghacharan, 2nd Pundit, Bhajanghaut School, ...	... ... ...	20 0 0
Gupta, Rajkishna, 3rd Pundit, Calcutta Normal School, ...	... ...	40 0 0
Gupta, Rambrahma, Head Pundit, Howrah Zillah School, ...	... ... ...	25 0 0
Gupta, Rutnamani, 4th Master, Burrisaul Zillah School, ...	... ...	25 0 0
Gupta, Shyamacharan, Head Pundit, Satragachee Anglo-Vernacular School, ...	... ... ...	20 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Gupta, Srishchandra, Head Pundit, Panchtopie Aided Vernacular School, Moorshedabad, ...	...	20 0 0
Gupta, Tripurari, Pundit, Colingah Branch School, ...	...	25 0 0
Haldar, Gopalchandra, 2nd Master, Chota Nagpore School, ...	...	35 0 0
Haldar, Khetranath, Head Pundit, Goga Aided Vernacular School, ...	...	20 0 0
Haldar, Umacharan, Deputy Inspector of Midnapore, Hajra, Ishanchandra, Head Pundit, Konnoghur Aided Vernacular School, ...	...	150 0 0
Hajra, Jadabinda, Head Pundit, Roypore Aided Anglo-Vernacular School, ...	...	15 0 0
Hajra, Shashibhushan, Head Pundit, Cutwa Aided Anglo-Vernacular School, ...	...	15 0 0
Halleur, Dr., Professor of Natural Philosophy and Astronomy, Presidency College, ...	...	700 0 0
Hand, R., Principal, Berhampore College, ...	...	600 0 0
Hanvey, W., Head Master, Chuprah Zillah School, ...	...	200 0 0
Hordern, P., B. A., Assistant Professor of English Language and Literature, Presidency College, ...	...	380 0 0
Hossain, Kadim, 4th Arabic Professor, Calcutta Madrassah, ...	...	80 0 0
Hossain, Syud Delwar, 4th Class, Arabic Department, Hooghly College, ...	...	50 0 0
Hossain, Tufzul, 1st Persian Teacher, Hooghly College, ...	...	50 0 0
Hossain, Tufzul, 3rd Persian and Urdu Teacher, Calcutta Madrassah, ...	...	70 0 0
Hug, Abdool, 1st Persian Teacher, Calcutta Madrassah, Huseemudeen, Moonshee, Urdu Teacher, Dacea College, ...	...	100 0 0
Hye, Abdool, 1st Assistant Professor, Cal. Madrassah, Imdad, Hossein, Persian Teacher, Purneah Zillah School, ...	...	30 0 0
Jackson, Alexander, Deputy Inspector of Schools in Rungpore, ...	...	60 0 0
Johannes, F., Deputy Inspector of Schools, Pubna and Jessore, ...	...	18 0 0
		150 0 0
		150 0 0

Name.	Present Appointment.	Salary.
Jones, R., Professor, Moral and Mental Philosophy and Logic, Presidency College, ..	700 0 0	
Kabiratna, Ramamoya, 6th Grammar Pundit, Sanscrit College, ...	40 0 0	
Karmakar, Shibchandra, Teacher, of Materia Medica, Bengali Class, Medical College, ...	200 0 0	
Keola, Prasad, Moonshee, Tirhoot Zillah School, ...	20 0 0	
Khan, Allahadad, Deputy Inspector of School, Furreedpore, ..	100 0 0	
Khan, Allum, Head Master, Machaeon Aided Vernacular School, ...	15 0 0	
Khan, Abkar, Head Master, Daporicia Aided Vernacular School, ...	15 0 0	
Khan, Tamez, Teacher of Anatomy, Military and Bengali Class, Medical College, ...	200 0 0	
Kuar, Matilal, 7th Master, Hooghly Branch School, ..	16 0 0	
Kuar, Matilal, 6th Master, Beerbhoon Zillah School,	20 0 0	
Kubeer-ooddeen, Resident Moulvie, Anglo-Persian Department, Calcutta Madrassah, ...	50 0 0	
Lahuri, Harimohan, Head Master, Oojancee Aided Anglo-Vernacular School, ...	20 0 0	
Lahuri, Kartikcharan, Head Pundit, Kishtonagore F.,	20 0 0	
Lahuri, Ramlal, Head Master of Jungipore, Aided Anglo-Vernacular School, Moorshedabad, ...	50 0 0	
Lahuri, Rameshwar, Head Master, Roypore Aided Anglo-Vernacular School, ...	45 0 0	
Lahuri, Ramtaran, 4th Master, Kishnaghur College, ..	150 0 0	
Laskar, Ramsundar, Head Pundit of Nowgong, Sudder Vernacular School, ...	25 0 0	
Lees, Capt. W. N., L.L.D.; Principal, Cal. Madrassah,	300 0 0	
Lefevre, C. F., Head Master, Furreedpore Zillah School,	150 0 0	
Leicester, H. G., Head Master, Commillah Zillah School,	200 0 0	
Lutiff, Abdool, 3rd Master, Chittagong Zillah School,	40 0 0	
Maenamiera, T. N., Professor of Chemistry, Medical College, ...	400 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Madak, Ramtarak, Head Master, Cadeehatti Aided Anglo-Vernacular School,	... ...	82 0 0
Mahamed, Hossain, Hindoo and Oordoo Teacher, of Darjeeling, Government Anglo-Vernacular School,		40 0 0
Mahamed, Allahadad, 3rd Professor, Cal. Mrdrassah,		100 0 0
Mahamed, Modessur, 3rd Persian Teacher, Hooghly College,	... ... ...	36 0 0
Mahamed, Mustageer, Moulvie, 2nd Class, Arabic Department, Hooghly College,	... ...	100 0 0
Maitra, Bhubanmohan, Head Pundit, Lathpore Vernacular School,	... ... ...	15 0 0
Maitra, Bisheswar, Head Pundit, Sabroon Aided Vernacular School,	... ... ...	20 0 0
Maitra, Chandranath, 6th Master, Kishnaghur College,		80 0 0
Maitra, Denanath, Pundit, Majheena Aided Vernacular School,	... ... ...	16 0 0
Maitra, Durgachandra, Head Pundit, Serajunge Aided English School,	... ... ...	20 0 0
Maitra, Haranchandra, 9th Master, Kishnaghur College,		40 0 0
Maitra, Kalidas, Deputy Inspector, Burdwan,	...	150 0 0
Maitra, Kistolal, Head Master, Baleakandy Aided Vernacular School,	... ... ...	30 0 0
Maitra, Maheshchandra, 2nd Master, Kureempore Aided English School,	... ... ...	40 0 0
Maitra, Matilal, Head Master, Santipore Aided English School,	... ... ...	50 0 0
Maitra, Umakant, Officiating 6th Master, Bauleah English School,	... ... ...	25 0 0
Mallik, Bhagobaticharan, 10th Master, Hooghly College,		70 0 0
Mallik, Brahmamohan, Deputy Inspector of Schools, Calcutta,	... ... ...	150 0 0
Mallik, Ishwarchandra, 2nd Master Taleeneeparah, Aided Anglo-Vernacular School,	... ...	30 0 0
Mallik, Kalachand, 3rd Master, Tamlook Aided Anglo-Vernacular School,	... ... ...	15 0 0

Name.	Present Appointment.	Salary.
Mallik, Rajendralal, 4th Master, Hooghly Branch School, ...	... . . . .	50 0 0
Manuel, T. P., 4th Master, Hooghly College, ...	... . . . .	200 0 0
Martin, R. L., M.A., Inspector of Schools, S. E. Division, Masters, W., Head Master, Krishnaghur College, ...	... . . . .	725 0 0
Mayne, W. S., Head Master, Monghyr Zillah School, Mazumdar, Banamali, Pundit, Pachchur, Aided Vernacular School, ...	... . . . .	400 0 0
Mazumdar, Banamali, Pundit, Pachchur, Aided Vernacular School, ...	... . . . .	150 0 0
Mazumdar, Dinabandhu, Circle Pundit, Sholaghur Patshalla, ...	... . . . .	15 0 0
Mazumdar, Harinath, Pundit, Kumarkhali Aided Vernacular School, ...	... . . . .	15 0 0
Mazumdar, Ishanchandra, Pundit, Jaunpore, Aided Vernacular School, ...	... . . . .	15 0 0
Mazumdar, Jodunath, Officiating 2nd Master, Kasimpore Aided English School, ...	... . . . .	25 0 0
Mazumdar, Kasichandra, Pundit of Mohadebpore, Government Model Vernacular School, Dinagepore, ...	... . . . .	20 0 0
Mazumdar, Kishorimohan, 5th Master, Sanskrit College, ...	... . . . .	40 0 0
Mazumdar, Maheshchandra, 5th Master Bauliah, English School, Rajshye, ...	... . . . .	25 0 0
Mazumdar, Nilkant, Head Pundit, Serole Aided Vernacular School, ...	... . . . .	15 0 0
Medley, J. G., Principal, Civil Engineering College, ...	... . . . .	650 0 0
Mirza, Foyaz Hossein, 3rd Master, of Gowhati English School, ...	... . . . .	30 0 0
Misri, Janamejoy, Head Pundit, Chandpore Aided Vernacular School, ...	... . . . .	15 0 0
Misri, Sadashib, Head Pundit, Pooree Zillah School, ...	... . . . .	15 0 0
Mitra, Anandchandra, 2nd Master, Bagnaparah Aided Anglo-Vernacular School, ...	... . . . .	30 0 0
Mitra, Balyechand, Head Master, Sookchur Aided English School, ...	... . . . .	20 0 0
Mitra, Banamali, Head Master, Ooteparrah English School, ...	... . . . .	150 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Mitra, Bistacharan, Head Master, Barrackpore English School, ...	...	55 0 0
Mitra, Brajaballabh, 8th Master, Bancoorah Zillah School, ...	...	15 0 0
Mitra, Brajalal, 5th Master, Colootollah Branch School,		60 0 0
Mitra, Gobindchandra, 2nd Master, Howrah English School, ...	...	75 0 0
Mitra, Gopikrishna, 5th Master, Hindu School, ...	...	90 0 0
Mitra, Harinath, 8th Master, Krishnaghur College, ...	...	50 0 0
Mitra, Harodoyal, Officiating 2nd Master, Gopalparah Aided English School, ...	...	50 0 0
Mitra, Kalikant, Officiating 4th Master, Jessoro Zillah School, ...	...	25 0 0
Mitra, Kalicarunjan, 2nd Master, Halieshoshur Aided English School, ...	...	32 0 0
Mitra, Kashiprosanna, Officiating Head Master, Bhau-gulpore Zillah School, ...	...	100 0 0
Mitra, Modusudan, 3rd Teacher, Purneah Zillah School,		30 0 0
Mitra, Nabinchandra, 2nd Master, Gopinathpore Aided Anglo-Vernacular School, ...	...	20 0 0
Mitra, Nabinchandra, 3rd Master, Bancoorah Zillah School, ...	...	50 0 0
Mitra, Nilkomul, 4th Master, Pooree Zillah School, ...	...	20 0 0
Mitra, Nilmadhab, Head Master, Culnah Aided English School, ...	...	60 0 0
Mitra, Prasannakumar, Teacher of Medicine, M. and B. Class, Medical College, ...	...	200 0 0
Mitra, Rakhalchandra, 5th Master, Balasore Zillah School, ...	...	20 0 0
Mitra, Ramchandra, Professor of Vernacular Literature, Presidency College, ...	...	300 0 0
Mitra, Ramlal, Deputy Inspector of Schools, Hooghly,		150 0 0
Mitra, Ramrakhit, Head Pundit, Gopalnagore Aided Vernacular School, ...	...	18 0 0
Mitra, Shivakissen, Pundit of Bauleah, Aided Vernacular School, Moorshedabad, ...	...	25 0 0

Name.	Present Appointment.	Salary.
Montrou, W. A., Professor, Law and Jurisprudence, Presidency College, ...	... ... ...	700 0 0
Mookerjee, Addinath, Head Pundit, Sookehur Aided Vernacular School, ...	... ... ...	15 0 0
Mookerjee, Aghorechandra, Head Master of Bograh, English School, ...	... ... ...	150 0 0
Mookerjee, Aghorechandra, 2nd Master, Chukdigeer Aided Anglo-Vernacular School, ...	... ... ...	35 0 0
Mookerjee, Ambieacharan, 2nd Pundit, Kishnaghur Model School, ...	... ... ...	20 0 0
Mookerjee, Ambieacharan, Head Master, Goberdanga School, ...	... ... ...	60 0 0
Mookerjee, Bharatchandra, Circle Pundit, of Laulbag Patshalla, ...	... ... ...	15 0 0
Mookerjee, Bholanath, Head Master, Mundlegram Aided Anglo-Vernacular School, ...	... ... ...	50 0 0
Mookerjee, Bhubanchandra, Head Pundit, Sookehur Aided School, ...	... ... ...	20 0 0
Mookerjee, Bhudeb, Head Master, Hooghly Normal School, ...	... ... ...	300 0 0
Mookerjee, Bistochandra, 5th Master, Dacca Collegiate School, ...	... ... ...	150 0 0
Mookerjee, Bisheshwar, Officiating 6th Master, Baraset Zillah School, ...	... ... ...	20 0 0
Mookerjee, Chandrashekhar, Head Master, Takee Anglo-Vernacular School, ...	... ... ...	60 0 0
Mookerjee, Chaturbhuj, 4th Bengali Pundit, Hooghly College, ...	... ... ...	20 0 0
Mookerjee, Dinanath, Head Pundit, Serampore Aided Vernacular School, ...	... ... ...	20 0 0
Mookerjee, Dinanath, 2nd Master, Jonye Training School, ...	... ... ...	40 0 0
Mookerjee, Durgaprasana, Head Master, Bhudruck Aided Anglo-Vernacular School, ...	... ... ...	40 0 0
Mookerjee, Dwarkanath, 3rd Master, Pooree Zillah School, ...	... ... ...	30 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Mookerjee, Grishchandra, Head Pundit, Pratappore Model School, .... ... ...	25 0 0	
Mookerjee, Gopalchandra, Head Pundit, Nebabgunge Aided Anglo-Vernacular School, ... ...	15 0 0	
Mookerjee, Haranchandra, Head Pundit, Nebodia F. Aided Vernacular School, ... ...	15 0 0	
Mookerjee, Haranchandra, Supernumerary Teacher, Bauleah English School, .. ...	30 0 0	
Mookerjee, Harokali, (on leave,) Assessor and Deputy Collector, ... ... ...	150 0 0	
Mookerjee, Hemchandra, 5th Master, Barrackpore English School, ... ... ...	20 0 0	
Mookerjee, Hiralal, Head Master, Chukdiggy Aided Anglo-Vernacular School, ... ...	60 0 0	
Mookerjee, Hiralal, Head Pundit, Badee School, ...	15 0 0	
Mookerjee, Jadunath, Head Pundit, Taleegunge, ...	15 0 0	
Mookerjee, Jadunath, 7th Grammar Professor, Sanscrit College, ... ... ... ...	30 0 0	
Mookerjee, Jadunath, Head Pundit, Rampore Kenuhatty, Government Vernacular School, ...	15 0 0	
Mookerjee, Jadunath, Head Master, Cuttack Zillah School, ... ... ... ...	150 0 0	
Mookerjee, Jadupati, Head Pundit, Anundpore Aided Vernacular School, ... ... ...	15 0 0	
Mookerjee, Kalidás, 9th Master, Hooghly College, ...	80 0 0	
Mookerjee, Kalidás, Head Master, Okra Aided Anglo-Vernacular School, ... ... ...	30 0 0	
Mookerjee, Kalinath, Head Master, Jugat Bullubpore Aided Anglo-Vernacular School, ... ...	55 0 0	
Mookerjee, Kaliprasana, Head Master, Meherpore Aided English School, ... ... ...	60 0 0	
Mookerjee, Kaliprasana, 2nd Master, Bhuddruck Aided Anglo-Vernacular School, ... ... ...	15 0 0	
Mookerjee, Kailaschandra, Pundit, Barody Aided Anglo-Vernacular School, ... ... ...	15 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Mookerjee, Kamikhacharan, Head Master, of Sydopookoor Anglo-Vernacular School, Rungpore, ...	35 0 0	
Mookerjee, Kasikant, Deputy Inspector of Schools, Dacca, ... ... ... ...	150 0 0	
Mookerjee, Kedarnath, 3rd Master, Baraset Zillah School, ... ... ... ...	30 0 0	
Mookerjee, Kedarnath, 2nd Master, Colingali Branch School, ... ... ... ...	50 0 0	
Mookerjee, Khetramohan, Head Pundit, Nyhati Aided Vernacular School, ... ... ...	20 0 0	
Mookerjee, Khetramohan, Head Master, Purneah Zillah School, ... ... ... ...	150 0 0	
Mookerjee, Madanmohan, 6th Master, Colootollah Branch School, ... ... ...	50 0 0	
Mookerjee, Mahendranath, Head Pundit, Cowchar Aided Vernacular School, ... ... ...	15 0 0	
Mookerjee, Mahendranath, Head Pundit, Degnagore Aided Vernacular School, ... ... ...	15 0 0	
Mookerjee, Mahendranath, 3rd Master, Beerbhoom Zillah School, ... ... ...	30 0 0	
Mookerjee, Maheshchandra, 2nd Master, Sumbulpore Government School, ... ... ...	30 0 0	
Mookerjee, Matilal, Head Master, Cutwa Aided Anglo-Vernacular School, ... ... ...	70 0 0	
Mookerjee, Nabinchandra, Head Pundit, Boral Aided Vernacular School, ... ... ...	16 0 0	
Mookerjee, Nilambar, Pundit of Barratty, Government Model Vernacular School, Rungpore, ...	20 0 0	
Mookerjee, Nilmadhab, 1st Demonstrator of Anatomy, Medical College, ... ... ...	200 0 0	
Mookerjee, Nilmadhab, Head Master, Gooptiparah Aided English School, ... ... ...	45 0 0	
Mookerjee, Parananda, Deputy Inspector of Beerbhoom and Bancoorah, ... ... ...	150 0 0	
Mookerjee, Parbaticharan, 2nd Officiating Teacher, Bhaugulpore Zillah School, ... ...	45 0 0	

Name.	Present appointment.	Salary.
Mookerjee, Pearimohan, Deputy Inspector of Schools, Rajshye,	... ... ...	100 0 0
Mookerjee, Pramathanath, 3rd Teacher, Bhaugulpore Zillah School,	... ... ...	35 0 0
Mookerjee, Prasannakumar, Pundit, Dacca Model School,		15 0 0
Mookerjee, Pratapchandra, 2nd Pundit, Howrah English School,	... ... ...	15 0 0
Mookerjee, Radhicaprasanna, Deputy Inspector of Nuddea,	... ... ...	100 0 0
Mookerjee, Ramanath, Head Master, Jajoor Aided Anglo-Vernacular School,	... ...	15 0 0
Mookerjee, Ramkainul, Head Pundit, Sooburnokali Aided Vernacular School,	... ...	15 0 0
Mookerjee, Saradaprasad, 4th Master, Culnah Mission English School,	... ... ...	22 0 0
Mookerjee, Shyamacharan, Head Master, Bohur Aided Intermediate School,	... ... ...	20 0 0
Mookerjee, Shyamacharan, 7th Master, Hooghly College,		100 0 0
Mookerjee, Shyamacharan, 13th Master, Hindu School,		20 0 0
Mookerjee, Shyamacharan, Head Pundit, Hindu School,		40 0 0
Mookerjee, Shyamacharan, 2nd Pundit, Hureepore School,	... ... ...	20 0 0
Mookerjee, Shyamacharan, 9th Master, Berhampore College,	... ... ...	40 0 0
Mookerjee, Sitanath, 11th Master, Hooghly College,		60 0 0
Mookerjee, Srigopal, Head Master of Nusheepore, Aided Anglo-Vernacular School, Moorshedabad,	...	15 0 0
Mookerjee, Sripaty, Deputy Inspector of Santeepore,		150 0 0
Mookerjee, Srinath, Head Pundit, Ghatal School,	...	15 0 0
Mookerjee, Taraprasanna, 2nd Master, Beerbhoom Zillah School,	... ... ...	60 0 0
Mookerjee, Tarinicharan, Head Master, Shaorapooly Aided Anglo-Vernacular School,	... ...	50 0 0
Mookerjee, Tarinicharan, 4th Master, Baraset Zillah School,	... ... ...	20 0 0

Name.	Present Appointment.	Salary.
Mookerjee, Tarakishore, 8th Master, Berhampore College,		50 0 0
Mookerjee, Tripurari, Head Pundit, Canti Aided Anglo-Vernacular School, ... .. ...	20 0 0	
Nag, Nilambar, 6th Master, Midnapore Zillah School,	25 0 0	
Nag, Ishanchandra, 2nd Master, Chittagong English School, ... .. ...	100 0 0	
Nandi, Dwarkanath, Pundit of Kurpore, Government Model School, Bograh, ... .. ...	20 0 0	
Nandi, Ramchandra, 2nd Teacher, Monghyr Zillah School, ... .. ...	50 0 0	
Neogi, Bankabehari, 5th Master, Hooghly Branch School, ... .. ...	30 0 0	
Nyayabhusan, Rammoy, 2nd Pundit, Khantorrah Model School, ... .. ...	20 0 0	
Nyayapanchanan, Ambicacharan, Head Pundit, Searsole Aided Anglo-Vernacular School, ... .. ...	15 0 0	
Nyayapanchanan, Thakhurdas, Head Pundit, Hurripal Aided Vernacular School, ... .. ...	15 0 0	
Nyayaratna, Dinanath, Head Pundit, Paikpara Aided English School, ... .. ...	16 0 0	
Nyayaratna, Harinath, 6th Grammar Teacher, Sanscrit College, ... .. ...	40 0 0	
Nyayaratna, Jadabananda, Head Pundit, Pubna Aided Vernacular School, ... .. ...	20 0 0	
Nyayaratna, Koilaschandra, Head Pundit, Jara Aided Vernacular School, ... .. ...	15 0 0	
Nyayaratna, Nilmani, Pundit, Jessore Zillah School,	20 0 0	
Nyayaratna, Ramgati, 2nd Pundit, Hooghly Normal School, ... .. ...	60 0 0	
Oollah, Burkut, Head Master, Suterpore Aided Vernacular School, ... .. ...	15 0 0	
Pal, Bholanath, 4th Master, Dacca College, ...	150 0 0	
Pal, Dwarkanath, Assistant Teacher, Sumbulpore, Government School, ... .. ...	15 0 0	
Pal, Kunjabehari, 4th Master, Bancoorah Zillah School,	40 0 0	

Name.	Present appointment.	Salary.
Pal, Rajkisto, 3rd Master, Cutwa Aided Anglo-Vernacular School,	... ... ...	20 0 0
Palit, Dinanath, Head Master, Rajpoor Aided English School,	... ... ...	45 0 0
Palit, Khetramohan, Officiating Head Master, Omapore Aided Anglo-Vernacular School,	... ... ...	50 0 0
Palit, Ramchandra, 10th Master, Colootollah Branch School,	... ... ...	30 0 0
Pandy, Umacharan, Head Pundit, Poorah Aided Vernacular School,	... ... ...	20 0 0
Pandah, Rudresshwar, Head Pundit, Cuttack Zillah School,	... ... ...	20 0 0
Pandit, Atranand, Head Pundit, Balasore Zillah School,	... ... ...	20 0 0
Pandit, Dwarkanath, Head Pundit of Nushecpore, Aided Anglo-Vernacular School, Moorshedabad,	... ... ...	30 0 0
Panypyher, Gunesur, Head Pundit, Bhudruck Government Vernacular School,	... ... ...	15 0 0
Purmashur, Dyl, 4th Teacher, Bhaugulpore Zillah School,	... ... ...	25 0 0
Parry, F., Superintendent, Sylhet Mission Aided School,	... ... ...	150 0 0
Partridge, S. B., Professor of Descriptive Anatomy and Surgery, Medical College,	... ... ...	400 0 0
Patnaik, Joykrishto, 5th Master, Pooree Zillah School,	... ... ...	15 0 0
Pati, Magone, Head Pundit, Jaypore Aided Vernacular School,	... ... ...	16 0 0
Pattro, Bhoirubchandra, 7th Master, Bancoorah Zillah School,	... ... ...	20 0 0
Pory, Dindoyal, Circle Pundit, Burrisaul Patshalla,	... ... ...	15 0 0
Pharba, Head Mistress, Dwarhatta Aided Female School,	... ... ...	25 0 0
Poddar, Rammanie, 2nd Pundit, Moheshpore,	... ... ...	20 0 0
Perkins, A. E., Professor of Constructive Design, Civil Engineering College,	... ... ...	350 0 0
Purkit, Rajendralal, Head Master, Haleesohur Aided English School,	... ... ...	35 0 0

Name.	Present appointment.	Salary.
Raha, Bhurbanmohan, 2nd Master, Burrisaul Zillah School, ...	... ... ...	50 0 0
Rajbongshee, Koonraj, Pundit of Luckimpore, Government School, ...	... ... ...	20 0 0
Rakhit, Thakurdas, 2nd Master, Cuttaek Zillah School, Ray, Brajamohan, Head Master, Chittagong Zillah Zillah School, ...	... ... ...	65 0 0
Ray, Brajanath, Head Master, Searsole Aided Anglo-Vernacular School, ...	... ... ...	150 0 0
Ray, Baratchandra, Head Master, Rowile Aided School, Ray, Bholanath, Pundit, Barrackpore English School, Ray, Bhubanchandra, Head Pundit, Neelgunge School, Ray, Chandranath, Head Pundit, of Sherepore, Government Model Vernacular School, Bograh, ...	... ... ...	50 0 0
Ray, Dhananjoy, Head Master, Lawsing Aided School, Ray, Dwarkanath, 5th Pundit, Hindu School, ...	... ...	25 0 0
Ray, Dinanath, Pundit, Natakollah Aided Vernacular School, ...	... ... ...	18 0 0
Ray, Gopalechandra, 8th Master, Ooteparah English School, ...	... ... ...	15 0 0
Ray, Gobindprasad, Circle Pundit, Bungow Patshalla, Ray, Gournarayan, Head Master, Pubna Zillah School, Ray, Harachandra, Head Pundit, Kassempore Aided Vernacular School, ...	... ... ...	20 0 0
Ray, Haranchandra, Head Pundit, Tumlook Aided Anglo-Vernacular School, ...	... ...	15 0 0
Ray, Ishwharchandra, 2nd Pundit, Budlungunge Model School, ...	... ... ...	15 0 0
Ray, Jadabchandra, 12th Master, Berhampore College, Ray, Kantieharan, Head Pundit, Nakhooriah School, Ray, Kartikchandra, Head Master, Noral Aided Anglo-Vernacular School, ...	... ... ...	20 0 0
Ray, Kartikchandra, Head Master, Ojudhea Aided Anglo-Vernacular School, ...	... ...	16 0 0
Ray, Kishtachandra, 5th Master, Berhampore College,	... ...	100 0 0
	2 y	50 0 0
		100 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Ray, Krishnakishore, Officiating Head Master of Gowalparah, Aided English School,	... ...	100 0 0
Ray, Madanmohan, Head Pundit, Sumbulpore Government Anglo-Vernacular School,	... ...	50 0 0
Ray, Parbaticharan, Head Master, Kumarkhali Anglo-Vernacular School,	... ...	60 0 0
Ray, Rajkumar, 6th Master, Kishnaghur College,	...	80 0 0
Ray, Ramakanto, 2nd Pundit, Dwarhatta Aided School,	...	15 0 0
Ray, Ramkumar, Pundit, Meerpore Aided School,	...	15 0 0
Ray, Shyamacharan, Head Pundit, Belendee,	...	15 0 0
Ray, Sitakunda, Pundit, Okera Aided Vernacular School,	...	15 0 0
Ray, Tariniprasad, 2nd Master, Gowhati English School,	...	60 0 0
Ray, Troyluconath, Head Pundit, Moorhaut Aided Vernacular School,	... ...	16 0 0
Ray, Umakishore, Head Master, Nobabgunge Aided Anglo-Vernacular School,	... ..	25 0 0
Ray, Chowdari Rajkishna, Head Master, Gosi Doorgapore Aided Anglo-Vernacular School,	...	40 0 0
Rees, J. S., Assistant Professor of Mathematics, Presidency College,	... ...	380 0 0
Robinson, W., Inspector of Schools, North East Division, Assam, ..	... ...	750 0 0
Rogers, J. K., Head Master, Anglo-Persian Department, Calcutta Madrassa,	... ...	400 0 0
Rowe, J., Drawing Master and Teacher of Surveying, Presidency College,	... ...	106 0 0
Ruckstahal, A., Assistant Professor of Constructive Design, Civil Engineering College,	...	200 0 0
Sanders, J., Professor of Literature, Presidency College, Sandyal, Bhubanmohan, Head Pundit, Goopteeparah Aided Vernacular School,	... ...	700 0 0
Sarbadhikari, Prasannakumar, Head Master, English Department, Sanscrit College,	... ...	15 0 0
Sarma, Amarnath, Head Pundit, Noral Aided Vernacular School,	... ...	200 0 0
	... ...	25 0 0

Name.	Present Appointment.	Salary.
Sarma, Bhyaram, Pundit of Golaghaut, Government Vernacular School, Seesagore, .....	16 0 0	
Sarma, Dinanath, Head Pundit, Jonye Aided Vernacular School, .....	16 0 0	
Sarma, Dinanath, 8th or Additional Professor, Sanscrit College, .....	30 0 0	
Sarma, Dwarkanath, Professor of Syhitya Literature, Sanscrit College, .....	90 0 0	
Sarma, Dwarkanath, Head Pundit, Bhodrokali Aided Vernacular School, .....	18 0 0	
Sarma, Gouricharan, 2nd Pundit, Hindu School, .....	20 0 0	
Sarma, Hurranath, 7th Pundit, Calcutta Patshalla, .....	15 0 0	
Sarma, Jadunath, Head Pundit, Ooterparah English School, .....	25 0 0	
Sarma, Jogunnath, Head Pundit of Borpetah, Government Vernacular School, Kamroop, .....	20 0 0	
Sarma, Joygopal, Bengali Master, Calcutta Madrassa, .....	40 0 0	
Sarma, Kalidas, 3rd Pundit, Hindu School, .....	20 0 0	
Sarma, Kalipadu, 2nd Bengali Master, Calcutta Madrassa, .....	20 0 0	
Sarma, Kesabdeb, Head Pundit of Debroogur, Government Vernacular School, Luckempore, .....	20 0 0	
Sarma, Krishnachandra, Pundit, Burrisaul Zillah School, .....	40 0 0	
Sarma, Madhabchandra, 9th Pundit, Calcutta Patshalla, .....	15 0 0	
Sarma, Nabakanta, 1st Pundit, Colootollah Branch School, .....	25 0 0	
Sarma, Purusottam, 2nd Pundit of Gowhati, Government Vernacular School, Seesagore, .....	20 0 0	
Sarma, Radhamohan, 8th Pundit, Calcutta Patshalla, .....	15 0 0	
Sarma, Rajendranarian, Pundit of Choumooreah, Government Vernacular School, Kamroop, .....	15 0 0	
Sarma, Sharbanand, 3rd Pundit of Gowhati, Government Vernacular School, Seesagore, .....	15 0 0	

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Sarma, Srikrishna, Pundit, JESSORE GOVERNMENT VERNACULAR SCHOOL,	... ... ...	15 0 0
Sarma, Taradâs, Head Pundit, Hatimpore, GOVERNMENT VERNACULAR SCHOOL,	... ... ...	20 0 0
Sarma, Taranath, 1st Grammar Professor, Sanscrit College,	... ... ...	90 0 0
Sarma, Umeshchandra, Head Pundit, Harope GOVERNMENT VERNACULAR SCHOOL,	... ... ...	15 0 0
Savigny, G. H., 5th Master, Hooghly College,	...	150 0 0
Sein, Abhyacharan, 5th Master, Mymensing Zillah School,	... ... ...	20 0 0
Sein, Anandachandra, 2nd Master, Furreedpore Zillah School,	... ... ...	50 0 0
Sein, Anandachandra, Circle Pundit, Roykali,	...	15 0 0
Sein, Beharilal, Head Pundit of Jungipore, Anglo-Vernacular School, Moorshedabad,	... ...	25 0 0
Sein, Boikuntha, Deputy Inspector of Schools, Mymensing and Sylhet,	... ... ...	100 0 0
Sein, Chandrakanto, Head Master, Bagatee Aided English School,	... ... ...	60 0 0
Sein, Dinanath, Head Master, Dacca Pogose Aided English School,	... ... ...	60 0 0
Sein, Durgagati, Circle Pundit, Rajnuggur Patshalla,	...	15 0 0
Sein, Durgacharan, Pundit of Chundumpat, GOVERNMENT MODEL VERNACULAR SCHOOL, Rungpore,	... ...	20 0 0
Sein, Gurudâs, Pundit of Chanchitarah, GOVERNMENT MODEL VERNACULAR SCHOOL, Rungpore,	...	20 0 0
Sein, Harragobind, Head Master of Bauleah, English School,	... ... ...	150 0 0
Sein, Ishanchandra, 4th Master of Bograh, English School,	... ... ...	20 0 0
Sein, Ishwarchandra, Head Pundit, Dhamroy Aided VERNACULAR SCHOOL,	... ... ...	20 0 0
Sein, Jagadanando, 7th Master, Mymensing Zillah School,	... ... ...	20 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary</i>
Sein, Koilaschandra, Officiating 4th Master of Dinagepore, English School, .. .. ..	20 0 0	
Sein, Krishnakumar, 2nd Master, Bograh English School, .. .. ..	50 0 0	
Sein, Loknath, 2nd Master of Sydo Pookoor, Aided Anglo-Vernacular School, Rungpore, .. .. ..	25 0 0	
Sein, Madusudan, 10th Master, Kishnaghur College, ..	30 0 0	
Sein, Madhubchandra, Master, Cuttack English School,	15 0 0	
Sein, Maheshchandra, Pundit of Pabarpore, Government Model Vernacular School, Dinagepore, ..	20 0 0	
Sein, Maheshchandra, Head Pundit of Gopalparah, Aided English School, Rungpore, .. .. ..	18 0 0	
Sein, Nandakumar, Circle Pundit, Ponabalia Patshalla,	15 0 0	
Sein, Rajkant, Head Master of Sreemonthpore, Aided Anglo-Vernacular School, Moorshedabad, .. .. ..	50 0 0	
Sein, Rameshwar, Head Pundit, Khantoorah School, ..	25 0 0	
Sein, Sharatchundra, Officiating 3rd Master, Furreedpore Zillah School, .. .. ..	30 0 0	
Sein, Sharatchandra, 4th Master, Chittagong Zillah School, .. .. ..	30 0 0	
Sein, Shashibhushan, 11th Master, Kishnaghur College,	20 0 0	
Sein, Shyamacharan, 4th Master, Burrisaul Zillah School, .. .. ..	25 0 0	
Sein, Sitanath, 4th Master of Gohati English School, Kamroop, .. .. ..	20 0 0	
Sein, Srinath, 7th Master, Berhampore College, ..	60 0 0	
Sein, Taraknath, 2nd Master, Pubna Zillah School, ..	50 0 0	
Sein, Umeschandra, Head Master, Chota-Nagpore School, .. .. ..	60 0 0	
Set, Joygopal, 7th Master, Hindu School, ..	70 0 0	
Shaha, Ishwarchandra, 3rd Master, Hindu School, ..	150 0 0	
Shaha, Jadunath, 9th Master, Hindu School, ..	50 0 0	
Shaha, Khetramohan, 2nd Master, Gonotea Aided Anglo-Vernacular School, .. .. ..	15 0 0	
Shaha, Ochwat, 4th Master, Cuttack Zillah School, ..	30 0 0	

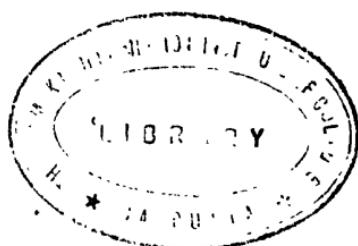
Name.	Present appointment.	Salary.
Shanyal, Chandrakumar, Officiating 5th Master, Pubna Zillah School, ... ... ...	20 0 0	
Shanyal, Umeshchandra, Pundit, Fazilpore Government Vernacular School, ... ... ...	20 0 0	
Sheik, Akbar, Teacher, Aided School, Dornpia, ...	15 0 0	
Sheik, Burkettollah, Teacher, Aided School, Satterpore,	15 0 0	
Sheik, Chumroo, 3rd Teacher, Chuprah Zillah School, ...	30 0 0	
Sheik, Juhooroodeen, Pundit of Belka, Nababgunge, Aided Vernacular School, Rungpore, ...	15 0 0	
Sheik, Koodruttally, Head Pundit of Poorbopar, Government Vernacular School, ... ... ...	15 0 0	
Sheik, Kureemollah, Pundit of Peergatcha, Aided Anglo-Vernacular School, Rungpore, ... ... ...	20 0 0	
Sheik, Sharbutoollah, Pundit of Bodah, Government Model School, Rungpore, ... ... ...	20 0 0	
Sheik, Shokotollah, Moonshee, Gowlaparah, Aided English School, ... ... ...	20 0 0	
Sheik, Shokhawatallee, 2nd Pundit of Nowgong, Suder Vernacular School, ... ... ...	15 0 0	
Shere, Ali, Officiating 3rd Teacher, Arrah Zillah School, Shukla, Ramnarayan, Head Pundit of Kasimbazar, Aided Vernacular School, Moorshedabad, ...	30 0 0	
Shome, Harilal, 2nd Master, Cutwa Aided Anglo-Vernacular School, ... ... ...	15 0 0	
Shome, Kanilal, 10th Master, Hindu School, ...	35 0 0	
Shome, Purnachandra, 4th Master, Berhampore College, Shome, Shibchandra, Head Master, Balasore Zillah School, ... ... ... ...	40 0 0	
Sidyahante, Chandramohan, 3rd Grammar Professor, Sanscrit College, ... ... ...	150 0 0	
Sil, Ramnarayan, 8th Master, Dacca College, ...	100 0 0	
Sil, Sadhicharan, 11th Master, Dacca College, ...	45 0 0	
Singh, Bishanath, Head Master, Bancoorah Zillah School, ... ... ... ...	80 0 0	
Singh, Jadubehunder, Head Master, Nebodia Anglo-Vernacular School, ... ... ...	40 0 0	
		120 0 0
		35 0 0

Name.	Present appointment.	Salary.
Singh, Mahaber, 3rd Teacher, Tirhoot Zillah School,..	..	30 0 0
Singh, Nunkoo, Deputy Inspector of Schools, in Central Assam, ...	... .. ..	100 0 0
Singh, Poornochunder, Pundit, Bistopore Aided Anglo-Vernacular School, ...	... .. ..	15 0 0
Singh, Pyarilal, 3rd Master, Chukdiggy Aided Anglo-Vernacular School, ... .. *	... .. ..	20 0 0
Singh, Rammaintkha, 10th Master, Dacca College, ...	..	50 0 0
Singh, Ramkumar, 3rd Master, Howrah Zillah School,	..	50 0 0
Singh, Sheoprasad, 3rd Teacher, Gyah Zillah School,...	..	40 0 0
Singh, Tribhoobun, 2nd Teacher, Gyah Zillah School, Sirkar, Tripuracharan, 5th Teacher, Anglo-Persian Department, Calcutta Madrassa, ..	..	60 0 0
Sirkar, Ambieacharan, Head Master, Badla Aided Anglo-Vernacular School, ... .. ..	..	40 0 0
Sirkar, Anandmohan, Junior Pundit, Berhampore College, ... .. ..	..	50 0 0
Sirkar, Bankabelhari, 3rd Master, Puruliah English School, ... .. ..	..	30 0 0
Sirkar, Ganadhar, Head Pundit, Sumbulpore Government Anglo-Vernacular School, ... ..	..	30 0 0
Sirkar, Girishchandra, 3rd Master, Pubna Zillah School, Sirkar, Girishchandra, Pundit, Kistopore Aided Vernacular School, ... .. ..	..	15 0 0
Sirkar, Gobin chandra, 2nd Pundit, Serampore Aided Vernacular School, ... .. ..	..	30 0 0
Sirkar, Gopalchandra, 2nd Master, Badla Aided Anglo-Vernacular School, ... .. ..	..	17 0 0
Sirkar, Gouriprasad, 2nd Master, Baraset Zillah School,	..	30 0 0
Sirkar, Ishanchandra, Head Pundit, Mohata Aided Anglo-Vernacular School, .. ..	..	50 0 0
Sirkar, Jadabchandra, Head Master, Okersha Aided Anglo-Vernacular School, ... .. ..	..	20 0 0
Sirkar, Jagannath, Head Pundit, Kookootca Aided Vernacular School, ... .. ..	..	50 0 0
		15 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Sirkar, Joggeshwar, 4th Master, Bâdla Aided Anglo-Vernacular School,	... ... ...	15 0 0
Sirkar, Kalikrishna, 5th Master, Jessore Zillah School,	... ... ...	20 0 0
Sirkar, Kishnalal, Officiating Head Master, Kurnreaschool,	... ... ...	40 0 0
Sirkar, Krishtochandra, Head Pundit, Barreepore Aided Vernacular School,	... ... ...	17 0 0
Sirkar, Piaricharan, Head Master, Colootollah Branch School,	... ... ...	200 0 0
Sirkar, Ramnarain, Head Pundit, Audharmanic Aided Vernacular School,	... ... ...	17 0 0
Sirkar, Rasiklal, Head Master, Paikparah Aided English School,	... ... ...	60 0 0
Siromani, Anandchandra, Head Pundit, Kishnaghur College,	... ... ... ..	50 0 0
Siromani, Bharatchandra, Professor of Smriti Law, Sanscrit Coliego,	... ... ...	90 0 0
Siromani, Gobindchandra, Superintendent Head Pundit, Bengali Department, Hooghly College,	... ...	60 0 0
Siromani, Mohinchandra, Circle Pundit, Khajurah Patshalla,	... ... ...	15 0 0
Siromani, Ramgopal, 2nd Pundit, Maneor Model School,	... ... ...	20 0 0
Siromani, Sriram, Head Pundit, Hooghly Branch School,	... ... ...	20 0 0
Siromani, Trilochan, Head Pundit, Kishtonaghur Model School,	... ... ...	25 0 0
Smith, A., M. A., Principal, Kishnaghur College,	... ...	680 0 0
Smith, J., Head Master, Jessore Zillah School,	... ...	200 0 0
Smith, H. Scott, B. A., Professor of Mathematics, Civil Engineering College,	... ... ...	380 0 0
Soomadar, Sitapati, Mastor, Cuttack Zillah School,	... ...	20 0 0
Sur, Umeschandra, Head Master, Bashowa Aided Anglo-Vernacular School,	... ... ...	35 0 0
Sutcliffe, J., M. A., Principal and Professor of Mathematics, Presidency College,	... ... ...	1300 0 0

Name.	Present appointment.	Salary.
Tagore, Chandermohan, Head Master, Burrisaul Zillah School, ...	... . . . .	150 0 0
Tarkabagish, Beharilal, Head Pundit, Beerbhook Zillah School, ...	... . . . .	25 b 0
Tarkabagish, Premchandra, Professor of Ulunkara, Sanscrit College, ...	... . . . .	90 0 0
Tarkabhushan, Madhabchandra, Head Pundit, Sreekisupore, Government Model School, ...	... . . . .	25 0 0
Tarkalankar, Brojomohan, Head Pundit, Debogram School, ...	... . . . .	25 0 0
Tarkalankar, Jagatchandra, Circle Pundit, Kumarbug Patshalla, ...	... . . . .	15 0 0
Tarkalankar, Modusudan, Head Pundit, Bissenpore Aided Anglo-Vernacular School, ...	... . . . .	15 0 0
Tarkalankar, Nabogopal, 2nd Pundit, Krishnaghur College, ...	... . . . .	30 0 0
Tarkaratna, Koilaschandra, Head Pundit, Dinechaut Model School, ...	... . . . .	25 0 0
Tarkapanchanan, Joynarain, Professor of Dursana, Logic, Sanscrit College, ..	... . . . .	90 0 0
Tarkapanchanan, Rameshwar, Head Pundit, Alamamoodpore, Vernacular School, ...	... . . . .	15 0 0
Tarkapanchanan, Srinath, Senior Pundit, Dacea College, ...	... . . . .	40 0 0
Tarkashidhanta, Madhabchandra, Deputy Inspector, Howrah, ...	... . . . .	150 0 0
Thomas, Phillip, 3rd Master, Midnapore, Zillah School, ...	... . . . .	50 0 0
Thomson, Professor of Botany, Professor of Ophthalmic Medicine and Surgery, Medical College, ...	... . . . .	
Thomson, I. F., Head Master, Patna Zillah School, ...	... . . . .	150 0 0
Thwaytes, R. B. A., Principal, Hooghly College, ...	... . . . .	600 0 0
Twentyman, W. J., Head Master, Hooghly College, ..	... . . . .	400 0 0
Ugnihotri, Joganath, Circle Pundit, Pachdonah Patshalla, ...	... . . . .	15 0 0
Ure, A., 3rd Master, Hooghly College, ...	... . . . .	200 0 0
Waheb, Abdool, 8th Master, Burrisaul Zillah School, ..	... . . . .	15 0 0
Wilson, T. W., Professor of Midwifery, Medical College,	... . . . .	400 0 0

<i>Name.</i>	<i>Present appointment.</i>	<i>Salary.</i>
Woodford, C. T. O.,	Professor of Medical Jurisprudence, Medical College, ...	200 0 0
Woodrow, H., M. A.,	Inspector of Schools, Central Division, ...	1200 0 0
Wujah, Mahomed,	Head Moulvee, Calcutta Madrasah, ...	300 0 0



Santosh B.

No. 1

STATISTICAL RETURN of Government Colleges in the Lower Provinces for the year 1861-62.

In calculating the charges, two-thirds of the Principal's pay have been reckoned as an expense of the College, the remaining one-third being divided between the College and the Collector. (See Table 1, which reduces the Principal's annual charge) in proportion to the number of roads in each district.

The charges for servants and contingencies have been £1,111.11s. for the College and £1,111.11s. for the Collegiate School, and £1,111.11s. for the Chapel.

No. II.—*Continued.*

STATISTICAL RETURN of Government Schools of the higher class in the Lower Provinces for the year 1861-62.

No. III.—Continued.

STATISTICAL RETURN of Government Schools of the Lower Classes in the Lower Province for the year 1861-62.

for two months  
only have been revised.

## No. III.—Continued.

## STATISTICAL RETURN of Governed Schools of the Lower Class in the Lower Provinces for the year 1861-62.

NAME OF INSTITUTION.	Town or Village, District and Zilla within which situated.	When established.	No. of Pupils on the Roll at the end of the year.	No. of Pupils on the Roll studying each language at the close of the year.	Receipts during the year.	Charges incurred during the year.	Monthly cost of educating each Pupil.	REMARKS.											
								1	2	3	4	5	6	7	8	9	10	11	12
Brahma School,	Dhaka	1859	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Brigadier School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Carriker School,	Dhaka College	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Sabherup School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Urgil School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Jon School,	Dhaka	1867	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Pringal School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Anga School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Zabed School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Karjat School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Jorap School,	Dhaka Bazaar,	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Dhakat School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Ansager School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Sarkarap School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Mawar School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Hajinger School,	Dhaka Bazaar,	1867	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Boku School,	Dhaka Bazaar	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Bek School,	Dhaka Bazaar	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Muni School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Phulbari School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Lei School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Daspan School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Karibiganj School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Tekia School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Soham School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Mohorbari School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Jalalabad School,	Dhaka Bazaar	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Darwazah School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Das School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Janan School,	Dhaka	1860	150	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Abolished in August, 1861.

### No. III—Confused

STATISTICAL RETURN of Government Schools of the Lower Class in the Lower Provinces for the year 1881-82.

No. V

STATISTICAL RETURN of Private Schools of the Higher Class open to Government Inspection in the Lower Provinces for the year 1861-62

No. VI

STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Provinces for the year 1861-62.

## No. VI.—Continued

## STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Provinces for the year 1861-62.

NAME OF INSTITUTION.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Town or Village, District and Taluk within which situated.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57																																											

## No. VIII - *Classification*

STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Provinces for the year 1861-62.

No. VI.—Continued.

STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Provinces for the year 1861-62.

### No. III—Continued

STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Province for the year 1861-62.

No. III.—Continued.

STATISTICAL RETURN of Private Schools of the Lower Class open to Government Inspection in the Lower Provinces for the year 1861-62.



**RETURN of Grants-in-aid sanctioned by Government from 1st May 1861 to 30th April, 1862.**

( 28 )

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names and Locality of Schools.	English, Anglo-Vernacular and Vernacular.	Amount of Grant-in-aid sanctioned by Government from 1st July 1907 to 30th June
				per month.
Baboo Shibopersaud Sing,	Cuttack,	Jajepore,	Anglo-Vernacular,	15 0 0
Baboo Kali Kishore Nag and others,	Dacca,	Baroody,	Ditto,	25 0 0
Baboo Jahan Chunder Bara,	Midnapore,	Blowdura,	Vernacular,	5 0 0
Baboo Aljudha Lal Pal,	Midnapore,	Changoal,	Ditto,	5 0 0
Baboo Okhil Chunder Dutt,	Midnapore,	Midnapore,	Female,	5 0 0
Baboo Narin Roy and others,	Backergunge,	Royerkati,	Anglo-Vernacular,	30 0 0
Baboo Bharutchunder Roy and others,	Burrisau,	Surukpatti,	Vernacular,	10 0 0
Baboo Ugnihotri Kalkinkher Deb and others,	Backergunge,	Khalia,	Anglo-Vernacular,	20 0 0
Baboo Sibunker Sen and others,	Burrisau,	Basanda,	Ditto,	30 0 0
Rev. Mrs. Isabella Forbes,	Calcutta,	Cornwallis square,	Cal. F. Normal & Central School,	175 0 0
Rev. T. J. Varnir,	Patna,	Bankipore,	Mission School,	20 0 0
Baboo Siib Chunder Sircar and others,	Beerhoom,	Keerimur,	Vernacular,	12 0 0
Aseroordi Mohamed Chowdry,	Burrisau,	Bamna,	Anglo-Persian,	25 0 0
Rev. Dr. A. Duff,	Calcutta,	Manicktullah,	Girl,	80 0 0
Baboo Shamsakanth Banerjee Chowdry and others,	Dacca,	Kalypara,	Anglo-Vernacular,	20 0 0
Baboo Kisto Jeebum Mojomdar and others,	Pubna,	Chuprash,	Vernacular,	15 0 0
Baboo Callyprosaud Roy and others,	Manicggungs,	Shumoodah,	Ditto,	20 0 0
Baboo Ram Coomar Bose,	Dacca,	Malkanugur,	Ditto,	10 0 0
Baboo Taranath Seal and others,	Burdwan,	Satgachia,	Anglo-Vernacular,	25 0 0
Baboo Tarini Churn Chatterjee,	Nuddea,	Nobdewpa,	Female Vernacular,	20 0 0
Baboo Brojotsunder Biswas and others,	Dacca,	Jyrmuntib,	Vernacular,	12 8 0
Baboo Bhuggoburjchurn Ghose and others,	24 Purnamahs,	Karunjole,	Ditto,	15 0 0
Rev. A. P. Neel,	Burdwan,	Mamaree,	Anglo-Vernacular,	35 0 0
Baboo Rabjallub Shaha and others,	Howrah,	Rankistopore,	Vernacular,	12 0 0
Baboo Ramsagore Ghose,	Hooighi,	Goorbazar,	Ditto,	11 0 0
Baboo Jobjhury Sircar and others,	24 Purnamahs,	Sarsa,	Anglo-Vernacular,	30 0 0
Baboo Kisto Nauth Surma and others,	Pubna,	Khotoopura,	Vernacular,	17 0 0

**RETURN of Private Donations and Endowments from which aid was received by the Department during the year, exclusive of regular contributions to Grants-in-aid Schools.**

Names of Donors.	Description of Donations.	Annual value of Endowment.	For what period to continue.	Remarks.
<b>Mahomed Mohsin,</b>	Legacy, ..	36,452 0 0	Annual,	..
<b>Zemindars of Hoogly,</b>	Subscription, ..	192 0 0	Permanent,	For support of the Hoogly College.
<b>Subscribers to Ryan Testimonial,</b>	Govt. Securities, ..	245 0 0	Ditto,	For Scholarships given to students of the Hoogly Branch School.
<b>Ditto to Bird Testimonial,</b>	Ditto, ..	215 0 0	Ditto,	Ditto ditto of the Hindu School.
<b>Ditto to Dwarkanath Testimonial,</b>	Ditto, ..	324 0 0	Ditto,	Ditto ditto.
<b>Ditto to Hindu College,</b>	Ditto, ..	2,443 0 0	Ditto,	Ditto ditto.
<b>Ditto to Donelly Testimonial,</b>	Ditto, ..	20 0 0	Ditto,	For prizes to the students of the Dacca College.
<b>Dr. H. Goodeve,</b>	Ditto, ..	169 0 0	Ditto,	Ditto ditto of the Medical College.
<b>Inhabitants of Kishnaghur,</b>	Ditto, ..	79 0 0	Ditto,	Ditto for the Kishnaghur College Building.
<b>Baboo Joykissen &amp; Rajkissen Mookerjee,</b>	Proceeds of land, ..	1,200 0 0	Ditto,	For a superior School, at Ootterparah.
<b>Residents of Gowalparah,</b>	Ditto, ..	1,200 0 0	Ditto,	For support of the Gowalparah School.
<b>Residents of Mozuferpore,</b>	Govt. Securities, ..	400 0 0	Permanent,	For support of the Mozuferpore English School.
<b>Residents of Mozuferpore,</b>	Ditto, ..	20 0 0	Ditto,	For support of the Mozuferpore Vernacular School.
<b>Gobind Chunder Paul Chowdhury, Resident of Dacca,</b>	Subscription, ..	48 0 0	For one year,	For a scholarship given to the best student of the Ver. School of the district of Dacca, of the value of Rs. 4.





## ABSTRACT of Students on the Rolls of the Colleges and Schools in 1861-62.

	Number attending Colleges.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education, ...	907	7,501	10,221	18,632
	No Returns.	5,346	32,318	37,664
Special Education, ...	518	333	None.	851
	No Returns.	33	No Returns.	33
Total,.....	1,425	13,213	42,512	57,180

\* Private Institutions, not receiving aid, object to send Returns, and are consequently omitted in these statements.

## ABSTRACT of Grants-in-aid received by Private Institutions during the year 1861-62.

	Colleges.	Superior Schools.	Inferior Schools.	Total.
General Education, .....	None.	25,789 0 0	79,837 3 3	1,05,626 3 3
Special Education, .....	None.	7,200 0 0	None.	7,200 0 0
Total,.....	.....	32,989 0 0	79,837 3 3	1,12,826 3 3

*ABSTRACT of Receipts and Charges of Colleges and Schools in 1861-62.*

( 33 )

	RECEIPTS.			CHARGES.				
	Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
General Govt.,	1,71,534-11-1	3,24,073-6-1	53,743-13-10	5,49,351-15-0	1,71,534-11-1	3,38,409-15-2	53,718-12-0	5,63,663-6-7
Education, } Private,	79,217-0-10	1,79,258-9-8	2,58,475-10-6	No Returns.	77,636-1-11	1,73,478-1-11	2,51,174-3-10	
Special Govt.,	1,98,417-11-7	29,611-1-7	None.	2,28,028-13-2	1,96,463-13-10	29,611-1-7	None.	2,26,074-15-5
Education, } Private,	8,306-0-0	No Returns.		8,306-0-0	No Returns.	8,215-1-7	No Returns.	8,215-1-7
Total, .....	3,69,952-6-8	4,41,207-8-6	2,33,002-7-6	10,44,162-6-8	3,67,998-8-11	4,52,062-4-3	2,27,196-13-11	10,48,457-11-1

**GENERAL STATEMENT of amount expended by Government on Education during the year 1861-62,  
(compiled from the Accountant's Yearly Statement.)**

\* This amount differs from the amount given in the statement at page 32 which is compiled from the Statistical Returns of the Several Schools. The difference is due to the mode in which the accounts are adjusted for the financial year in the office of the Deputy Auditor and the Agent-General, Bengal.





*Bound by*  
*Bharati.*  
13, Patwarbagan Lane,  
Date... 27 FEB 1959



