LETTERS RECEIVED

YEAR - JUNE 1871 TO SEPT. 1872

PART - III

(*RESOLUTION.*)

GENERAL DEPARTMENT.

EDUCATION.

Fort William, the 26th February 1872.

READ—

The annual report on public instruction in Bengal for the year 1870-71.

Read again—

The reports submitted by the several commissioners of division upon the state of education for the same year.

Read also—

The several resolutions recorded by Government reviewing the Commissioners' reports.

The Director's report begins by noticing the decrease in the number of scholars borne on the rolls of the Educational Department. On the 31st of March 1870, the Bengal educational statistics shewed—

4,189 ... schools,
170,713 ... scholars;

while on the 31st March 1871, that is on the last day of the year under review, there were—

4,228 ... schools, and
163,854 ... scholars.

2. The Director attributes the decrease in the number of scholars to "financial restrictions," and to a "wide-spread distrust of the intentions of Government in regard to educational policy." It is not apparent how the restriction of new grants can have caused the decline of schools already supported by Government. Whatever may have been the financial restrictions to which the Director alludes, it is to be observed that more public money than heretofore was, during the year under review, spent on education in Bengal; the Director's reports for successive years show the expenditure on Bengal education to have been—

	From the Government annual grant.	From fees, endowments, and local subscriptions.
	Rs.	Rs.
For the year 1865-66	13,80,476	9,06,323
„ 11 months of 1866-67	13,85,762	9,04,929
„ the year 1867-68	16,59,426	10,82,698
„ „ 1868-69	17,54,990	11,96,473
„ „ 1869-70	18,42,459	13,22,628
„ „ 1870-71	18,65,985	13,32,836

3. The rate of increase in the Government expenditure was not indeed so high as in former years; but still the Government outlay on education in Bengal was larger in 1870-71 than it had been in any previous year. As the Director has referred to a distrust in the educational policy of Government, His Honor can hardly but observe that no one has so much contributed to spread such distrust as the Director himself; and he must remark that there was no need for the Director so carefully to cull and reproduce the remarks of his subordinates depreciatory of the course pursued by Government. His Honor would emphatically repeat what he has already often said during the past year, that it is the policy of the Supreme Government and of the Bengal Government to promote and foster *all* sound education; but it is the wish of both Governments that out of the public money available for educational

purposes a larger share than heretofore should be given to the support of elementary education in the villages of Bengal.

4. It is a satisfactory feature in the year's returns that decrease in the number of pupils at Government and aided schools has not been universal all over Bengal. In some of the more backward districts, for which precise figures are given, education has made fair progress, for instance the returns show—

	Number of pupils	
	At the end of the year 1870-71.	At the end of the year 1869-70.
In the three districts of Orissa	5,790	5,095
„ four „ of Chota Nagpore ...	3,765	3,502

In the Cooch Behar and Assam divisions there would seem also to have been an increase of scholars; but the statistics are not given in detail for any district except Darjeeling, where the pupils of Government and aided schools have risen from 182 to 514 during the year under review.

5. Though the Lieutenant-Governor has no doubt but that the total number of scholars attending schools supervised by the Educational Department has fallen off in the populous districts of Bengal during the year 1870-71, yet he is aware that the figures offered in the Director's report do not embrace all classes of schools; and it is certain that there are many rural schools (patshalas) and Mahomedan schools (maktabs), which are not borne on the books of the Educational Department. Some of the reports now before Government contain different figures for the same district the same year, showing the want of concert between the educational and the administrative authorities on which the Lieutenant-Governor has already remarked and for which he hopes to devise a remedy. The Orissa Inspector's figures agree precisely with the statistics offered by the Commissioner. But the Inspector's figures and the Commissioner's figures for some of the districts of the Rajshahye division differ thus:—

	Number of pupils according to	
	The Inspector's report, page 9.	The Commissioner's report, paras. 17, 28, 33.
In the Moorshedabad district	4,255	5,626
„ Pubna	2,775	4,027
„ Rajshahye	4,733	6,000

The Collector of Mymensingh reports his belief that "Mussulman boys pursue their studies at the mosque and school, and the Hindoo traders' children at the patshalas in nearly as large numbers as last year, though these pupils do not, in general, swell the returns of the Deputy Inspector of Schools."

6. While regretting extremely that the number of boys and girls who are borne on the rolls of Government and aided schools in Bengal should be only 164,000 or 170,000 in all, still the Lieutenant-Governor is glad to believe that the number of children who really attend school in Bengal is very much larger than these figures would seem to show. It has been asserted by educated natives* who know the country and the people well that there are one or more patshalas to every moderate sized village in Lower Bengal. In the Beerbhoom district, where the Collector recently had all the patshalas counted, 430 patshalas with about 5,000 pupils were found to be in existence, though the educational returns (page 39 of the Rajshahye Circle Inspector's report) show only 21 patshalas with 672 boys. The census, which is now being taken, will, it is believed, show how many schools and how many scholars there are in the several districts of Bengal. The absence of exact educational statistics in some of the Commissioner's and Inspector's reports; the discrepancies between the figures given by the educational officers and by the civil authorities; and many remarks in the reports both of the Commissioners and of the Inspectors, make more clear than ever the advisability of the measures (now under consideration) for enabling civil and educational officers to work in unison for the promotion of elementary education.

* See Baboo Degumber Mitter's speech regarding education in towns, delivered in the Bengal Council on the 20th January 1872.

7. The foregoing remarks having been made upon the general statistics offered by the Director and the Commissioners, the Lieutenant-Governor will review the progress of the different classes of institutions, namely—

Colleges,
English schools,
Vernacular schools,
Girls' schools,

during the year 1870-71.

Colleges.—The total expenditure on colleges during the year was—

	Government funds.	Private funds and fees.	Total.
Government colleges	3,38,361	1,76,482	5,14,843
Aided colleges	24,900	82,588	1,07,488

The annual cost of each college student varied from Rs. 673 at Berhampore College and Rs. 555 at St. Xavier's College, to Rs. 274 at Krishnagur College, and to Rs. 220 at the Free Church College at Calcutta, and the net cost to Government of the students in the Government colleges varied from Rs. 611 in Berhampore to Rs. 164 in the Presidency College, exclusive oft he numerous scholarships which are under a separate head. The scholarships must also be considered and the cost of these students is certainly enormous, especially with reference to the value of money. If we take the average total annual cost to the State of each student to be, say, £30 we may consider that the expenditure is equal to spending £200 of public money annually on each student in Europe, an expenditure for which there is no parallel.

The total number of students at Government colleges (including the endowed College of Hooghly on which no money is expended by Government) at the end of the year was 980, of whom 405 belonged to the Presidency College. The Hooghly, Dacca, and Krishnagur Colleges, have kept their number of students above 100 a piece; the Patna College has increased its numbers to 84 students; the Berhampore College has fallen to 41 students.

8. The success of Bengali students at the university entrance and subsequent examinations continues to be good; and His Honor regards it as highly satisfactory that aided and unaided schools and colleges should have sent up 456 successful candidates to the entrance university examination, while Government schools and colleges sent 413 successful candidates. It would be interesting to learn how many of the 205 matriculated lads sent up from *unaided* schools came from schools entirely supported by native individuals or subscriptions and conducted by native teachers. It would seem as if students had a tendency to frequent the Presidency College during the last two years of the university course: for the number of students in the honor classes, and in the 4th and 3rd year classes is as follows:—

Presidency College	145	during 1871.
Dacca College	31	"
Hooghly College	36	"
Free Church (Calcutta)	37	"
General Assembly	20	"
Cathedral Mission College	36	"
St. Xavier's College	10	"
London Mission	3	"
Krishnagur College	20	"
Berhampore College	6	"

Looking to the cost of the students at Berhampore and the very small numbers of the 3rd and 4th years' students, the Lieutenant-Governor cannot think there can be any doubt but that the Berhampore college has been rightly reduced. It is not explained why there should be only one third-year student at the Krishnagur college. The collegiate schools, that is the school departments attached to all colleges in Bengal, would seem to be included under "higher class English schools" in the statement at page 4 of the Director's report. It is clear from the separate reports of the colleges, p.p. 297-386, that in most of

the colleges the school department is the most popular part of these institutions. The Lieutenant-Governor notices the remark by Mr. Woodrow (page 65) that "among all the nineteen colleges * * there is not one supported and managed by native gentlemen. * * * * It "would seem," Mr. Woodrow goes on to say, "to show that native gentlemen are on the whole satisfied with Government colleges, and do not see any sufficient reason, either in the demand for college instruction or in the character of the education now given, to open new colleges." The Lieutenant-Governor by no means considers that Government colleges are not required. On the contrary, he believes that the University and the Government colleges are a most important feature in the Bengal educational system; and he is satisfied that for some time to come colleges must be lagely aided by public money. But he feels that the facts, adduced by Mr. Woodrow are an additional argument against establishing new colleges, and against spending disproportionately large sums on colleges which may fail to attract and to retain students.

9. The law classes seem to pay well at all the colleges and schools: it seems to His Honor somewhat sad that law should be of all kinds of learning most in demand. The Civil Engineering College, like the other institutions under Mr. Sutcliffe's superintendence, has been successfully conducted during the year, and the Lieutenant-Governor regards it as highly satisfactory that a yearly increasing number of qualified native sub-engineers, overseers, and surveyors is being turned out. But the supply will not equal the demand for some time to come. Mr. Scott's account of the survey work done by the second and third year classes in the field shows that the students are being taught practical surveying after the best possible fashion. The number of students at the School of Art continued to increase; some of the pupils have learnt to draw on stone; and their modelling and wood-cutting is said to have been good. The Lieutenant-Governor hopes that the pupils of this school may learn useful as well as ornamental arts, and that they may before long be able to undertake the management of industrial schools in different parts of the country.

10. The Anglo-Persian department of the Calcutta Madrussa appears to be increasing in popularity, for the figures at page 380 show that the number of boys on the rolls has increased regularly from 155 in the year 1865 to 345 in the year under review. The Lieutenant-Governor observes from the report of the Syndicate for 1870-71 that hardly 6 per cent. of the Bengali candidates for entrance to the University were Mahomedans; while of the North-Western Provinces' candidates 16 per cent. were Mahomedans. The proportion of Mahomedan candidates who succeed to those who are plucked is as high in Bengal as the proportion of successful to unsuccessful Hindoo candidates; so that Mahomedans, when they read for the University Entrance Examination, succeed as well as their Hindoo fellow countrymen. The total number of Bengali Mahomedans who pursued their under-graduate course, beyond the First Arts examination, was only 9, of whom 2 went up and failed for the B. A. examination.

11. The increasing popularity and success of the Medical College is remarkable; but the Lieutenant-Governor must observe that the cost of the undergraduates to Government, Rs. 518 per head, per annum, over and above their fees, is very heavy; yet the knowledge of medicine is said to be no where more appreciated than in Bengal. Dr. Chevers' report shows that the College contained during the year under review 919 students, out of whom 405 were free students; 103 students passed out of the college during the year, of whom 60 are said to be qualified medical men. His Honor would have been glad to learn what proportion of the students are Mahomedans, and whether medical students come from all parts of Bengal. He would ask that Dr. Chevers' next report should state, as far as may be possible, where and with what success the passed students practise medicine and surgery.

12. The funds spent on Government schools were thus distributed :—

	Imperial money.	Fees and local contributions.
	Rs.	Rs.
Normal schools	1,26,250	3,775
* Higher class English schools ...	2,11,526	2,26,208
Middle „ „ „ ...	7,283	10,441
Middle class vernacular	60,641	29,130
Lower class vernacular	4,479	1,195

The cost of each pupil at the Normal school appears to be about Rs. 93 a year. The Lieutenant-Governor does not feel satisfied that all the 29 Normal schools now maintained are really required; some of them, notably the Patna Normal school, with its 11 pupils, costing Rs. 233 a year a piece, and the Mozufferpore institution, with 14 pupils, costing Rs. 187 a year a piece, are unsuccessful. The Hooghly and Dacca higher class Normal schools are largely attended; but they cost more than Rs. 20,000 a year between them; they are situated close under the shadow of large Government colleges for general education, and the Lieutenant-Governor would desire that the educational department should reconsider the question of maintaining these separate, expensive Normal schools at places of this kind. He would wish that next year's report should show how far the teachers turned out at the more expensive Normal schools had actually taken masterships. It is undesirable that Normal schools should grow into institutions where well-to-do young men should be paid for receiving an ordinary education. The Lieutenant-Governor quite believes that the training schools for rural masters may be extremely useful in those districts where the patshala system is being extended, and he hopes there is ground for Mr. Grimley's remarks (page 171), that "the establishment of a Normal school results ultimately in the opening of vernacular schools, and that even if we fail in providing the passed pupils of Normal schools with suitable appointments, they will themselves exert their influence where they can establish schools." But the facts, regarding the opening of seven schools in the Chittagong district, do not go very far in support of Mr. Grimley's theory. Baboo Bhudev Mookerjee is the only inspector who gives any detail of the creeds of the scholars at the Normal schools; and Rajshahye seems to be the only district where there is any considerable number of Mahomedans qualifying for school-masterships. In the Orissa Normal schools two pupils, out of a total of 139 Normal pupils, were Mahomedans. The census returns will shortly show in what districts Mahomedans constitute a majority of the rural population; and in those districts effort should certainly be made to attract Mahomedans to the lower class Normal schools.

13. The Government English schools continue to be largely attended; and many of these schools are doubtless excellent institutions. But it is clear that some of them must be too costly; for the average cost of a pupil at a Government high class school is Rs. 45½ a year, while the average cost is less than Rs. 24 a year at aided schools of the same calibre. There seems no reason why Government schools of this class should be so much more expensive than private schools; for the average cost of a pupil is about the same at Government and at aided vernacular schools, thus—

	Government Institutions.	Aided Institutions.
	Rs.	Rs.
Cost of a pupil at a middle class vernacular school ...	8	8⅓
Lower class vernacular school	4	3½

The Lieutenant-Governor has recently issued orders whereby the Government contributions to higher class schools will be reduced, while all fees and local subscriptions will be at the disposal of the managers, who will thus have every incentive to manage their schools economically and efficiently.

* NOTE.—These figures include the collegiate schools attached to colleges.

14. The number of Government vernacular schools would, from the statement at page 32, seem to be extraordinarily low, only 255 schools with 12,630 pupils for the whole of Bengal. But all the rural schools (patshalas) helped by Government money are shown as aided schools, and the Lieutenant-Governor would especially beg that, in future reports, detailed information regarding patshalas may be distinctly and separately furnished, as is done in the report of the Inspector of the Rajshahye circle. He notices with great dissatisfaction the absence of all detailed information on this important subject in the report of the Director. Even when the aided schools are reckoned the total number of vernacular schools on the rolls of the educational department (pp. 32 and 35 of the Director's report) are only 3,176 with 1,03,076 pupils, and towards the support of these vernacular schools only Rs. 2,93,722 of Government money is granted. Thus out of 18½ lakhs of public money spent on education in Bengal during the year 1870-71, barely 3 lakhs was spent directly on vernacular schools of the middle and lower class; while 15½ lakhs, or nearly 84 per cent. of the total available public money was spent on colleges, on English schools, on inspection, on scholarships, on Normal schools, and other kindred objects. These figures seem to bear out the view (expressed in paragraph 3 above), that primary schools in Bengal ought to have a larger share in the educational grant than they now enjoy. It appears from the remarks of the Inspector of the South East Provinces quoted in the margin, that even when education is most rife among the better classes it does not filtrate downwards. It would be very sad if we must believe the reports of Mr. Brown, concurred in by Mr. Grimley (page 157) that the true obstacle to the fitting education of the masses is the opposition of interested parties belonging to the middle and higher classes, who had good reason to think that the undue influence which they exercised over the poor and ignorant would be neutralised by the spread of education. The Lieutenant-Governor hopes this feeling is not very common. No doubt cultivators themselves are not very anxious to send their children to school; but if those zemindars who now levy illegal cesses and commit other irregularities do not care that the people should learn to read and count, the feeling has had its parallel in other countries, and it is the more desirable that we should use efforts to give the three Rs. to the masses.

"As regards educational progress, Bikrampore ranks foremost in the South East division and is I believe second to no other district in Bengal. It is Bikrampore that supplies all our courts and offices with amla. It is estimated that there is scarcely a boy of the three principal castes, Brahmin, Baidya, and Kyasth, who is not educated in some form. But in spite of the advanced condition of the district education does not reach the masses."

15. The Lieutenant-Governor would have been glad if the Director's report had offered some statistics as to the creeds and races of the pupils in the various classes of schools and in the several provinces of Bengal. The information regarding the social status of the pupils at our schools is interesting; the net result of the remarks offered by Mr. Woodrow on this subject are that about one-half of the total scholars in Government and aided schools are children whose fathers enjoy incomes of about Rs. 240 a year and upwards; and that the several callings are represented at our schools, thus—

27½	per cent	of the	total	scholars	belong to the	well-to-do professional classes.
14½	,,	,,	,,	,,	,,	land-owning classes.
7½	,,	,,	,,	,,	,,	well-to-do trading classes.
9	,,	,,	,,	,,	,,	petty ,, ,,
5½	,,	,,	,,	,,	,,	,, professional ,,
26	,,	,,	,,	,,	,,	ryots or petty farmer and husbandman class.
10	,,	,,	,,	,,	,,	classes who pursue skilled and unskilled labor.

The Lieutenant-Governor however is not yet satisfied of the accuracy of these returns.

Baboo Bhudeb Mookerjee gives very carefully and fully the proportion of Mahomedans to Hindoos for every district of his circle, and for each class of school. Mr. Woodrow gives the proportion of Mahomedan pupils in his circle (the

central) at 8 per cent. of the total number, though in some of his districts Mahomedans, as he mentions, outnumber Hindoos in the general population. In the North Central Circle* the proportion of Mahomedans to total pupils is as follows for the different classes of schools—

* Districts of Maldah, Rajshahye, Pubna, Jessore and Beerbhoom.

Zillah schools or high schools ...	...	...	about	6	per cent.
Normal schools	...	...	,,	13	,,
Aided higher class English schools	...	...	,,	2¼	,,
,, middle ,, ,, ,,	...	...	,,	7½	,,
,, ,, ,, vernacular schools	...	...	,,	20	,,
,, lower vernacular schools ...	...	...	,,	30	,,
Day patshalas	...	...	,,	27	,,
Night ,, ...	...	...	,,	35	,,

In the night patshalas of Jessore about half the pupils are Mahomedans; and in the Rajshahye day patshalas the Mahomedans are 40 per cent. of the pupils. It seems that Mahomedans are ready enough in some districts to attend the lower class schools, which represent the old indigenous village schools of Bengal; but as yet Mahomedans do not in Bengal, for some reason or another, frequent the higher Government or aided schools. In the North-Western Provinces, where the Mahomedans are about one-seventh of the population, the proportion of Mahomedans at all classes of Government schools and colleges ranges from 14 to 16 per cent. But the North-Western Provinces educational department is largely officered by Mahomedans, while in Bengal few school-masters and hardly any Deputy Inspectors of Schools are Mahomedans.

16. The Lieutenant-Governor has read with interest the remarks offered by Commissioners and by educational officers, both European and native, regarding the progress of female education. It is quite clear that there is as yet no movement in favor of female education in Behar, in Assam, or the wilder parts of the country. But in many districts of Bengal the educated classes are clearly feeling a wish that their girls should be taught; from many sides it is reported that educated men of the present generation try to get girls who can read and write as wives for their sons. It is quite clear that local native societies (*sábhas*) as well as wealthy individuals are founding girls schools in many towns of the interior. In the Central† Circle there are 4,496 girls under instruction, of whom 1,279 are taught by zenana agencies. In the whole of Bengal there appear to be nearly 300 schools for native girls on the educational lists; Rs. 51,393 of Government money, and Rs. 69,992 of private funds, is spent on these schools. The Government normal school for mistresses has not been successful; and it has since been decided that any money which can be spared for the purpose shall be devoted to aiding normal schools for school mistresses under native management. A hopeful feature in the movement for female education is the readiness with which ladies (European and native) who will teach native women in their own houses are received. If competent women could be found, there is clearly a field for governesses who would visit and teach girls and women at their parents' houses. The Inspectors who have given most attention to female education seem to favor such an arrangement; and the Lieutenant-Governor will be ready to consider favorably any practical scheme for promoting such teaching.

† Comprising the districts of 24-Pergunnahs, Nuddea, Hooghly, Howrah, Chota Nagpore.

17. The Lieutenant-Governor notices the remarks of Baboo Bhudeb Mookerjee extracted at page 50 of the Director's report; he regards the Inspector's observations on the relation between teachers and school managers as sensible and practical. But he wholly disapproves of the Baboo issuing new rules on his own authority and attempting to centralise all power in aided schools in himself. His Honor does not concur in the wisdom or justice of such a policy; he desires that managers should have the fullest possible freedom, so long as they earn their grants and pay their teachers full salaries. He trusts that

remonstrances against the establishment of indigenous schools, such as a Deputy Inspector in the Rajshahye Circle is said (page 40) to have addressed to the villagers, are very rare. Government is unfortunately able to establish very few rural schools, and its officers should encourage instead of discouraging the establishment of indigenous schools wherever a demand may arise.

18. The Lieutenant-Governor observes that the Director has failed to give detailed information regarding the aided schools which received Rs. 5,10,407 of Government money during the year. This subject is one regarding which inquiry is being made and it will not be farther discussed here.

19. Before noticing briefly the state of education in the several districts of Bengal, the Lieutenant-Governor desires to record, as his opinion, that the Director's report for the year 1870-71 is entirely without any treatment or discussion of broad educational questions, and it does not contain any expressions of opinion founded on visits to the various provinces of Bengal or any evidence of careful analysis and comparison of the information available. The Lieutenant-Governor noticed the meagreness of Mr. Atkinson's last report and observes that he is the only public officer who has not paid due attention to such remonstrances. The report itself consists of only 80 pages, of which 55 are filled with tabular statements and extracts from Inspectors' reports. It is understood that the Director does not make it his business to visit any institutions except colleges; but the Lieutenant-Governor would desire that in future the Director should visit every district in Bengal at least once in every two years; so that in consultation with the local civil and educational officers he might gain some insight into the condition of education, and the wants of each district. Separate instructions will be issued regarding the subjects which should be treated in future educational reports. The reports of the Inspectors contain much that is interesting, and many valuable expressions of opinion. But they are not drawn up on any system; some of the reports do not contain full educational statistics for the circles. The Lieutenant-Governor would be glad that the Inspectors' reports should state more fully the results of the inspection by these officers of the several classes of schools they may have visited during the year, as he fears that some Inspectors do comparatively little inspection work; and he considers there must be room for improvement in a system under which an able and earnest Inspector like Mr. Woodrow can only visit 77 schools in the year, though his lists show that there are 1,641 schools in his circle.

20. Neither the reports of the Circle Inspectors nor the Commissioners' reports give full statistics or complete information regarding the schools of all the districts in Bengal; but from such information as is available the state of affairs in the several divisions appears to be as follows :—

21. PRESIDENCY DIVISION.—The civil officers of Jessore and Nuddea have furnished no statistics of the schools in their districts. The Jessore Magistrate points out that the Deputy Inspectors administer rural schools inefficiently, and he recommends that the management of such schools should be placed under the sub-divisional civil officers. The Nuddea Magistrate notices that some zemindars in his district support schools in whole or in part from their own funds.

24-*Pergunnahs*.—The Magistrate of the 24-Pergunnahs notices that the number of schools in his district has fallen during the year from 368 to 336, and the number of pupils from 18,942 to 16,944. But it is to be observed that the Collector does not show in his returns any of the unaided Gúrú patshalas which, according to the Inspector's report,* are 143 in number, and contain 4,333 boys. There are altogether in the 24-Pergunnahs 47 Anglo-Vernacular schools, and 294 vernacular schools supported or aided by Government. The total number of boys learning English in the 24-Pergunnahs is said to be 4,163.

* Page 264.

Nuddea.—This district possesses 127 unaided Gúrú patshalas with 3,764 pupils. It is stated by the Commissioner that "schools of all kinds are numerous and well attended, and all people of the smallest respectability send their children to school. No precise statistics are offered by the Commissioner or by the Inspector of the Nuddea schools; but it is quite clear that excellent schools in sufficient number exist at Krishnagur, Santipore, and other towns.

Jessore.—This district belongs to the Rajshahye educational Circle, for the districts of which the Inspector has furnished full statistics. The Jessore zillah school had fallen off greatly; it began to recover during the year under review, and the number of pupils reached 167, of whom only 8 were Mahomedans. Out of 50 men being trained as village school-masters at the Jessore Normal school only 4 are Mahomedans. There are 49 aided English schools in Jessore, containing 2,486 scholars, out of whom 379 are Mahomedans. There are 35 vernacular schools, containing 1,398 boys, of whom 222 are Mahomedans. There are 228 day aided patshalas, containing 6,853 boys, of whom 1,723 are Mahomedans; at the night patshala 1,131 boys and men attend, of whom one-half are Mahomedans. No mention is made of unaided Gúrú patshalas, or of private Mahomedan schools (*maktabs*) in Jessore.

22. BURDWAN DIVISION.—For three districts of this division exact statistics have been submitted by the Commissioner, who labors under the disadvantage of having the districts of his division distributed among three different educational circles. In Bancoorah, Midnapore, and Burdwan a very large share in the cost of education is borne by local contributions, which in these three districts amount to Rs. 1,24,373, against Rs. 96,812 of Government money spent within the same area.

Midnapore.—In this district there is an excellent zillah school, and though the number of boys was smaller, the success of the school at the University examination was much greater than during the preceding year. There are 21 English schools, 46 vernacular boys' and girls' schools, 43 schools for Santhals containing 795 pupils, and 160 patshalas. Altogether 9,234 boys and girls are on the rolls of the Midnapore schools. No mention is made by the Commissioner and the Inspector of unaided patshalas or other village schools.

Beerbhoom.—This is the district in which, as above stated, 430 patshalas with 5,000 pupils were counted over and above the schools borne on the educational lists. The zillah school at Sooree was in past times extremely successful at the University, but its numbers are now falling off. There are in the district 17 English schools containing 581 pupils; last year there were 20 such schools. There are 23 vernacular (Government and aided) schools containing 969 pupils; the number of patshalas on the educational department lists has fallen from 30 to 21 with 672 scholars.

Hooghly.—The number of schools and scholars in this district is not given by the Commissioner or by the Inspector. There are 100 unaided Gúrú patshalas in Hooghly, and the Lieutenant-Governor has himself seen one large and efficient unaided school at Hooghly. The Collector reports that education is eagerly sought for throughout his district.

Howrah.—The Collector reports that there are in this district 344 schools containing 3,888 pupils. But from this list must have been excluded the 159 unaided patshalas which, according to the Inspector's report, contain 5,424 boys in the interior of the Howrah district.

Burdwan.—In this district there are 302 schools with 12,543 pupils. Only 4 of these are Government schools; there are 47 aided and 3 unaided English schools; the 3 unaided schools are under native management, and contain 765 pupils. Beside Missionary village schools, there are 197 aided patshalas. The training schools for village school-teachers is attended by 73 pupils. Neither the Inspector nor the Commissioner makes any mention of unaided patshalas or indigenous schools.

Bancoorah.—At the zillah school, which is now recovering its position, there are 215 pupils. There are nine aided English schools with 429 pupils. There are 22 vernacular schools, beside 50 patshalas. Altogether 3,903 pupils are under instruction at aided and Government schools. No mention is made of unaided indigenous schools.

23. RAJSHAHYE DIVISION.—In this division the Commissioner and all the civil officers pay much attention to educational affairs, and native zemindars liberally contribute to the support of schools. The Commissioner's educational statistics differ considerably, as above remarked, from the Inspector's figures.

Bograh.—The zillah school has fallen off and contains only 124 boys. The eight aided Anglo-Vernacular schools appear to do fairly well. Only 44 vernacular schools, containing 1,570 boys, are returned for the Bograh district; and no mention is made of any unaided patshalas or private schools.

Dinagepore.—This district possesses 1 zillah school, a training school for masters, 4 aided Anglo-Vernacular schools, 37 middle class vernacular schools, and 198 patshalas. The average daily attendance is said to be 3,375. In the Dinagepore patshalas the Commissioner writes, only the bare elements of reading are taught.

Maldah.—In this district there are only 4 Government schools and 16 aided schools; containing 982 scholars in all. The patshâla system has not been introduced into Maldah, and neither the Commissioner nor the Inspector mentions whether there are any indigenous unaided schools of any kind.

Moorshedabad.—The Commissioner reports that there are in this district 234 schools of all classes, with an average attendance of 5,626 boys and girls. The Inspector's report mentions 22 aided English schools, and 42 aided vernacular schools, besides 52 patshalas. There are several successful girls' schools in Moorshedabad.

Pubna.—This district contains, according to the Commissioner's report, 18 schools at which English is taught; 57 vernacular schools and 23 patshalas. The total number of scholars is 4,027. The zillah school has made progress, and has been very successful during the year.

Rajshahye.—The Commissioner reports that Rajshahye contains 95 schools, and 6,000 scholars besides patshalas. The Inspector shows 158 schools and 4,733 scholars in all on the 31st March 1871. The zillah school has 176 pupils on its rolls; it was highly successful at the University examination of 1870; there are 11 English schools in the interior of the district, most of which are supported by native endowments and subscriptions.

Rungpore.—The zillah school with its 184 boys has done well during the year. At the training school there are 77 candidates for masterships under instruction. There are some very good schools supported entirely by private liberality. The Commissioner reports that there are 174 patshalas and 58 other schools, with 3,639 scholars in all. The Inspector's report does not distinguish between Rungpore and Julpigoree schools.

24. COOCH BEHAR DIVISION.—The Commissioner pays much attention to educational matters in his division; he urges strongly that the educational inspectors should be placed under the district officers instead of being responsible only to some central educational authority; and he adduces instances of the way in which the present system works for evil. The Lieutenant-Governor observed on this matter that he is in consultation with the Commissioners and the Educational Department as to the best method of bringing the civil and educational officers more *en rapport.*

Darjeeling.—There are now 20 schools with 518 pupils in Darjeeling as against 9 schools with 182 pupils in the preceding year. At 1 only of these schools is English taught. The vernacular schools are all under the charge of the Presbyterian Missionary. At 3 of the Mission schools Lepcha boys are taught in their own language.

Julpigoree.—In this district there are 62 schools with 1,381 pupils on the rolls: at 4 aided schools English is taught. The remarks of the Deputy Commissioner on the course of teaching at these patshalas, where a smattering of grammar, geography, and geometry is taught, attracted the Lieutenant-Governor's attention; and he caused the Director to be informed that at elementary patshalas it would be best that the teaching should be almost confined to reading, writing, arithmetic, and account-keeping.

Gowalparah.—In this district there are 20 schools in all. The zillah school has fallen off; but the aided vernacular school by its side has improved. Neither the Commissioner nor the Inspector offer statistics of the schools in the interior of the Gowalparah district.

There is nothing to show whether there are or are not any private indigenous schools in the Cooch Behar division.

25. DACCA DIVISION.—The Commissioner stated that the reports of the district officers, as a body, evince little interest in education; he added that the district Magistrates do not like to visit schools or to move in educational matters, for the administration of which there is a special agency. The Lieutenant-Governor has expressed his hope that the views described by the Commissioner (as above) may not be generally adopted, and has pointed out that even under the present state of the educational department, the assistance and openly-expressed sympathy and encouragement of civil officers is of the utmost service to education.

Backergunge.—The zillah school at Burrisaul contains 347 pupils; the attendance has improved, and the school continues to be successful. There is a fair model school at Sahebgunge; there are 43 aided schools in the district with 1,848 pupils, in place of 45 schools with 2,044 pupils in the preceding year.

Cachar.—The aided school at Cachar contains 167 pupils and is said to be flourishing. The district officer's report does not state how many schools there are in the interior of the district, and the Inspector's report shows the Cachar and Sylhet aided schools (13 schools in all with 776 pupils) together.

Sylhet.—The district report shows that Sylhet contains 30 schools, attended by 1,552 pupils, out of whom only 208 are Mahomedans. The zillah school has fallen off greatly during the last two years; at one time there were 255 boys on the rolls, but at the Inspector's last visit there were only 147 boys on the rolls, out of whom also only about 112 attended regularly. The Lieutenant-Governor remarked upon the small number of Mahomedan scholars in a great Mahomedan district like Sylhet, if indeed it were certain that the Collector's figures showed all private as well as all Government and aided schools in the district.

Mymensing.—The zillah school contains 342 boys, of whom only 19 are Mahomedans. Mr. O'Kinealy's scheme for a boarding-house to accommodate poor Mahomedan boys appears to have fallen through. The Collector's and the Inspector's figures regarding schools in the interior of the district differ widely; the Collector shows 78 schools and 3,010 boys for the Eastern Circle of Mymensing, while the Inspector shows 32 schools and 1,188 pupils in East Mymensingh. It would seem from the Collector's remarks that there must be many patshalas and mosques where boys are taught over and above the schools shown on the Government lists. The Lieutenant-Governor's special thanks were tendered to a Mymensingh lady, Janobi Chowdrain, who established a school on her estate and endowed it with Rs. 220 a month during the year.

Dacca.—The Collector reports that the number of schools has decreased by 27, and the number of pupils by 1,525. The Inspector's report shows that the total number of aided schools in Dacca has fallen from 65 to 52. No statistics are offered of patshalas. There are some excellent private and aided schools at Dacca; the Pogose school, receiving no aid from Government, has 605 boys on the rolls, out of whom 509 always attend. Though the official statistics show a decline on the number of schools and scholars, the Commissioner

reports that education is becoming more appreciated in the Dacca district. The Lieutenant-Governor has requested that the scheme for an industrial school at Dacca may be put into practical shape, and at once brought forward.

Furreedpore.—The zillah school contains 141 pupils as against 125 in the previous years; the school is said to be doing well in every way. The Collector reports that the number of schools and scholars in the interior of the district has fallen off during the year under review. The Inspector's report shows 32 aided schools against 36 in the preceding year. No information is given regarding private schools or patshalas.

The Lieutenant-Governor in his review remarked with extreme regret upon the failure of our schools to attract the Mahomedan population, which constitutes the majority of the people in Eastern Bengal.

26. CHITTAGONG DIVISION.—The civil officers appear to keep themselves fully acquainted with the state of the Government schools in their districts, but neither they nor the Inspector say anything about patshalas or private schools in the interior.

Chittagong.—There are 587 boys at school in the town of Chittagong. The Government High School has fallen off; but its rival, the aided Albert School, has held its own well. In the interior of the district there are 42 Government and aided schools: the vernacular schools are said to be making good progress and to be popular. There was an increase of 10 schools and 70 pupils during the year. In the Chittagong Hill Tracts there are three Government schools.

Tipperah.—The attendance at the zillah school has increased from 143 to 166 boys, out of whom 21 are Mahomedans; but the school is said to be still in a backward state. In the interior there are 46 schools with 1,617 pupils, being three schools and 151 pupils less than the number of the preceding year. The Lieutenant-Governor remarked upon the very small sum (only Rs. 80 in all) contributed by the Tipperah zemindars for the support of education.

Noacolly.—At the zillah school the number of boys has increased from 111 to 130, and the school is said to be making progress. In the interior there are 35 schools with 775 boys on the rolls.

27. BHAUGULPORE DIVISION.—The Commissioner reports that in this division one person in every 1,200 of the population goes to school. But the Commissioner's figures do not include the Missionary schools; and no mention is made either by the Commissioner or by the Inspector of any unaided indigenous schools.

Bhaugulpore.—There is an excellent zillah school with 360 boys on its rolls; in the interior are five Anglo-Vernacular schools, 20 indigenous schools, 1 Bengali patshala, a girls' school, and a training school. Altogether there appear to be 1,458 boys and girls under instruction in the whole district. The liberality of Mahomed Wahed-ud-din, Khan Bahadoor, in building a school-house and maintaining a good school at his native village and the close personal interest taken by this gentleman in the well being of the school are noticed with approval by the Lieutenant-Governor.

Purneah.—The Commissioner reports that in the whole district there are only 13 schools with 296 pupils. Even at the zillah head-quarters' schools there are only 48 pupils. The Inspector incidentally mentions that a Native Christian named Salka Sing has opened several Missionary schools in the Purneah district; but no statistics of these schools are offered.

Monghyr.—The zillah school contains 171 pupils, and it has been successful at the University examination. There are only 22 other schools in the district, containing 571 pupils; at one of these schools English is taught.

Sonthal Pergunnahs.—There are 6 Anglo-Vernacular schools in this district, containing from 50 to 80 boys apiece. No statistics are offered of vernacular or of Mission schools.

The Lieutenant-Governor, when reviewing the Bhaugulpore Commissioner's educational report, remarked that the report showed "an educational destitution "in this division which the British nation has governed for 100 years, and from "which many great zemindars draw enormous incomes, such as the Lieutenant-"Governor could hardly have believed possible in the most backward part of "India." His Honor, it was added, hoped "there might be some indigenous "schools of which the Government had not even knowledge, but the report "that only 2,897 children receiving education can be traced in all this great "division, is melancholy * * * * If that is any approach to the "truth, it is a lamentable stigma on the British administration, and suggests "that while the rich classes are made richer, the people are more than ever "reduced to the condition of ignorant serfs." He has, however, been satisfied by personal inquiry that there are many indigenous schools of which the educational department has taken no notice, and he must remark on the remarkable failure of the department to supply proper statistics in this and in some other divisions.

28. PATNA DIVISION.—The Commissioner's report on the schools of Behar is full and interesting; he touches especially on the disadvantage under which Behar people labor when Government preferment in Behar is given to Bengalis. On this subject the Lieutenant-Governor observed that no person ought to be appointed to hold office in Behar who had not a thorough knowledge of Hindustanee; and he saw no reason why Beharees should not succeed in Government employment as well as Bengalis.

Chumparun.—In this district there is only 1 Government school, and 2 small aided schools supported by the people and the Maharajah of Bettiah. At these 3 schools there were about 100 boys in all; the Commissioner mentions that there are a few patshalas scattered about the district; the patshalas at Motiharee (the district head-quarters) have been amalgamated with the Government school. The Lieutenant-Governor in his review of the Commissioner's report remarked on the backward condition of the education in Chumparun; and he also expressed his fear "that there, as well as in other parts of the "Behar province, the slight demand which exists for education must be attributed "in some degree to the depressed condition of the peasantry, as compared with "those parts of the country where rack-renting is said to be less common."

Gya.—The Gya zillah school has 170 boys, and it did well last year at the University examinations. There are in the district 5 aided English schools, 15 Government vernacular, and 51 unaided vernacular schools. In all these schools there are 2,405 boys on the rolls. But the Commissioner reports that the attendance is not good; that the people do not like the English method of education, but prefer to send their children to the Mahomedan priests to be taught. It is hoped, the Lieutenant-Governor observes, that in this way more boys get taught than would appear from our returns.

Patna.—In the Patna city and suburbs there are, besides the Government college, a normal school and a city branch school. In the city and district there are 4 aided English schools, 13 Government vernacular, and 12 unaided vernacular schools. Altogether there are 776 boys at these schools. The Commissioner mentions several private schools as existing at Dinapore and its suburbs, but no statistics of these schools are offered.

Sarun.—At the Chupra zillah school there are 248 boys; the school did well at the university examinations. There are 7 Government vernacular schools, and about 50 unaided vernacular schools, at which nearly 200 boys attend.

Shahabad.—The Arrah zillah school has 150 pupils; it is not successful at the university examinations. There are in the interior 13 Government vernacular schools, 4 aided, and 1 unaided English school. There are, according to the Inspector's and Commissioner's reports, no patshalas. Outside the town of Arrah there would appear to be only 555 boys at school over the whole district.

Tirhoot.—The zillah school at Mozufferpore contains 129 boys, and is only moderately successful. The Behar Scientific Society, however, has a very good school at Mozufferpore. In the interior of the district there are 14 Government schools, 17 aided schools, and 178 unaided schools; the total number of pupils on the rolls of these schools is 7,717; at some of the schools, in the interior of the district, English is taught.

The Commissioner in his report remarks upon the extremely backward state of some of the Behar districts, and he adverts to the prejudices of Mahomedans against our system of education. The Lieutenant-Governor however, observes that in the Government English and middle class vernacular schools of Behar, there is a very much larger proportion of Mahomedan pupils than in schools of the same calibre in Eastern or Central Bengal. Thus 25 per cent. of the pupils at all Government English schools in Behar are Mahomedans,* and in the middle class vernacular schools 29 per cent. are Mahomedans. Some of the chief native promoters of education in Behar are, His Honor is glad to know, Mahomedan officials, who, as the Commissioner remarks, are few in proportion to their Hindoo brethren in Government service.

* See page 243 of Dr. Fallon's report.

29. ORISSA DIVISION.—The Commissioner's figures and the Inspector's figures very nearly agree; the civil and the educational officers seem to work together, and though the people are in some respects very backward, there is much readiness for education. During the year under review the number of schools has increased from 96 to 130, and the number of scholars from 5,095 to 5,790. There is a good high school at Cuttack, with a law class attached thereto; but out of the 164 lads who attend the Cuttack High School classes, only 40 are Ooriahs, the rest being children of Bengali residents or settlers. The Balasore and Pooree zillah schools have done well during the year. The average daily attendance at Pooree, 102 boys to 105 on the rolls, is, if correct, remarkably good.

Cuttack.—The Normal School at Cuttack turned out 47 certificated masters during the year, all of whom were Ooriahs, but only one of whom was a Mahomedan. There are 8 aided besides 3 unaided English and Anglo-Vernacular schools in the district, all of which are said to be doing well. The regular patshala system has not yet been introduced into any Orissa district, though the people are quite ready for it The district contains 13 Government vernacular schools and 34 aided and private vernacular schools.

Pooree.—The Pooree district contains 2 aided English schools and 3 private Anglo-Vernacular schools, 13 Government and 22 aided private vernacular schools. Government, as owner of the large estate of Khoordah, maintains a school at the head-quarters of the "estate." The Collector considers the chief want of the Pooree schools is competent Ooriah teachers in place of Bengalis, who dislike the climate.

Balasore contains 4 Anglo-Vernacular aided and private schools; only 3 Government vernacular schools, and 18 aided and private vernacular schools. One Anglo-Vernacular and 4 vernacular schools were opened by Rajahs of tributary states during the year; and in the remote little state of Keonjhur there are now 20 schools containing 900 children, of whom 660 belong to wild hill tribes.

The Commissioner of Cuttack recommends that our schools should teach less history and poetry of foreign countries, but should give more attention to mechanics, book and account-keeping, zemindaree business and accounts, and to mensuration and surveying, remarks in which the Lieutenant-Governor most fully agrees. The want of good Ooriah class books is much felt in Orissa.

30. CHOTA NAGPORE DIVISION.—In this division the Commissioner and the Deputy Commissioners do a great deal for the furtherance of education.

Lohardugga.—In this district there are 33 schools with 1,217 pupils, more than two-thirds of whom belong to Mission schools. The only Government

schools are 2 Anglo-Vernacular schools at Ranchi and Palamow; and 3 model vernacular schools. The Missionaries maintain excellent boarding schools; and they succeed in getting the so-called aboriginal tribes into their schools.

Hazareebaugh.—In this district there are 1 English and vernacular school containing 49 boys, 4 Government model vernacular schools, 3 aided schools, and 3 private schools. The largest school in the district is the private Anglo-Vernacular school, established out of the revenues of the Ramghur estate at Echack; this school is said to be very successful. Only 540 boys are on the rolls of all the schools in the Hazareebaugh district.

Maunbhoom.—In this district there are 1 Government and 10 aided Anglo-Vernacular schools, containing in all 589 scholars. The Commissioner notices that at two places where Government vernacular schools could not be established, aided Anglo-Vernacular schools have successfully taken root. Besides these Anglo-Vernacular schools there are 13 vernacular Government aided and Mission schools in the district. The total number of boys on the rolls of all schools in the district is 1,179. At the principal Mission school half the boys are taught and practise some trade during a part of each day an example to which the Lieutenant-Governor would draw paticular attention. The attendance at the Maunbhoom schools fell off during the year under review.

Singbhoom.—There are two Anglo-Vernacular schools in the district, 1 at Chyebassa, the district head-quarters, and another maintained by the Wards' estate of Dhulbhoom. There are 11 other schools, 4 of which belong to the Lutheran Missionaries in the district. A school at Juggernathpore has been opened, and is maintained by the Mankis, a tribe formerly renowned for lawlessness. 176 boys are at the aided schools promoted by men of the Gowala caste, and the majority of the lads at these schools are either Koles or Gonds. The Deputy Commissioner estimates that at the Guru patshalas, of which no returns are received, 620 more boys must be receiving some kind of education.

31. ASSAM DIVISION.—The district officers do not seem to know much about the schools in their districts; but the Commissioner writes that education is making progress in Assam; that the chief school of the province, the High School at Gowhatty, is doing very well; that the schools at the head-quarters of districts are improving; and that many village and grant-in-aid schools are being established in the interior. The Inspector's report states that in the whole of the Assam province, exclusive of the Khasi Hills, there were during the year under review only—

1 High school.
10 Anglo-vernacular schools.
24 Aided middle class vernacular schools.
95 Patshalas.

Kamroop.—In this district there are besides the High School and the Gowhatty Night School, 4 Anglo-Vernacular and 58 vernacular schools. The number of boys attending the higher and middle class schools decreased during the year. There seems however to be no doubt that the people of Lower Assam have great capacity for education. In this respect they resemble and quite equal Bengallees.

Durrung.—In this district there are very few Government schools; but 18 village schools, containing 337 boys, are supported by the Church Mission. The zillah school at Durrung, and the Normal school, are said to be flourishing.

Nowgong.—The zillah school has fallen off greatly in numbers, and so also has the sudder vernacular school. The Normal school has done well; there are 32 aided schools containing 990 boys in the interior of the district, at 4 of which English is taught.

Seebsaugor.—In this district there are said to be only 390 boys at school, a number which the Lieutenant-Governor considers to be deplorably small.

The English school at the district head-quarters was very successful during the year. But between this district and—

Lukhimpore there are, according to the Inspector's report, 21 patshalas. The Commissioner's report only mentions the zillah school and the Suddya school. From some of the Assam educational reports it would appear that at the zillah and town schools Bengali is sometimes taught as a vernacular to the exclusion of, or on a par with, the Assamese language. In the Normal schools Assamese is treated as the vernacular; and the Lieutenant-Governor has desired that this course may be followed throughout Assam.

Khassi Hills.—There is an excellent Normal school at Cherra Poonjee containing 101 pupils. There are 55 village schools in the district with 1,044 boys on the rolls, out of whom 777 attend school daily;—most of these are in the hands of the missionaries. There are 6 girls schools. The hill chiefs do a great deal to support schools and make the boys attend. About one-half the cost of these 55 schools is contributed by Government. On the whole the prospects of education in this wild district are considered to be good.

The Lieutenant-Governor, in his reveiw of the Assam educational report, expressed his regret that the tea planters gave so little aid towards establishing schools for the laborers on their gardens.

32. The Lieutenant-Governor has caused the foregoing abstract notices of the state of education in each district to be entered in this review, because he desires that all civil officers should see how very far behindhand some districts are in education of any kind. He hopes that when they turn their attention to the matter and examine the school statistics now being collected at the census, they may find very many more schools—no matter how rude—in most districts. He trusts that district and sub-divisional officers, when they get to know their charges, may in course of time have the power of promoting the establishment and the improvement of primary schools in the interior of Bengal.

By order of the Lieutenant-Governor of Bengal,

R. H. WILSON,

Offg. Under-Secy. to the Govt. of Bengal.

No. 723.

COPY forwarded to the Director of Public Instruction for information.

No. 724.

COPY forwarded to all Commissioners of divisions, in continuation of the Lieutenant-Governor's review upon their education reports, and with the request that the attention of Collectors and sub-divisional officers may be invited to paragraphs 20 to 32.

By order of the Lieutenant-Governor of Bengal,

R. H. WILSON,

Offg. Under-Secy. to the Govt. of Bengal.

FORT WILLIAM:
The 26th February 1872.

No. 170
Copy forwarded to the Principal Presidency College for information.—
~~W. A. G.~~
W. S. Atkinson
Director of Public Instruction
Fort William
The 2nd May 1872

No. 1525.

From,

The Officiating Under Secretary to the Government of Bengal.

To,

The Director of Public Instruction.

Calcutta, the 3rd May 1872.

General Education

Sir,

I am directed to acknowledge the receipt of your Memorandum No. 1570 dated 19th April, submitting an indent estimated to cost Rupees 3000/- for apparatus required by Mr. Blanford for the illustration of lectures on Physical Science at the Presidency College.

2. The Lieutenant-Governor regrets that he cannot accord sanction to such a requisition without any explanation as to the particular physical sciences for which the several instruments are wanted. This should be exactly specified by you. The University prescribes the sciences as optional subjects, and it is not likely that any attempt will be at first made to teach them all.-

3. His Honor desires that you will furnish an immediate explanation on this point, shewing the apparatus required for each of the Classes to be formed in each subject that will be taught.- His Honor believes that Physical Geography is an indispensable part of the course, and he would wish to know what apparatus Mr. Blanford would have for teaching it.- Chemistry is also believed to be included in the studies, and it should perhaps be followed by practical Botany.- Information should be afforded as to the apparatus required for the illustration of these subjects also.-

4. The Lieutenant-Governor hopes you will get information on these points from Mr. Blanford before he leaves India.-

I have &c.
Sd. J. C. Plowden.
Offg. Under Secy.
Govt. of Bengal.

No. 1706

Copy forwarded to the Principal of the Presidency College for early report with reference to his No. 167 dated 8th April.

Fort William
the 4th May 72

W. S. Atkinson
Director of Pub. Instruction.-

Calcutta University.

NOTICE.

The following amended Regulations for the First Examination in Arts and the Degree of B. A., having been adopted by the Senate and approved by the Governor General in Council, are published for general information.

It is further notified that the amended Regulations for the First Examination in Arts will take effect at the Examination of December, 1873, and those for the Degree of B. A. at the Examination of January, 1875.

FIRST EXAMINATION IN ARTS.

At the First Examination in Arts every candidate shall be examined in the following subjects :—

I.—Languages.
II.—History.
III.—Mathematics, Pure and Mixed.
IV.—Logic.
V.—One of the following to be selected by the candidate :—
(*a*) Psychology.
(*b*) The Chemistry of the Metalloids.

I.—Languages.*

English; and one of the following languages :—

Greek.	Hebrew.
Latin.	Arabic.
Sanskrit.	Persian.

Any other classical language may be added to this list by the Syndicate. Sentences in each language in which the candidate is examined, shall be given for translation into the other language.

The papers in each language shall include questions on Grammar and Idiom.

II.—History.

Ancient History.

The Historical questions shall include questions relating to the geography of the countries to which they refer.

The text-book will be fixed from time to time by the Syndicate.

III.—Mathematics—pure and mixed.

Arithmetic.

Algebra.

(The following in addition to the subjects at Entrance) :—

Quadratic Equations; Proportion and Variation; Permutations and Combinations; Arithmetical and Geometrical Progressions; the Binomial Theorem; Simple and Compound Interest; Discount; Annuities; the nature and use of Logarithms.

* The Examination in Languages will be such as to test a lower degree of competency than what is required for the B. A. Degree.

610.

Form No. 4b. Correspondence, P. W. D., Bengal.

MEMO. No. 730. 610

Calcutta 3rd May 1872.

FROM

THE EXECUTIVE ENGINEER,

Cal. & Eastern Canals DIVISION,

TO

The Principal
Presidy. College

SUBJECT

The Undersigned requests the favor of your ~~presenting~~ furnishing him with a detailed list of the subjects of examination laid down for the grade of Asst. Engineer.

[illegible]

Exec. Engr. Cal. & E. Canals Div.

64

No. 1349.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 18*th April* 1872.

GENERAL DEPARTMENT.

Education.

SIR,

I AM directed to forward for your information the accompanying copy of a letter from the Officiating Commissioner of the Presidency division, No. 3JE, dated the 15th ultimo, with its enclosures, and to observe that the statements therein made of the proportions of agricultural or lower classes seem to confliet with the statistics on this subject given by the Education Department, and on this point the Lieutenant-Governor will be glad to hear from you further.

2. I am to invite your attention to paragraph 31 of Mr. Stevens' letter, enclosed, regarding the defective system of teaching in Government English schools, and to say that the Lieutenant-Governor believes that there is very much truth in Mr. Stevens' remarks. His Honor greatly fears that the educational authorities do not sufficiently adapt their system and course of study to the wants of the country. It seems extraordinary that Bengalee boys should still be taught compound arithmetic in tons and pounds instead of in maunds and rupees. The Lieutenant-Governor will be glad to be furnished with a full report on the subject of Mr. Steven's 31st paragraph, and to learn how you would propose to make the arithmetical course at English schools more practically useful.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1641

Copy forwarded to the Principal, Presidency College — report on the general questions raised in the communication from Government.—

W. H. D'C.

Fort William,
the 27th April 1872.

W. S. Atkinson

Director of Public Instruction

No. 3JE, dated Calcutta, the 15th March 1872.

From—H. A. COCKERELL, Esq., Offg. Commr. of the Presidency Division,

To—The Secy. to the Govt. of Bengal in the General Department.

CONSIDERING the importance of the various points on which further information was required in your letter No. 3089 of the 9th October, I shall I trust not be considered as taking up too much of His Honor the Lieutenant-Governor's time in submitting for his perusal the accompanying reports in full from the district officers in this division.

2. Mr. Stevens, from Nuddea, has endeavoured to comply with His Honor's wish for accurate information, and has submitted some very interesting particulars regarding the proportion of boys in our schools belonging to the agricultural classes.

3. He is, I believe, perfectly correct in the opinion he expresses, that no accurate deductions, as to the number of boys learning to read and write, can be drawn from the records of attendance at the inspected schools only, as the larger proportion of the children of the agricultural classes receive their elementary education at the indigenous small village patshalas, where school is held sometimes in a small hut or out-house, but more frequently in the open air, under the shade of some large tree in the village, and where writing, as described by the Deputy Magistrate of Ranaghat, is taught in the most primitive fashion, with a reed pen and house-made ink, with a palm or plaintain leaf to write on.

4. My own inquiries during the cold weather have led me to the conclusion that the attainment of the primary accomplishment of reading, writing, and arithmetic in the vernacular, acquired at these indigenous schools, does not give rise to any dislike to the pursuit of ordinary rural labor. It is only when boys attend the Government schools, acquire a smattering of English, and imbibe the tone prevalent at these institutions, that this unwillingness to follow the calling of their fathers manifests itself amongst them.

5. By far the larger proportion of the boys who frequent our middle and higher class anglo-vernacular schools are, as the Lieutenant-Governor supposes, youths who would in any case have led sedentary lives; but there is a small number in every school belonging to other classes whom the education they may receive renders anxious to rise in the world, and who look to gaining their livelihood in what they consider a higher walk of life than that which their fathers followed. The place of gomashtah or a mohurirship in the service of a zemindar, next to Government employ, appears to be the great object of ambition.

6. The Magistrate of Jessore has not, I regret to say, furnished me with any statistics regarding the indigenous muktabs in that district, and I am not able to supply any information from personal knowledge regarding this class of schools; but during my recent visit to that district, I was informed by the deputy inspector of the Jhenidah sub-division, in which Mahomedans form by far the larger portion of the population, that in his circle there were thirty vernacular patshalas, with some 800 boys, chiefly children of the agricultural classes, one-half of whom were Mahomedans. I have again directed the Magistrate's attention to His Honor's remarks, and requested him to submit some accurate information regarding these schools in his next annual report.

7. With regard to the query put at the end of the 4th paragraph of your letter, whilst I am not prepared to say that the possession of a higher education unfits Bengalee boys for practical work, it would, I think, be in many ways desirable if some arrangement could be made, under which the teaching given at our schools should, after a certain point, diverge into two distinct branches.

Under the present system, as far as I understand it, every boy at a higher class English school, whatever be his future career, whether the son of native prince, owning property in half-a-dozen districts, or of a clerk on Rs. 20 a month, at a certain stage in his school career, *i.e.* during the last two years, commences to read what is known as the University Entrance Course. The best two years of his school time are entirely taken up in these studies. For the former, the course is doubtless well chosen; he has ample time before him, can afford to attend the University, and take his degree. The great object of the latter, on the contrary, is to earn his own livelihood as soon as he can; even if he passes the entrance examination, he reaps nothing beyond the barren honor of a certificate, as he is too poor to attend the University.

8. I venture, with extreme diffidence, to express any opinion on the subject; but it appears to me that it would be much wiser if we endeavoured to give a more practical kind of education to those who, from their position and means, must look forward to earning their livelihood as clerks, accountants, and the like. It would be far more useful and practical to give such boys a sound professional education, comprising a good acquaintance with their own vernacular, a knowledge of English book-keeping and vernacular zemindaree accounts, together with some knowledge of the law of landlord and tenant, than to keep them, for the two most important years of their education, studying for a first class English education.

No. 356E, dated Jessore, the 6th February 1872

From—J. Monro, Esq., Officiating Magistrate of Jessore,
To—The Commissioner of the Presidency Division.

With reference to your No. 1JEct. of 9th November and subsequent reminders, I have the honor to reply as follows:—

2. The percentage of sons of cultivators attending schools as compared with the number of boys of the higher classes, is very small indeed. There is only one school in the district amongst those from which statistics on the present occasion have been collected, in which the percentage might be called perceptible. And even in that school I have reason to believe that these boys who are entered as sons of cultivators are not in reality the sons of men of the agricultural classes who support themselves by manual labor, but of small gautidars and others who live on the produce of their holding without personally engaging in cultivation.

3. It is I take it the very smallness of the percentage of sons of agriculturists attending schools which has given rise to the impression that education of chasas is a mistake. An educated chasa who feels that from his education he has acquired something which in the opinion of himself and his fellows has always been the distinguishing mark of *bhadra* loke, naturally feels inclined to separate himself from his uneducated companions and associate with the lads and young men who have been his companions at school. But it seems to me that this result is inevitable unless we mean to keep the *chasas* quoad education as hopelessly below the brahmin and the koyast, as they are already in respect of caste distinction. So long as a few chasas only receive education; so long as education is considered as a kind of caste distinction; so long will the few educated chasas disguise their previous pursuits. But there is no reason why a chasa's son should be simply a chasa, and the only way to prevent his and others disposing cultivation as a profession as inconsistent with his position as an educated man is to allow education, as we profess to do theoretically, to become not merely the mark of men of the pen, but also of the ryot.

4. There is at present the impression prevailing that the education of a chasa unfits him for practical work, which means mannal labour. The parents of the chasa think so; the chasa himself thinks so; the bhadroloke, both educated and uneducated (and the educated are quite as jealous of the progress of the chota lok as the uneducated) think so too. There is not quite so much feeling on this point as regards the very elementary education which ryots' sons receive in a patshala; but as regards any higher education, the chasa is not considered as deserving of any encouragement, but rather of repression that this must be the result of a free educational policy at the stage which it has at present reached in Bengal. That the number of unprofitable consumers amongst chasas which education among that class has produced is at present large. I do not believe that the number will increase is in the highest degree probable, and it seems to me, as above stated, whether the style of education which we impart of bhadra lok, is good for them or for chasas is a different question into which I need not enter here.

No. 5, dated Alipore, the 6th January 1872.

From—G. GRAHAM, ESQ., Offg. Magistrate of 24-Pergunnahs,

To—The Commissioner of the Presidency Division.

WITH reference to the correspondence noted on the margin, I have the honor to reply as follows:—

Your No. 1JE (ct) of 9th November 1871.
" " 4JE (ct) of " " "
" " 2JC (ct) of 16th " "
" " 115 of 4th October 1871.

2. His Honor the Lieutenant-Governor desires to know the reason of the decrease in the number both of schools and scholars during the year 1870. The chief cause I have ascertained to be, that owing to financial exigencies no new grants were issued and no old grants were transferred. Hence when a school grant was cancelled from irregularity in payment or inefficiency in teaching, there was an absolute decline of numbers. Twenty-four schools were closed in the 24-Pergunnahs, and only two new schools opened, and this more than accounts for the loss of 1,466 pupils in the total of 17,476.

3. There are other causes also for the decline, for instance at Barooipore the zemindars: the Rai Chowdries, quarrelled, and this led to the establishment of a rival school by one of the Chowdries to spite the supporters of the other who were his relatives. About fifty boys were removed from the old school and placed in the new one, and as returns were not givenby the new school, the total shown in the returns was reduced by that number.

4. In other places, as for instance at Chandoorea and Buseerhaut which I have recently visited, the schools have been closed in consequence of the withdrawal of the Government grant-in-aid, on account of the guaranteed subscriptions not having been paid up. It not unfrequently happens that some influential resident in a village gets up what may be called a fictitious subscription list in order to obtain a grant-in-aid, and provide employment by appointments in school for some needy friends or relatives of his own. This arrangement seldom lasts long, and the school being discontinued helps to swell the decrease in the year's return.

5. I fear, however, that there is a great disinclination on the part of the people to help themselves in this matter; they appear to think that every thing should be done for them by Government. The advanced state of education in this district as compared with others, and which has been brought about by the special liberality of Government, has enabled the people to understand how to ask for what they want, but has not taught them in any way to help themselves. In case of an epidemic or any similar occurrence, there is an immediate howl for gratuitous aid, but, except in very rare instances, no attempt at selp-help.

6. I should be glad to see education up to a certain point made compulsory and provided for by an education cess.

7. My present experience leads me to believe that the very large majority of those who frequent our Anglo-Vernacular schools are of that class who, from their caste and position in society, would have been literate and gained their livelihood by sedentary occupations. It has also appeared to me that school committees and masters feel some pride in keeping their schools select and excluding the classes who live by manual labor. At least when inquiring at various schools I have visited lately whether any of the laboring classes were among the pupils, the answer in the negative was given with an appearance of satisfaction rather than of regret.

8. Those few of the laboring classes who do attend our schools seldom attain to a knowledge of English. They leave school early and follow their father's occupations, their literary acquirements often dwindling down to the power of signing their names without their being able to scrutinize the receipts given by the zemindar's agents.

9. In some cases, however, where well-to-do cultivators set up retail shops for the sale of the surplus produce of their lands, the son on leaving school is entrusted with the accounts, and his literary acquirements being thus at once called into play, he retains them and his usefulness to his family is thereby much increased.

10. In many cases the education given has no effect; but where it has any, it is, I should say, all for good, and does not unfit boys of this class for work in their own sphere of life; there are instances like that of a Mohendra Lall Sirkar and of sons of cultivators completely raising themselves above their fellows; but these are very rare.

11. With reference to boys of the literati class, I do not think that education can be said to unfit them for practical work. They would in no case take to pursuits requiring manual labor. Doubtless numbers of such boys are discontented with the positions they are compelled to accept from want of success in the higher schools, or failure to obtain a well-paid Government appointment. Discontent they would not have felt had they not been enabled by the aid of scholarships to carry on their education for a longer time and to a higher point than they would have without such aid.

12. They would be deputy magistrates instead of clerks or mohurirs, and there is doubtless this objection to the system of education in the higher schools that it does not fit a boy for this description of post, for it teaches him high-flown English, while it tends to induce him to despise his own vernacular. Indeed, it would puzzle the majority of boys in these schools to decipher an ordinary Bengali record.

13. I am in communication with Mr. Woodrow for the purpose of fixing an area for an educational census, but I do not expect this to be completed before the expiration of a month.

14. The total number of schools in the district is large, but they are by no means equally distributed. About nine-tenths of the whole number are in the district extending from Halishohur on the left bank of the Hooghly, twenty-eight miles north to Joynagore, thirty miles south of Calcutta. This line follows the supposed old bed of the sacred Ganges, which turns off from the present course of the Hooghly at Hasting's Bridge, and after passing Gorai dwindles down almost to a ditch, and winding through several populous villages flows into the Soonderbuns.

15. The Diamond Harbour sub-division on the bank of the Hooghly contains scarcely any schools. Dum-Dum and East Baraset, Buseer haut and Satkhira, are poorly provided. I should be glad to see this defect in these portions of the district remedied if possible, but it would be difficult under the present system.

16. In accordance with the Lieutenant-Governor's minute* of the 19th September, I presume that the deputy inspectors' circles will be made conterminous with the jurisdiction of sub-divisional and district officers. To bring the functions of these two classes of officers together, I would suggest that with reference to all vernacular schools the deputy inspectors be made subordinate to the magistrate.

* Letter No. 115R of the 4th October 1871.

17. I would leave all the Anglo-Vernacular and the higher schools under the control of the Educational Department as heretofore. I think the mere fact of putting the vernacular schools under the magistrate would give an impetus to that class of education which it very much wants. The flow of the literati class to the higher schools is already sufficient; and with these I would have the connection of the magistrate be for purposes of consultation and suggestion only.

No. 556, dated the 1st March 1872.

From—C. C. Stevens, Esq., Officiating Magistrate of Nuddea,

To—The Commissioner of the Presidency Division.

In reply to your No. 10Jct, dated 16th November 1871, I have the honor to state that I have made inquiries on the subjects treated of in the 4th paragraph of the Government letter forwarded by you. In accordance with the desire of Government I have endeavored to obtain accurate information.

2. I am certain that the number of persons of the agricultural classes in this district who can read and write is very small. Mr. Cotton has made particular inquiries in parts of the Chooadangah sub-division with the following results:—

Of 10,342 mussulmans, 3,047 were male adults, and of these 193 can read and write. Out of 1,129 koiburtas, 368 were adult males, and of them 18 can read and write. Of 959 gowalas, 294 were adult males, of whom 10 can read and write. Of 842 muchis, 286 were adult males, of whom 2 can read and write. Of 240 nomosudras (89 being adult males), one can read and write. Of 266 boonas (79 being adult males), none can read and write. Of 236 napits, 78 of whom are adult males, 5 can read and write. Upon the whole Mr. Cotton estimates that about 3 per cent. of the agricultural community can read, write, and count. In my opinion this is, if any thing, too high an estimate.

3. The general belief is, that the little knowledge which is acquired by persons of this class does tend to render them dissatisfied with agricultural pursuits. So far as I can ascertain, this is not so much the case with persons who learn to read and write at a more mature age in night schools (of which there are a good many in this district) as with those who learn when young. These latter usually seek to enter the service of Government or of zemindars or of traders, and it is only as a last resource that they betake themselves to agriculture at all, and even then they prefer conducting their operations by means of their illiterate relations.

4. That this should be the case, ought not in my opinion to be a matter of any surprise, so long as elementary education is so little diffused as it now is; the person who possesses it, possesses a distinction which raises him above his fellows. The only possible cure for this is, as it seems to me, to spread elementary education, until at least where reading, writing, and counting, are learned by all.

5. In what is called by the education department the Santipore district, I have obtained from the deputy inspector statistics of 31 schools of various descriptions. The three higher class English schools contain 436 boys, of whom none at all are said to be cultivators, 253, or much more than half, are the sons of professional persons. The rest are almost all Government servants, zemindars, private servants or traders; 4 only are the sons of handicraftsmen.

6. In five middle class English schools there are 282 boys, of whom 23 are said to be sons of ryots, &c., 14 of handicraftsmen, 2 of laborers, and 3 of beggars or faqueers; the other boys are of the same classes as those attending the higher schools.

7. In two middle class vernacular model schools there are 101 boys, of whom 10 are said to be the sons of ryots. The remainder (excepting three sons of workmen) are chiefly sons of talookdars, lakhirajdars, &c., of professional men and of small traders.

8. In five middle class vernacular schools there were 400 boys, of whom only 5 were ryots, 75 were sons of small traders, and 94 were sons of handicraftsmen and skilled laborers; 112 were sons of private servants, and 21 were sons of petty professional persons.

9. Three lower class night schools were attended by 70 pupils, of whom 43 were of the ryot class, and 15 were small traders.

10. Eleven lower class patshalas were attended by 272 boys, of whom 79 were ryots, 59 were small traders, and 14 were laborers.

11. Of the 81 girls who attend two girls' schools, no fewer than 43 are daughters of Government servants and professional persons, 170 of small traders, and 15 (all at Santipore) of handicraftsmen; none are daughters of ryots.

12. The Deputy Inspector of Nuddea has given me particulars of twenty-nine schools. The three higher English schools are attended by 250 boys, of whom the great majority are of the professional or trading classes, or are private and Government servants; only seven are ryots.

13. Of the 205 boys attending four middle class English schools, 14 are ryots, while the remainder are almost all of the classes mentioned in the last paragraph.

14. The two middle class vernacular schools comprised 200 boys, of whom 16 are sons of ryots, and 17 of day laborers, the rest being chiefly as in the last two paragraphs.

15. Three girls' schools contained 93 girls, of whom 47 are daughters of servants (Government and private), and one only is the daughter of a ryot.

16. Seventeen lower vernacular schools are attended by 385 boys, of whom 49 are sons of ryots, and 13 of day laborers. Of the remainder, the most numerous classes are the petty traders and shopkeepers, and the handicraftsmen.

17. The Muragatcha Deputy Inspector has not informed me of the number of schools to which his statistics refer. Of 200 boys attending higher class English schools, 16 are ryots, and all the rest are sons of landowners, Government and private servants, professional persons and traders.

18. Of 62 boys attending middle class English schools, none are ryots; all are of the classes mentioned in the last paragraph.

19. The same remark is true regarding 68 boys attending middle class vernacular schools, and 87 attending lower vernacular schools; but six of the latter are sons of laborers.

20. The 37 girls attending school are all of the upper class.

21. The Deputy Inspector of Chooadangah has given me particulars of twelve schools. In the two higher class English schools attended by 121 boys only, one boy is of the ryot class, while 113 are sons of professional persons of Government or private servants and traders.

22. The three middle class English schools contain 132 boys, of whom 15 are sons of cultivators, and one is the son of a skilled laborer. The rest are chiefly of the classes mentioned in the last paragraph.

23. One vernacular middle school is attended by 34 boys, of whom 3 are the sons of laborers, and 31 of professional persons.

24. Four lower schools are attended by 112 boys, of whom 14 are sons of ryots, and 4 of laborers.

25. In one night school 25 out of 32 pupils are ryots, and in one girls' school none of the pupils are of the ryot class.

26. The above information, summed up in a tabular form, gives the following results :—

Class of schools.	Number of schools.	Total number of pupils.	Number of pupils of ryot class.
Higher English ...	10	1,007	24
Middle ditto ...	13	681	52
Ditto Vernacular (Government model) ...	2	101	10
Ditto Vernacular ...	9	712	21
Night schools ...	4	102	68
Lower schools ...	35	856	142
Girls' schools ...	7	233	1
Total ...	80	3,692	318

27. This information, taken as it is from all parts of the district, will be I think sufficient to give His Honor the Lieutenant-Governor an accurate notion of the position of the agricultural classes in relation to the schools with which Government is directly or indirectly concerned, but it must not be forgotten that our vernacular schools are not altogether popular with the lower classes. In the indigenous patshalas, as Baboo Ram Sunker Sen remarks, "home-made ink, a reed pen, and palm or plantain leaves, which are easily found in every homestead, are the only school requisites. A book or a slate is regarded as an expensive article. In the same manner, payment to the school-master is more in accordance with rural habits, and cash payments in the shape of regular schooling fees are not much relished. Hence it is that the rural classes

do not like to approach our Government indigenous schools set up specially for the lower orders." I am not yet in possession of the results of the recent census, but I am disposed to think that for the larger number of those cultivators who learn to read and write acquire their knowledge in the uninspected schools.

28. Baboo Ram Sunker Sen estimates the total number of boys of the agricultural classes within his sub-division, who are being educated, at 280. The Deputy Magistrate of Kooshteah considers that there are 500 such boys in his sub-division. The former estimate seems to me rather low, and the latter rather high. If we take the mean of those numbers as the average for each sub-division in the district, we shall have a total of about 2,400 boys of the agricultural classes undergoing some sort of education in this district. Many of these boys are called away at a very early age to weed, to plough, or otherwise to aid in procuring the means of subsistence for their families; but yet even these learn something.

29. These figures I think, though they are undoubtedly very small in proportion to the whole number of boys of the school-going age, tend to show that it is too soon to talk of the unconquerable apathy—still more of the "antipathy" exhibited by the lower classes. So far as the higher education is concerned, it is no doubt quite correct to say that it is not much appreciated by these classes; and this is evident from the statistics which I have given above, and the reasons for this fact are apparent: but both the number of boys attending the patshalas, and the existence of the night schools, seem to me to show that the want of cheap elementary education is beginning to be felt a little.

30. I do not quite understand the scope of His Honor the Lieutenant-Governor's question regarding the effect which the possession of a higher education is said to have in unfitting Bengali boys for practical work. I presume, however, that it is intended to be perfectly general. On this subject I have merely to remark that from the rank and position in life of most of the boys who receive the higher education, their future practical life may be expected to be passed in a Government office in instruction, or in some profession. Now, without saying that I think the present system of higher education is free from objection, I do say that the general line of study is not likely to unfit young men of the classes named for the practical work which they will be called upon to do. The conceit, which is often the first and most disagreeable result of the acquisition of a little knowledge, will soon to a great extent pass off, or at least disappear with the growth of practical experience; and this is the only way in which the higher education seems to me capable of doing harm. The question seems to me rather to be, whether the present system of higher education tends, as much as it might do, to fit boys for practical work, than whether it renders them unfit for such work.

31. I do not think that the practical utility of the studies pursued is sufficiently regarded. Of this I will give an instance, which may be considered trifling in itself, but which will illustrate my meaning. In visiting English schools, I have observed that the usual text-book of arithmetic used is that of Mr. Barnard Smith; it is an excellent book, and no boy can work through the examples without at least acquiring some mechanical facility; those examples, however, involve English weights and measures, and English money: the result is that a Bengali schoolboy is more at home among pounds and shillings, tons and hundred weights, than he is among rupees and annas, maunds and tolahs. I have recently, in more than one school, asked the boys of high classes what the income tax at $1\frac{1}{16}$ per cent. on an income of Rs. 750 would be. I have found that there was always considerable difficulty in understanding the question, and not unfrequently in even working the sum. Let the form of the question be changed and the boys be asked, the income tax on a certain number of pounds at so many pence in the pound, and the answer is given at once. In the matter of geography I believe I am not going too far when I say that the geography of a boy's own district is usually that of which he knows least. I mention these instances, though I am inclined to fear that they are not quite relevant to the Lieutenant-Governor's present inquiry, because I wish to show the sort of objections which I have to the present system considered with reference to practical utility.

32. The only remaining question on which I have to report is that raised in the 2nd paragraph of the Government letter. It is difficult for me to assume that the facts which have come within my own knowledge exist everywhere; but so far as I have seen (and in examining schools in the course of my cold weather tour I have not overlooked the subject) there is reason for Mr. C. H. Campbell's observation on the manner in which geography is taught.

33. The matters in which Mr. Campbell found the scholars to be deficient are not, so far as I have seen, generally taught in any but the highest classes of schools; and when they are so taught, care is not always taken by the masters to see that the boys really understand the definitions which they learn. I have heard a boy define "latitude" with perfect accuracy, and yet he has been absolutely unable to tell me what was meant by a place being situated in 20° north latitude. In my opinion general elementary notions of physical geography may very well be taught at an early stage. I do not consider that boys should be expected either to acquire or to retain accurately the details of the latitude or longitude of many places, or of distances. They ought, however, to be able to ascertain these particulars from maps; and this, I believe, they cannot usually now do.

34. Another defect in the way in which geography is taught, has been already alluded to in my paragraph 31.

[W. H. & F. P.—69—10-4-72]

615

MEMO. No. 1728.

FROM

The Director of Public Instruction,

Bengal.

To *The Principal of the Presidency College.*

DATED *Fort William the 7th May 72.*

Refers to

With reference to the accompanying copy of a telegram from the Secretary of State the Principal is requested to inform —

Sanda

Nanda Kumar Ray that
he has obtained a Gilchrist
Scholarship.-

W. S. Atkinson
Director of Public Instructn.-

616

From London 27th April
From Secretary of State
To Viceroy.

Inform Nandakumar Ray and Balai Narayan Dás at once that they have obtained Gilchrist Scholar=ships.-

No. 394, G.

From

C. Bernard Esquire,
Offg Secretary to the Government of Bengal

To

The Director of Public Instruction,

Calcutta the 26th April 1872.

Appointment Department

Sir,

I am directed to acknowledge the receipt of your Memo: No. 1457 dated 17th instant, and in reply to inform you that the Lieutenant Governor is pleased to grant to Mr. Henry Francis Blanford, Professor in the Presidency College, three months leave of absence under Section 18 of the Civil Leave Code as a special case from the commencement of the approaching Vacation, provided efficient arrangements can be made for the conduct of his duties as Meteorological Reporter to Government.

2. The Lieutenant Governor approves of Mr. W. G. Willson taking charge of Mr. Blanford's duties in the College during his absence. And Mr. Blanford will be requested to ascertain whether Mr. Willson is also prepared to take charge of his Meteorological Office.

I have &c.,

Signed C. Bernard
Offg Secretary to the Govt. of Bengal

No. 1724.

Copy forwarded to the Principal Presidency College for information and guidance with reference to his No. 175 dated 9th April.

Fort William,
The 4th May 1872.

W. S. Atkinson
Director of Public Instruction.

618

Form No. 4b. Correspondence, P. W. D. Bengal.

MEMO. No. 690 618

Calcutta, 8th May 1872.

FROM

THE EXECUTIVE ENGINEER,

2nd Divy DIVISION,

To The Principal

Presidency College

SUBJECT.

Engineering Student

Undersigned has the honor herewith to return the Bill for the Passed Students for the month of April/72 Countersigned –

Leonard Wood C.E.

Exec: Engr. 2d Divn

619

619

Form No. 4b, Correspondence, P. W. D., Bengal.

MEMO. No. 21

Dum Dum 7th May 1872.

FROM

THE ~~EXECUTIVE~~ Assistant ENGINEER,

Dum Dum Sub DIVISION,

To The Principal
Presidency College

SUBJECT.

The Undersigned has the honor to return herewith the Bill of Scholarship of Student Bahao Rakhal Dass Chatterjee duly countersigned, as requested in the Principal's No. 207 dated the 6th Instt.

P. Kneth

Asstt Engineer
Dum Dum Sub Div

(RESOLUTION.)

GENERAL DEPARTMENT.

EDUCATION.

Fort William, the 26th March 1872.

THE Lieutenant-Governor desires to review what has been done and what is doing for the introduction of physical science and technical instruction classes into the schools and colleges of Bengal.

2. The Engineering College and the School of Art at Calcutta, also the chair of natural science at the Presidency College, have been in existence for some years, and their usefulness is increasing. The total outlay of public funds on these institutions, and the scholarships pertaining to them, is about Rs. 75,000 a year. During the past season arrangements were made, and very successfully carried out, for an extra and special class attached to the Engineering College, at which the special subjects now required for the public service were taught to pupils, of whom a large proportion have already by this channel obtained admission to the service. Arrangements have been made to continue this class with, it is hoped, increasing efficiency and success.

3. In the Education Budget for the year 1872-73 provision is made for the full cost of these institutions, and the Lieutenant-Governor has also set aside Rs. 20,000 for physical science and surveying in colleges, and Rs. 30,000 for drawing, surveying, and physical geography classes in schools. He has directed that out of the total grant of Rs. 1,28,000 for scholarships in Bengal, scholarships to the value of about Rs. 50,000 be assigned to students in the drawing, surveying, and elementary science classes. A Committee, of which the Director of Public Instruction and the Principal of the Presidency College are members, is sitting to consider and report upon the best scheme for spending the Rs. 50,000 granted in the budget for science and survey classes, and also upon the distribution of scholarships to the value of Rs. 50,000 to students in these classes.

4. Meanwhile some arrangements have already been made; a teacher of surveying on Rs. 107 per mensem has been allowed to the Cuttack High School, and a competent native teacher from the Engineering College has already joined at Cuttack. Two scholarship-holders of the Engineering College have been appointed as teachers of drawing and surveying, on probation, at the Dacca and Patna Colleges; these men had served for nearly a year as apprentices on public works in or near Calcutta, and they are able to teach drawing and surveying, mensuration, and the use of building or road materials. They are under orders to join their appointments at once. A contingent grant of Rs. 800 has also been made to each of these two colleges to cover the cost of instruments and expenses of the survey classes during the next open season. It is hoped that similar arrangements will shortly be made at the Hooghly and other colleges.

5. It is under consideration whether arrangements can be made for teaching in the Presidency College the sciences now included in the alternative standard for university degrees, but it is apprehended that it will not be possible to establish at present a complete course of the kind in the other colleges unless some of the existing professors may be able to undertake the duty.

6. The Lieutenant-Governor understands that the Engineering College at Calcutta can furnish a sufficient number of men who will accept moderate salaries, and will be able to teach drawing, surveying, and the use of building or road materials in our schools. All these Engineering College students are men who have passed the Entrance Examination of the Calcutta University, and they will be able to teach either in English or in Bengalee. None of the Calcutta Engineering College men are Hindoostanees; though most of them can talk, and perhaps teach, in Hindoostanee. For vernacular survey classes in Behar, it may therefore be necessary to obtain teachers from the Roorkee College.

7. As soon as possible, or at any rate as soon as the Committee whose appointment has been referred to in the first paragraph of the Resolution make their report, arrangements will be made for sending teachers of drawing and surveying to the Hare School and to the Bhaugulpore, Chittagong, and Gowhatty schools, and to such of the zillah schools as the Committee and the local officers may recommend. Meanwhile special rewards have been offered to induce masters at zillah schools to qualify as teachers in surveying and physical geography. Under this last head may be comprehended an elementary and popular knowledge of this globe, and of the things that grow or creatures that live upon it, such as is now taught under this designation in many European schools; and the Lieutenant-Governor proposes to introduce physical geography in this wide sense into our schools generally, as a first instalment of popular science.

8. For schools or classes in practical arts little has yet been done outside the School of Arts at Calcutta, and the Lieutenant-Governor has doubts whether the Calcutta school is not too much devoted to ornamental as distinguished from practical art. Apprentice classes have however been, or are being opened at the Dehree workshops on the Soane canal; a scheme for an industrial school of a practical kind is promised from Dacca, and the Lieutenant-Governor hopes that before the end of another year real schools of practical art will be in existence.

9. Meanwhile, until the number of scholarships assignable to physical science and survey scholars be finally settled and has had time to come into operation, the Lieutenant-Governor desires that the Director of Public Instruction will notify that any present holder of a junior-grade scholarship, who has passed the Entrance Examination, may elect to take the practical science course at the Presidency College, or any other college where such a school is established, without prejudice to the tenure of his scholarship. Such a scholarship-holder, unless he studies for the full Engineering College course, must continue to attend the English language, history, arithmetic or algebra, and mathematical classes up to the First Arts standard, but he need not attend the Sanskrit and logic or moral philosophy classes; and he therefore need not pass the First Arts examination, though the Lieutenant-Governor hopes that many will do so. But measures will be taken to ascertain his proficiency in the obligatory subjects. Similar rules will be applied to the holders of vernacular and minor scholarships at schools, and of senior scholarships by students who have passed the First Arts examination. The Lieutenant-Governor desires that early and full publicity be given to this order regarding the tenure of existing scholarships.

10. The Lieutenant-Governor earnestly hopes that the Committee referred to above will finish their labors and submit their report with the least possible delay. His Honor desires to have the schemes and questions now under discussion settled definitely as soon as possible, in correspondence with the scheme for the extension of the Subordinate Executive Service, which has just been promulgated. All candidates for that service are required to qualify in certain practical subjects, and it is most desirable that the opportunity of doing so should be afforded as promptly and widely as possible. It is hoped that

classes for theoretical instruction and such practical teaching as can be given in a school-room, will be open at the several provincial centres at least before the commencement of the rainy season, and that the classes will be fit for instruction in field surveying by the commencement of the cold season, so that apt pupils may be in some degree fit for the public service by the early part of next year.

ORDERED.—That a copy of this resolution be published in the *Calcutta Gazette*;

That copies be forwarded to the Director of Public Instruction for communication to the several Inspectors and Principals of Colleges;

That copies be forwarded to Commissioners of divisions, in continuation of the resolution regarding the new sub-divisional establishments, and with the request that they will submit as soon as possible their opinions as to the places at which practical classes may with advantage be opened.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1106.

COPY forwarded to the Director of Public Instruction.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

FORT WILLIAM:
The 26th March 1872.

No. 1411

Copy forwarded to the Principal of the Presidency College for information and guidance.

Fort William
The 6th April/72

E. L. Atkinson
Director of Public Instruction.

W. H. D'C.

622

No. 1348.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 18*th April* 1872.

GENERAL DEPARTMENT.
Education.

SIR,

I AM directed to acknowledge the receipt of your letter No. 1130, dated the 18th March, submitting remarks with reference to the views expressed by the Lieutenant-Governor in a minute on the teaching of the vernacular languages, and in reply to communicate the following.

2. His Honor can distinctly say that Dr. Fallon does not correctly represent the state of the question in regard to the school books used in Behar. His Honor found that some of the books called Oordoo were written in simple language, intelligible to ordinary people, while others were of the most bastardized description. Similarly, it was not the case that the Hindee books were all in a Sanskritized Hindee. One in particular, His Honor remembers, though in the Nagree character, contained many Persian words and was quite in the ordinary language used by educated people.

3. His Honor desires, therefore, that instead of discussing word "Oordoo," Dr. Fallon will examine carefully each of the books in use and state which is in the simple language of the country, and which is in a highly artificial language, full of Persian, Arabic, and Sanskrit words not known to the mass of the people. His Honor's principal objection to the word "Oordoo" is that it does in fact encourage the artificial language, which is far too full of Persian and Arabic.

4. As regards Bengal divisions, Persian is now accepted by the University as a classical language, and may be taught wherever there are Mahomedans who want it; but His Honor does not know that we need teach either Hindoostanee or Oordoo in Bengal, where it is neither the vernacular nor a classical language. His Honor requests you will be so good as to state whether there is any district in Bengal in which a large demand for Hindoostanee is found to exist; and if there is, how many scholars desire instruction in it, who they are, why and under what circumstances they want it, what they have learnt of it already, and whether they also learn Persian. His Honor's impression is that Persian will better satisfy those who wanted the very artificial Oordoo.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1730

Copy forwarded to the Principal Presidency College in continuation of this Office No. 1406 dated 5th April 1872 with request that he will be good enough to report on Para 4 as regards his College.

W. H. D'C.

W. S. Atkinson
Director of Public Instruction

Fort William,
the 2nd May 1872.

No. 1583, dated Fort William, the 1st March 1872.

RESOLUTION—By the Government of India, Financial Department.

READ the following :—

Extract of a Despatch from Her Majesty's Secretary of State for India, to the Government of India, Financial Department,—(No. 348, dated London, the 11th October 1871.)

PARA. 5.—With reference to the suggestion in paragraph 2 of your letter, that in the event of any indents being forwarded to this office for stores or books, without sufficient explanation whether the expenditure is for imperial or provincial services, the outlay should be shown in the Home Accounts as a remittance to India, it appears to me that the proposed plan is calculated to cause much inaccuracy in the accounts, and I therefore request that you will instruct all departments to have clearly stated on indents for stores, &c., whether the cost is to be treated as an imperial, a provincial, or a local fund charge.

Circular No. 16.

FORWARDED to for information and guidance.

By order of the Lieutenant-Governor of Bengal,

T. J. CHICHELE PLOWDEN,

Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA :
GENERAL DEPT.,—*General.*
The 18th April 1872.

No. 1785

Copy forwarded to the Principal, Presidency College for information and guidance.—

W. E. B.
Fort William,
The 26th April 1872.

W. S. Atkinson
Director of Public Instruction

No. 194

629

From,
The Inspector of School
Central Division

To
The Director of Public Instruction.
Dated Calcutta, the 20th April 1872.

Sir,

As I am required to furnish the Commissioners of Divisions with a complete account of the Schools in the Division, His Honor has required that I should include in my report statistics concerning the Collegiate Schools. I beg to know whether I shall obtain this information from your Office, or whether you will direct the Collegiate Schools to supply me with Copies of the following returns.-

(1) The annual statistical return for the year ending 31st March 1871 and 31st March 1872.-

(2) The Social position return for the year 1872.-

(3) The Credentrace of the Masters of the Collegiate Schools.

Returns would be required from the following Schools

The Hindu School
The Hare School
The Madrasa Anglo Persian Department

The Collinga School
The Sanskrit Collegiate School
The Hughli Collegiate School
" " Branch School
The Krishnagar Collegiate School

I have &c.,
Signed H. Woodrow
Inspector of Schools

No. 1834

Copy forwarded to the Principal Presidency College with a request that a duplicate Copy of the Returns may be sent to the Inspector, the originals being sent to this Office.

H Woodrow
Officiating Director of Public Instruction.

Fort William,
The 13th April 1872.

625

MEMO. No. 1831

FROM

The Director of Public Instruction,

Bengal.

To The Principal of the Presidency College

DATED Fort William the 16th May 1872.

Refers to

I should feel obliged if you would inform me if any Junior Scholarships awarded in 1871 or 1872 have been vacated

Hereby to the memo No. 1831 of 16th May I have the honour to state that in my letter No. — of — I reported that — Junior Scholarship holders of the 1871 award had been forfeited on the result of the annual examination in Novr. No other Scholarships of 1871 or 1872 have been vacated.

vacated in your College
by death or other causes. –

A Woodbury

Off. Director of Public Instn.

Circular No. 17.

626

GENERAL DEPARTMENT.

GENERAL.

FROM T. J. CHICHELE PLOWDEN, ESQ.,

Offg. Under-Secy. to the Govt. of Bengal,

To

Calcutta, the 26th April 1872.

SIR,

THE Lieutenant-Governor has directed the observance of the following orders relating to the treatment of official correspondence.

2. Under the rules of the Post Office, the limits of weight and rates of postage on covers carried are as follows:—

Letter Post.

Not exceeding ½ tola	... ½ anna.
Not exceeding 1 tola	... 1 anna.
Not exceeding 2 tolas	... 2 annas.
and so on.	

Book Post.

Not exceeding 10 tolas	... 1 anna.
Not exceeding 20 tolas	... 2 annas.
and so on.	

Banghy Post.

Not exceeding 10 tolas	... 3 annas.
Not exceeding 20 tolas	... 6 annas.
and so on.	

But especial attention is drawn to paragraph 10 of the revised code of rules published in pages 1855 and 1856 of the *Calcutta Gazette* of the 18th October 1871, which explains that neither the limit of size prescribed for ordinary book packets, nor the rules relating to the mode of packing book packets in covers open at the ends, apply to service packets.

3. Official covers exceeding 2 tolas in weight should, unless the contents be urgent, be marked for transmission by book post.

4. The book post is available for the transmission of "service bearing packets."

Vide rule 10 of the rules quoted above.

5. Urgent communications should still be sent by letter post, and be marked accordingly.

6. These rules refer to the same officers as paragraphs 4, 5, 6, and 7 of the revised rules published in the *Calcutta Gazette* of the 18th October 1871, and apply to all their correspondence, whether local or not. An adherence to them will greatly diminish the charges on account of postage on official correspondence.

7. The attention of all officers is directed to the following rule published in page 566 of the *Calcutta Gazette* of the 21st February 1872:—"No service parcel exceeding 600 tolas in weight, and no private parcel exceeding 2,000 tolas in weight, shall be received at any Post Office for despatch by banghy or letter mail."

I have the honor to be,

SIR,

Your most obedient servant,

T. J. CHICHELE PLOWDEN,

Offg. Under-Secy. to the Govt. of Bengal.

J. A. R.

No. 2

Copy forwarded to the Principal of the Presidency College for information and guidance.

Fort William
The 10th May 1828

H Lowdow
Offg. Director of Public Instruction.

Candidates will have to attend the whole period from June to end of Jan.

H

To,

The Principal of the
Presidency College
Calcutta

Sir,

With reference to your Notification dated 20th Ultimo I beg leave respectfully to request the favor of your letting me know the period for which a candidate for admission to the Subordinate Executive Service would be required to attend the Class.–

2nd

In the 2nd para of the Notification it is stated that the course of studies for the first year Class from June to the end of January will

include instruction in the tests prescribed by Government but it is not clear whether a candidate for the Subordinate Executive Service would be required to attend the Class for those eight months or for a shorter period.—

I am
Sir
Your Most Obedient Servant

Shoovajungah
the 15th May
1872

Kalee Dass Bose
Head Clerk of the
Small Cause Court

the session of the College is available for admission.

2nd I am inclined to know from you whether Govt is guarantee for students for Govt employment in the event of passing successful Examination.-

3rd I am willing know whether I shall be required to make previous application & what certificates I shall have to produce.-

4th In conclusion I beg to solicit the favor your granting me a copy of rules and terms further to be observed and carried on by students on getting admission into the College.-

The favor of an early reply to this my application is earnestly solicited as per address noted below.

I remain Sir
Your Most Obt Servant—
Dharani Dhar Das
Majpara.
Via Jagooly.

Majpara
The 16th May 1872

To,
J. Lobtoff Esq M.A.
Principal of the Presidency
College - Calcutta.

With sentiments of profound respects I most humbly beg to address you this my application with earnest prayers that you will be so kind as to take it into your favorable consideration and pardon me the liberty I have taken to trespass on your valuable time and attention.-

As in the preceding year I have passed the Entrance Examination from Calcutta Training Academy in second division I am now particularly desirous to prosecute my studies in the Civil Engineering College at Calcutta under your control may I earnestly solicit the favor of your granting me information on the following subjects :-

1st I am desirous to know as to when

[illegible]
[illegible] service
[illegible] & the pew
[illegible]

630

630

No. 2/672

CALCUTTA:

16 May 1872

Official Memorandum.

To

THE Principal Presidency College.

Sir

In reply to your No. , dated

In the Bill for Rs 77-7-0 of 31 January last drawn by you on account of scholarship granted to graduates of the Presidency College, 6 of the stipends are drawn for 10 days of January the grants having lapsed on that date inclusive.

In a subsequent Bill of 15 February 1872 the same stipends were drawn for the full month of January although the new nominees were only entitled to them from 11th January.

A double charge for January has thus been involved, which I am directed to request may be refunded by a deduction in the next Scholarship Bill should there be no reason to the contrary.

I have the honor to be
Sir
Your most obedt. Servant
[illegible]

Asst to Acct & Genl Branch

O. S. G. P.—No. 1043 A. G.—2-4-72.—5,000.

[3]

Dated Akiab the 17th May 1872

Received from the Principal Presidency College (through the Executive Engineer Akiab Division) the Sum of Rs 50/- Fifty only being the amount of my Scholarship Stipend as a Graduate of the Civil Engineering Department for the month of April 1872.—

Anghore Kanth Bhowmick
Passed student

No. 340

632

From,

T. B. Lane, Esqre.,
Secretary to the Central
Examination Committee

To,

The Principal of the Presidency College

Dated Fort William, the 14th May 1872.

Sir,

I am directed to request that you will be good enough to forward to me as soon as possible, three sets of question papers on the subjects marginally noted for the examination of Staff corps officers to be held in June next.

Indian History.
Jurisprudence.
Political Economy.

I have the honor to be,
Sir,
Your most obt. Servant
T B Lane
Secretary to the Central
Examination Committee.

633

Form No. 4b, Correspondence, P. W. D., Bengal.

633

MEMO. No. 343.

Agra 16th May 1872.

FROM

THE EXECUTIVE ENGINEER,
Agra DIVISION,

TO J. Sutcliffe Esqr
Principal Roorkee
College

SUBJECT.

Undersigned has the honor of acknowledging the receipt of the Principal's letter No 236 of 15th Instant enclosing a Cheque on the Bank of Bengal for Rs 50/- being the Scholarship Stipend of Syghora Nauth Mookerjee Graduate of the Civil Engineering Department now attached to the Agra Division, and state that the money will be disbursed to the

Babor when the Cheque
is Cashed.

H. Davis C.E.
Executive Engineer and
Division

P.S. Enclosed is the original
receipt for the Money only
signed by Babor Mykoor
Nantee Mookerjee — as the
Money being sent paid to him

634

634

Memo. No. 1092 J

FROM

The Superintendent, Alipore Jail Press.

TO THE

Principal of the Presidency College

DATED ALIPORE, the 10th May 1872

With reference to your letter No. 205 dated the 4th Inst. the undersigned has the honor to inform you that the "Service Books" of your indent bearing Stationery Office Register No. 2697 referred to therein are at present in course of printing and will be complied with in the course of a few days.

Superintendent.

No. $\frac{4}{94}$, dated Fort William, the 28th February 1872.

From—J. Geoghegan, Esq., Offg. Secy. to the Govt. of India, Dept of Agriculture, Revenue, and Commerce.

To—The Secretary to the Government of Bengal, General Department.

I am directed to forward five copies of a "Guide to the Orthography of Indian proper names," with a list of towns and villages in India, prepared by the Director-General of Statistics to the Government of India.

2. The general principles on which this compilation is based have already received the assent of the Government of India, and been acted upon by the Government of the Punjab (as will be seen from the orders of that Government published at pages 178 to 187 of the *Punjab Gazette*, dated 15th instant, copy of which is forwarded herewith.)

3. It is rather as an illustration of the practical working out of sanctioned principles, than as an arbitrary declaration of the official spelling of certain names, that the Acting Governor-General in Council would invite the Lieutenant-Governor to accept this list and adopt it as a guide. For it is far from being the wish of His Excellency in Council to stereotype the errors of detail necessarily incidental to the first uniform application of a new system to a variety of languages, or to shut the door against future improvement in a field in which improvement is to be expected and desired. On the other hand, it is desirable to popularise such principles as have already been accepted, and to secure and facilitate, as far as may be possible, a harmony of system in the official publications which most influence public usages.

4. Above all, in the work now going on in connection with the Gazetteer uniformity is essential, and I am to request that all officers engaged in the work may be instructed to conform carefully to the plan of transliteration exemplified in Mr. Hunter's list.

Proceedings of the Hon'ble the Lieutenant-Governor, Punjáb, in the Department of Agriculture Revenue, and Commerce,—(No. 219, *dated the* 13*th February* 1872.*)*

Resolution.—The desirability of adopting a uniform system of transliteration for Indian words is generally admitted, and the Government of India, in April 1868, adopting the system known as Jonesian, from its originator Sir William Jones, addressed all local Governments to the effect that this system seemed to the Governor-General in Council the most suitable for adoption, and would be employed, as far as possible, in the preparation of the local gazetteers.

2. A modification of this system was subsequently adopted by the Government of India at the suggestion of Mr. W. W. Hunter, who had been appointed to compile the Imperial Gazetteer of India,—the modification being no more than a simplification of the Jonesian system, which, admirably adapted for scholars, was yet too elaborate for ordinary use. The diacritical marks for the consonants, difficult to get printed or indeed accurately transcribed, were omitted; only such diacritical marks for the vowels were prescribed as would insure the correct pronunciation of the word, while a certain freedom was allowed in the spelling of names which had become familiar to the public in an unscientific form.

3. The adoption of this modification of the Jonesian system, avoiding pedantry on the one hand, has secured uniformity and a sufficient degree of scientific accuracy on the other. From a practical point of view the desirability of uniformity is evident, and without it the difficulty of compiling any imperial works on subjects requiring much transliteration of oriental names becomes extreme; at the same time, so much scientific accuracy is at least desirable as may preserve, by authoritatively fixing the correct spelling, the true derivation of Indian names.

4. Although the adoption of the modified Jonesian system by the Government of India has placed the question of its advantages or drawbacks beyond the range of discussion, little progress has as yet been made in its adoption by the public. Such progress must necessarily be slow, and it is sufficient to note that the post office department, which must always exercise considerable influence over the spelling of geographical names, and the interest of which is so clearly to establish uniformity, has warmly supported the new system, though in the Punjáb its spelling has not as yet been revised. The Surveyor-General of India has adopted the system, and the map published with the Punjáb Administration Report of this year has been prepared in accordance

with it. The Calcutta *Englishman*, the *Indian Public Opinion*, the *Jabalpúr Chronicle*, and other journals have accepted the scientific method of spelling, and the progress made, if slow, has been substantial.

5. The Hon'ble the Lieutenant-Governor desires that the modified Jonesian system of spelling be enjoined in all departments and offices in the Punjáb, both for the spelling of the names of persons and places, and also for the transliteration of all oriental words which may be used in official correspondence. All official notices sent by the heads of departments for publication in the *Government Gazette* should have all Indian words transliterated on this system, which will be no trouble to acquire, and can be thoroughly mastered by an intelligent person in half an hour.

6. A list of the principal towns of the Punjáb is herewith published for general information, carefully prepared on the system now enjoined, and the spelling of these names as now published is to be considered as authoritatively fixed.

7. With these examples it will be easy to apply the system to all Indian words, the transliteration of which is required, diacritical marks for the consonants being omitted, and observing the following simple rules for the transliteration of vowels, which are all that are necessary under the system of Mr. Hunter, authorized by the Government of India in 1870 :—

आ ا long *á* (as in *bhát*, rice) corresponding to the first a in *tartan, almond*, &c., and is represented by *á*.

अ ا short *a*, as is *America*.

इ ا short *i*, as in *fit, fin* : represented by *i*.

ई ي long *i*, as in *ravine, machine* : represented by *í*.

उ ا short *u*, as in *bull, put, push* : represented by *ú*.

ऊ او long *u*, as in *rule, mural* : represented by *ú*.

ए اي *e* (as in *ek*, one) corresponds to the English á in *mate, dare*, or the French é in *méchant*, and is represented by *e*.

ओ او *o* (as in *kot*, a fort) corresponds to the English in *note, lore*, and is represented by *o*.

ए اي *ai* (as in *maidan*, a plain) nearly corresponds to the English vowel sound in *ride, fine*, or the German *ai*, in *kaiser*, and is represented by *ai*.

अ *au* (as in *Gaur*) corresponds to the English vowel sound in *cloud*, or the German *au* in *haus*, and is represented by *au*.

No. 1785 —

Copy forwarded to the Principal, Presidency College with reference to his [illegible] 25th September [illegible] with a request that he will take care that the authorized system of transliteration is taught in the College and Schools under his Cont[illegible] and is carefully followed in all official correspondence.

W. E. B.

Fort William,
The 27th April 1872.

W. J. Atkinson
Director of Public Instruction.

(*RESOLUTION.*)

GENERAL DEPARTMENT.

GENERAL.

Calcutta, the 13*th April* 1872.

READ—

A letter, No. $\frac{4}{94}$, dated the 28th February 1872, from the Government of India in the Department of Agriculture, Revenue, and Commerce, regarding the adoption of Dr. Hunter's system of spelling Indian proper names as set forth in the *Guide to the Orthography of Indian Proper Names.*

1. The Lieutenant-Governor desires the orders of the Government of India to be circulated to all departments and heads of offices attached to this Government, so that they may all be placed in possession of the views of the Supreme Government on the subject. Copies of the *Guide* which contains a list showing the true spelling of all post towns, and villages in India, (and is a volume consisting of 146 pages foolscap), are not available for general circulation at present.

2. It will be observed that paragraph 4 of the orders of the Government of India makes it imperative to conform carefully to Dr. Hunter's plan of transliteration in all work in connection with the *Gazetteer.*

Ordered that a copy of this resolution and of the orders of the Government of India be forwarded to the Board of Revenue, Land Revenue Department; Opium and Excise Departments; all Commissioners of Divisions; Civil and Sessions Judges; First Judge of the Small Cause Court, Calcutta; Commissioner of Police, Calcutta; Sanitary Commissioner, Bengal; Inspector-General of Hospitals, Indian Medical Department; Inspector-General of Police, Lower Provinces; Inspector-General of Jails, Lower Provinces; Director of Public Instruction; Inspector-General of Registration; Master-Attendant; Bengalee Translator; Commissary to the Lord Bishop; Superintendent of the Botanical Gardens; Protector of Emigrants; Superintendent of Labor Transport, Calcutta; Superintendent of Labor Transport, Kooshtea; Conservator of Forests; Accountant-General; Mofussil Small Cause Court Judges; Meteorological Reporter.

Also that copies be forwarded to the Public Works Department of this Government; to the Public Works Department, Irrigation Branch; and to the Judicial, Political, Revenue, and Appointment Departments of this Office.

Also that a copy of the *Guide* be supplied to the Judicial Department, Public Works Department, and to the Board of Revenue, Lower Provinces.

By order of the Lieutenant-Governor of Bengal,

H. L. DAMPIER,

Secretary to the Government of Bengal.

Circular No. 14.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

T. J. CHICHELE PLOWDEN,

Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 13*th April* 1872.

W. E. B.

Mitcham Ont.

20th May 1872

J. Satchiffe Esq. clerk

Principal of the

Parnassus College

Dear Sir

I am desired

by the Council of the

Agricultural & Horticultural

Society to enquire if you

would be so kind as to

[illegible] me of the [illegible]

by engaging a professional

surveyor.

Our President Mr.

Crawford also kindly

promised to speak to

you on the subject

when [illegible] here

Yours truly

W. Robertson

Sec. Agricl. & Hort. Soc.

P.S. Kindly reply

[illegible]

of the Civil Engineering
Branch of the College
to make a survey of the
ground recently granted
by gov.t to this Society,
adjoining the Lick Springs
Grounds at Allegany.

The principal object
of the Survey would be
to ascertain the levels
of the land therein so

(about 20 degrees in all)
so as to enable the contrac-
-tors who lay out the roads
to arrange for the prop-
drainage of the whole.
that it occurred to the
Council that a plan
for this purpose might
be made a suitable
exercise for one of the
students, and at a less
expence to the Society than

No. 447. G.

From,

A. Mackenzie, Esqr.
Jr. Secy. to the Government of Bengal

To,

The Director of Public Instruction

Calcutta, The 4 May 1872

Sir,

Appt. Deptt.

With reference to your letter No. 152 dated the 16th April last I am directed to say that the Lieutenant-Governor agrees with you in thinking, that the present state of the Educational service, the six months leave of absence on private affairs applied for, by Mr. C. H. Tawney, Professor in the Presidency College cannot conveniently be given, and that it cannot be given unless after the arrangements consequent on your own application for leave, it is found that the Government can provide for Mr. Tawney's duties without too much disturbance of existing arrangement.

I have &c

Sd/ A. Mackenzie,
Jr. Secy. to the Govt. of Bengal

No 1881

Copy forwarded to the Principal of the Presidency College for information and guidance with reference to his No 165 dated 5 April.-

J Woodrow

Fort William
The 10th May 1872 } Offg. Director of Pub. Instn.

No. 1715.

FROM W. S. ATKINSON, ESQ., M.A.,

Director of Public Instruction,

TO THE SECRETARY TO THE GOVT. OF BENGAL

IN THE GENERAL DEPARTMENT.

Fort William, the 6th May 1872.

SIR,

IN continuation of my No. 1130, dated 18th March, I have now the honor to submit, for the Lieutenant-Governor's consideration and orders, the accompanying papers on the subject of the *Bengali* language with reference to His Honor's minute of the 4th December last, "on the teaching of the vernacular languages" in the provinces of Lower Bengal.

2. In that minute the Lieutenant-Governor expressed his belief that the Bengali vernacular is "corrupted and bastardized" as a book language "by the introduction of Sanskrit and hybrid words and phrases;" and that, apart from this artificial language, there exists a spoken Bengali dialect which is common to all Bengal. He insisted that the language taught as the vernacular should be this "real language of the country, talked and understood by any intelligent man whom we meet in the streets, and not an artificial and fictitious language." He declared that the Director and Inspectors would be held strictly responsible "that no book is used in our schools which is not in the real and genuine vernacular" as explained in the minute; and he further directed that "a list of such books examined and approved" should be submitted to him for sanction.

3. The questions thus raised are very fully discussed in the papers now presented, and I venture to anticipate that a consideration of the facts and arguments adduced in them will entirely satisfy His Honor that the modern language of Bengali literature is not the bastardized and adulterated compound which he has been led to imagine, but that it is on the contrary a singularly pure, and by no means highly artificial, product of awakened national intelligence—having grown up and developed itself in recent years in the most natural way imaginable under the inspiring influence of English education, gathering form from its parent Sanskrit, and subject-matter from the vast stores of Western thought and learning, thrown open to an intellectual people by the wisdom of its English rulers.

4. The Lieutenant-Governor will learn from the evidence now before him that there is not in existence any one simple Bengali dialect, spoken and understood by the intelligent but uneducated man from the streets, which is common to every district of Bengal and could be appropriated for general use in schools, as being adapted to give fitting expression in the simplest way to the subjects of school instruction and the varied and growing necessities of an educated community. He will learn that the one language which binds together the several districts of these provinces is not a spoken colloquial dialect, but the current language of Bengali literature, which, though varying much in style with different authors, is nevertheless everywhere as completely homogeneous and uniform as any other book language in the world.

5. I cannot doubt that His Honor will accept these conclusions on the strength of the evidence now placed before him; and I must ask him still further to accept as a proved fact in the history of modern Bengali literature that its style has shown and is showing a distinct tendency towards simplicity of structure, and that it is in reality becoming less complex and less archaic in form in proportion to the wider spread of general education and the development of popular intelligence and culture.

6. In this state of things it appears to me that I am justified in representing that it is quite unnecessary, and would be highly inexpedient, to attempt to form an *index expurgatorius* for the schools of Bengal; I submit that freedom in such matters is a most essential condition of healthy progress; I consider that an attempt to shackle school managers in their choice of books would directly impede the general advance of education by the discouragement it would inflict on authors and publishers; and I believe that after all it would fail in bringing about any appreciable results in guiding the development of the language and its literature.

7. I therefore venture respectfully to solicit that this department may be allowed to exercise the same discretion as heretofore in regard to the choice of text-books for the several public examinations, and that it may not be called on to restrict the general liberty that has hitherto been granted to school managers in regard to the selection of class books for the subjects included in the general course of study laid down for the schools under their charge.

I have the honor to be,

SIR,

Your most obedient servant,

W. S. ATKINSON,

Director of Public Instruction.

From the Inspector of Schools, South-East Division,—(No. 2775, dated Dacca, the 4th January 1872.)

My reply to your endorsement No. 4190 of 26th December 1871, may be comparatively short. As I have already expressed at length my views on the teaching of the real vernacular of the country, on the introduction of surveying into schools, and on special schools for Muhammadans in three separate communications, I propose therefore in the present letter merely to offer some remarks on some particular points in the minute of His Honor the Lieutenant-Governor.

2. "Children in the native pathsalas have a more practical ready and useful knowledge of arithmetic than most of the boys in the Government schools."

I presume Government schools here mean zillah schools only. In these the course of arithmetic is the more philosophic course adopted in modern English books where, after the first four simple rules, succeed vulgar and decimal fractions. In the zillah schools it is true that the boys in the fourth and fifth classes are practised in least common multiple and greatest common measure, and are not so ready at zemindary and bazaar accounts as our pathsala boys. This is the only ground I know for the impression of His Honor above quoted.

On it I remark, (1) that the arithmetic in the zillah schools is that required by the university, and the instruction in all the classes is arranged by the head-masters, with the view of *ultimately* bringing the boys in proper condition up to their entrance examination.

(2). That a few zillah school boys do compete at our minor scholarship examination in order to get the certificate, and they generally manage to defeat all other boys. In short, if they have been well taught fractions, &c., they get up their native "practice" and "interest" easily enough.

In the great mass of the schools which read up to the minor and vernacular scholarship examination, the modern English course of arithmetic, as seen in Barnard Smith's work, is almost universally adopted. On the ground that there were many boys in these schools who would never master the whole of that course, you introduced into the vernacular and minor scholarship examinations the native arithmetic and accounts as a mark-getting subject: and we cannot in fact do more to carry out His Honor's wishes. The only further step would be to induce the university to give marks for this subject in the entrance examination.

3. "Sanskrit will not be taught in any schools." There are only two Sanskrit schools receiving grants-in-aid in this division, and as they teach Sankrit only, their grants must not be renewed.

What is more important is, that the words of His Honor distinctly preclude the possibility of teaching Sanskrit in any of our Normal schools. The examination schedule for the Normal schools requires immediate revision, and a positive order in addition should be issued from the head of the department to each head-master, Normal School, that no more Sanskrit is to be taught.

4. "Schools of drawing, surveying, and other practical arts will be opened in all high and zillah schools."

I have already explained at length that to carry this order out with any effect, it will be necessary (1) to provide competent teachers; (2) to provide prizes giving a stimulus to the boys to work; (3) to provide for a practical examination. And hence that we must begin with the colleges and Normal schools, and proceed to the zillah schools afterwards.

From the Inspector of Schools, Central Division,—(No. 3987, dated Fort William, the 1st February 1872.)

In obedience to the injunctions conveyed to me in your communication No. 4190 of the 26th December 1871, I have the honor to submit a few remarks on the results which His Honor the Lieutenant-Governor considers to be exhibited by the system of education pursued in the Government schools, and to suggest means for giving immediate effect to the instructions we have received.

The absence of practical instruction in our school has been, as His Honor sees, prejudicial to the best interests of the country. There is at present no sustained effort to cultivate the powers of observation, and the absence of the habit of observation stops the progress of the people in arts conducive to material comfort and prosperity. The resources of this land are boundless but undeveloped, for the zemindars as a rule pay more attention to the exaction of their dues from the ryot than to the enabling him to pay readily these dues by improved system of agriculture.

Any and every scheme which may raise the intelligence of the cultivators, or may induce landholders to take a personal interest in the improvement of their estates, is worthy of the cordial support of all citizens. For this reason it is desirable that the elements of physical science, botany, and zoology, should be taught in our schools.

I have been informed by officers well able to give an opinion that native surveyors take bribes, and that great oppression arises from the want of such a general knowlege of surveying as would render cheating on the part of the surveyors easy of detection. Hence the orders of His Honor for the establishment of classes for drawing, surveying, and other practical arts, will have a beneficial effect on the country.

The further order for a cessation or diminution of classical instruction, and for a general change in our school course, is an exceptional measure to meet an emergent want. His Honor is doubtless aware that the claim of the *Litteræ Humaniores*, as the best instrument for the general instruction of youth, has been maintained by the most celebrated educators in the world. Germany has become great by its schools, and the classical gymnasia are still ten times as numerously attended as the real schools for modern science. Our chief rulers, Gladstone and Lowe, are eminent classical scholars, and the late Lord Derby was strong in his support of the study of the classics as the best mode of school instruction. But to come nearer home. Sir Alexander Grant, in his letters to Government in 1866 and 1867, states that the one great object of his administration was to give Bombay the mental culture aimed at in Oxford. For this reason he strongly insisted on a study of the classics and of poetry. In fact, he considered the study of poetry so useful as a means of mental discipline, that every boy of every school in Bombay is obliged yearly to learn by-heart for recitation in certain classes many hundred lines of poetry. These measures and proceedings have met with hearty support from His Grace the Duke of Argyll; and as Secretary of State for India, he ordered the Government of Bombay to convey to Sir Alexander Grant his emphatic approval of these measures. His Grace says: "In conclusion I must express my concurrence in the just remarks recorded by your Excellency in Council, relative to the very valuable services rendered by Sir Alexander Grant to the cause of education in India."

It would therefore seem that classical instruction commends itself to the mind of the highest authority for India. In accordance with these views the Director of Public Instruction at Bombay, on the 24th February 1870, gave orders that students who matriculate in 1871 and subsequent years will not be admitted to a Government Arts' college unless they have passed the matriculation examination in a classical language. The flimsy character of the knowledge in history and geography exhibited by the students of school in Behar may perhaps be explained from the fact that their knowledge of history and geography is obtained solely from their class text-books. If the questions are taken from these books, they will be, or rather ought to be, answered. If the questions are not taken from the book, they will not be answered. It is certainly disgusting to find that an ordinary question, which persons of general knowledge ought to answer readily, is not known by any boy in a school; but that fact does not necessarily imply that their knowledge is flimsy and superficial. If the books used are good, the boys who ought to know those books will have a fair stock of information. It may be said that the masters should give them general information, but such general knowledge is often so imparted as to be worth nothing from its inexactness and uncertainty. The Calcutta University prefers a little well done to a good deal badly done. Dean Mansell defined general knowledge to be particular ignorance. If the boys had been examined from their text-books, it is possible that the impression on His Honor's mind would have been different, unless the boys examined were exceptionally stupid. Some such explanation as the above must exist, for otherwise the astonishing fact would remain that Sir William Muir examines boys in history and geography, and is pleased. The Hon'ble Mr. Campbell examines in the same subject, and is disgusted The Calcutta University takes both sets of lads, examines them carefully, and says that the Bengal boys are better than the Up-country boys.

The Calcutta University has been invested by Government with such complete control over the admission of students to the professions of law, physic, and engineering, that every parent who intends his son to enter one or other of these great lines of life must conform to its behests. The full degree in these professions cannot be obtained without passing the first arts' examination at least, and if the University *insists* on Sanskrit for the first arts, every parent must have his son taught the language; and if Sanskrit be excluded from Government schools, he must keep a private pandit, or place his sons in some non-Government institutions, for by the present University regulations, without a knowledge of a learned language, a lad cannot earn his bread. Hence the University must alter its rules, or every boy wishing for a high degree, as a doctor or a pleader, must leave our schools.

The fluctuations regarding the study of the oriental classics are singular. Before 1835 they were every thing. They were then banished from our schools. About ten years later, pandits gradually returned, as a general complaint was made that the vernacular could not be properly taught, except by men conversant with the classical languages from which the vernaculars were derived. In 1853 it was insisted on by high authority that the regular masters should possess this knowledge, and should be competent to teach the vernaculars well.

Pandits were accordingly banished a second time. It was, however, found that the scheme did not answer; and as one school committee after another complained that the vernaculars were not properly taught, and asked for pandits, the Government of Bengal sanctioned their requests, and pandits were again introduced. In 1863 the University gave increased weight to Sanskrit, and in 1863 determined that for the First Arts and B.A. a knowledge of a classical language should be essential. The year 1871 marks the period of another ebb of the classical tide. In the last thirty-six years Bengal has seen three floods and three ebbs of the classical tide.

The classical tendency in Bengal has two elements of strength—one social and political, the other inherent. Bengalis take to the difficult study of Sanskrit very kindly; for to know that language is regarded as a mark of good birth, and they bear the labor as noblemen have borne what they did not like, because *noblesse oblige*.

In their aspiration after political independence, the Bengalis remember that when their ancestors spoke Sanskrit, Bengal was free. Hence Sanskrit roots and Sanskrit words are regarded with affectionate reverence; while an English word, the language of their conquerors, is only tolerated because it is useful. His Honor, I venture to think, has not, in the matter of Sanskrit, made sufficient allowance for the ancestral pride of the Bengalis. Sanskrit is to him what Welsh is to a Welshman, or the Polish language to the Pole.

The classics have an inherent element of strength in the fact that skilful instruction in them necessarily produces habits of accuracy.

The most distinguished educationists, the most successful tradesmen, hold that the classics are a good training for the mind, and fit it for any of the innumerable occupations of after-life. Bishop Temple told me that he one day asked Buckmaster, the army tailor, who had been a boy at Rugby, whether he had found any use for his classical education, and why he sent his son there?

Buckmaster replied, that he never had found any use for his Latin and Greek, and had long ago forgotten them; but at Rugby he had learnt how to set about a thing so as to finish it well, and he sent his son there to acquire the same art. Of Bishop Temple, it should be said that he so judiciously introduced the study of physical science into Rugby, that it is likely to make steady way.

The University completely dominates over our schools, and while the sole power of admission to the lucrative professions of law, physic, and engineering, remains in its hands, parents must obey its behests, and our schools must take the alternative either to supply what their constituents require, or to be emptied and closed. Hence the University must alter its course or Sanskrit, though declared voluntary by educational authorities and by Government, will become compulsory from outside influence.

The University also should be moved to a speedy review of its rules, since uncertainty about its decision will paralyze our schools. Assuming that the University will alter its rules, and allow a degree to be gained without a knowledge of a classical language, then the following rules and arrangements will probably suffice to carry out His Honor's directions:—

I.—That four years below entrance a division take place between classical and vernacular students.

II.—That the vernacular students having an easier course in language, and being able to take up some other subject, may give especial attention to drawing or some other useful art.

III.—That surveying be taught to all boys in the first three classes in the manner pointed out in my letter No. 71T, the 10th January 1872.

IV.—That the head masters of schools so arrange the table of student as to make room at the required time for the instruction in surveying.

V.—That experimental lectures be given from time to time in physical science, and the boys be examined in writing a day or two after each lecture on the subject of the lecture, the questions being set and examined by the lecturer.

VI.—That marks be given and be allowed to count for progress like marks in other subjects.

VII.—That one drawing master for three or four zillah schools be appointed till the normal schools become able to supply the want.

VIII.—That surveyors be told off by the Surveyor-General to teach practical surveying to about four or five schools.

IX.—That arrangements be made for lectures on physical science, either by giving a suitable consideration to the sub-assistant surgeon of a station, or by the appointment of a peripatetic lecturer, as is done by the London School Board.

X.—That ten sets of the apparatus used by the lecturers under the London Board be at once indented for on England, partly for use in each division and partly as models.

XI.—That the salaries of the drawing master, the surveying master, and the lecturer on science, be provided for (at first) from the reserved portion of the educational fund.

XII.—That immediate measures be taken to enable all normal schools to give instruction in drawing and surveying.

XIII.—That normal schools be classed as classical or scientific, and that measures be taken to teach physical science in the science schools.

XIV.—That existing masters be encouraged to qualify themselves to teach drawing, surveying, or science, by the assurance that when they shall prove themselves competent to teach, they will receive extra pay for teaching an extra subject.

XV.—That when one of the masters of a school can teach a subject, the services of the peripatetic teacher will not be required in that subject.

XVI.—That periodic examinations for teachership certificates in drawing, surveying, and science, shall be held from time to time, and that the committee of examiners shall classify the masters in grades, as was done in the old teachership examination.

XVII.—That masters be encouraged to make the boxes required in physical science by the award of prizes to those masters who make most use of the material readily available in the mofussil, and whose boxes best combine cheapness with efficiency.

From the Inspector of Schools, South-West Division,—(No. ID, dated Camp Bankura, the 9th February 1872.)

WITH reference to your No. 4190 of 26th December, I have the honor to report as follows :—

His Honor charges us with too much cramming of languages and teaching too little useful knowledge. I do not think he can be aware how far the officers of the department try to prevent this being the case. The course of study in our higher-class schools is necessarily regulated by that fixed for entrance into the Calcutta University, whilst the minor and vernacular scholarship course respectively regulate the programme of studies in middle-class English and middle-class vernacular schools.

In the former course, the total number of marks given for language proficiency is 100 marks, whilst 500 marks are given for proficiency in arithmetic, geometry, history, geography, science, and miscellaneous subjects; whilst in the latter 150 marks are given for literature and composition, against 400 marks given in other branches of study. We therefore have tried to make boys study useful subjects at school. Taking the single subject of geography alluded to by His Honor, we give for proficiency in that subject exactly the same number of marks as for proficiency in Bengali literature and grammar. If then the boys do not choose to learn geography properly, it is not because those who have authority in such matters have not recognized the desirability, and tried by assigning a high proportion of marks to induce them to do so. Boys ought certainly to be able to tell where Rohilcund is, and I should be very much astonished if the best students in the highest classes of my schools would not be able to answer this; but as a fact it is a difficult question, for on no ordinary map is Rohilcund marked; and even in the geographies used by the boys, it is not spoken of distinctly, but simply under the head of Delhi is noted the fact that "near Delhi there is a province named Rohilcund." I think every boy in the higher classes would tell where either Bundilcund or Malwa was, whilst only the best would be able to say that Rohilcund was "near Delhi."

With reference to the study of Sanskrit in our higher-class schools, though boys may gain scholarships without passing in that language, I would remark that all boys who mean or hope to join any of the affiliated colleges must study that language for three or four years at school, since they will not otherwise be able to pass the standard fixed by the university for first arts, and nearly every boy who goes up to the entrance examination hopes to go on. I would remark that though I am not myself *quite* certain on the point, still those who are considered to be the best authorities on the subject hold that the knowledge of Bengali gained by the students improves rather than suffers by their spending a part of the time originally allotted to the study of Bengali in learning Sanskrit. It should be distinctly understood that since the introduction of Sanskrit the study of Bengali has not been at all given up in our schools. Originally, students read with their Pandits Bengali for one hour each day; now they are ordered to read Sanskrit for four hours in the week and Bengali for two.

In indigenous pathsalas the whole end and aim of the boys is to attain a knowledge of a certain number of formulæ and rules in arithmetic. In these they are constantly practised, *and in nothing else;* it is not therefore to be wondered at if the boys in these indigenous pathsalas are quicker at working out a sum practically useful than would be boys who study many other very useful branches of knowledge; but pathsala educated students are not quicker at *all* kinds of simple calculations: thus a pathsala boy will tell very quickly what would be the price of 7½ seers of rice if the price of a maund be Rs. 2-10-9, or he would give very quickly correct replies to questions affecting the wages of servants or the interest on money; but to do this he is obliged to tax his memory with an enormous number of formulæ; and if the question is given to him in a form to which he is not accustomed, he will not be able to attempt to give an answer. A boy in one of our schools will be able to tell the result of such an easy process as 1578 × 379 much quicker than a boy brought up on the pathsala system. In our *improved* pathsalas we first teach boys on the old native system, and then on our own English principle.

It is not, I think, possible to expect an accurate knowledge of geography and history from young boys at schools; but I believe boys in our schools in Bengal learn nearly as much of geography and history as do boys of the same age in the United Kingdom; in many instances the books used are identical, or simply Bengali translations of English works.

I am fully aware that a great number of good amins are required in Bengal, and it is not for me to criticize the measures that His Honor may think it right to adopt in order to obtain a supply of well-qualified men; but I fear that many necessary duties will have to be neglected whilst the clerks are studying surveying, if all of them who wish to rise as clerks are obliged to pass an examination in that subject.

His Honor remarks that boys *cram* languages too much at school: if I understand the word, I would say that they *crammed* other subjects and *learned* languages. I have never seen any Government institution in which a real attempt was not made to teach efficiently the real vernacular of the country.

Though it is a fact that English is the *principal* means of imparting in this country higher instruction, we make every effort in our normal schools, and indeed in the higher class of our vernacular schools, to impart high instruction through the medium of the vernaculars; indeed, our course of study in vernacular schools is much the same as in English schools, except that English is not studied in the former.

As I think there is a real *bonâ fide* demand for education in Sanskrit in our Government English schools, *because* all the boys who join the class where it first commences to be taught know that they must learn that language if they wish to pass the *higher* university tests, I beg leave respectfully to request special permission to teach the Sanskrit language in the high school at Cuttack, and in the zillah schools of Midnapur, Bankura, Balasor and Puri.

I hope that it will be found possible to open schools of drawing and surveying in connection with every zillah school, but special assignments will be required for the purpose.

From the Inspector of Schools, North Central Division,—(No. 2183, dated Chinsurah, the 19th February 1872.)

WITH reference to your No. 4190, dated 4th December last, giving cover to the minute on education in Government schools by His Honor the Lieutenant-Governor of Bengal, I beg, as required, to submit the following suggestions for your consideration.

2. The orders of His Honor, to which practical effect is to be given, are the following:—

(*a*)—In all Government schools the real vernacular of the country must be efficiently taught.

(*b*)—No oriental classics must be taught in any Government establishments.

(*c*)—Schools of drawing, surveying, and other practical arts, will be opened in all the high and zillah schools.

(*d*)—As a special concession to the Muhammadans, whenever there is a sufficient demand to justify the supply, there will be a special class to teach Muhammadans Arabic and Persian after their own fashion.

3. With respect to the order (*a*), that the *real* vernacular of the country must be taught in all the Government schools, I beg in the first place to explain that so far as Bengali school books are concerned, I understand by real vernacular such Bengali as is common in book-writing over every part of the country, as distinguished from provincial colloquialisms prevailing in different districts. New words, and those mostly of Sanskrit origin, are to be found more or less in every Bengali book fit for school use. I believe that not one Bengali book can be found every word of which will be "perfectly intelligible to an uneducated man in the streets."

4. With the above explanation, and understanding by real vernacular the book language common to all Bengal, I beg to inform you that the Bengali books in use in my division are written in such vernacular. In proof of this, I would further inform you (1), that many of these books are selections from old Bengali poetical works, which were written long before Government had any connection with vernacular education; (2), that many of them are as extensively read in as out of our schools; (3), that they were not written to order by educational officers, but by independent authors who wanted to profit by their sales.

5. In order that the vernaculars, which are already better taught in our schools than they were taught twelve years ago, should be taught yet more effectively and extensively, I would beg to suggest that in all the zillah schools such subjects as geography and history and mathematics be taught through the medium of the vernacular, and that English be taught in them as a language only.

6. In order to give effect to the order (*b*), that no oriental classics be taught in any of the Government schools, I can suggest no other plan than a mere authoritative ruling to that effect. The study of Sanskrit is certainly popular in the country. Her Majesty's Hindu subjects, whether of high or of low caste, take at least as much pride in Sanskrit as Her Majesty's Muhammadan subjects take in their sacred Arabic. Hindus deemed it an act of grace that means for learning Sanskrit had been supplied at the Government schools. If the teaching of it be now stopped, those who intend to go up higher than the university entrance course will be placed under the necessity of entertaining private teachers for themselves; and those who have no such intention will in all probability give up Sanskrit altogether.

7. In order to give effect to the order *(c)*, that drawing and surveying be taught in all the Government schools, it will, I think, be necessary to appoint masters to teach those subjects in the different schools. I am not sure, but I suppose that competent teachers to teach these subjects may be found from the revenue survey department or the normal schools of the North-Western Provinces. If such teachers are to be found there, higher remuneration may induce some of them to come over. Their ignorance of Bengali will be no bar to their communicating with the advanced students of our zillah and normal training schools in Hindustani, which is understood more or less by all over the whole country.

8. With reference to the order *(d)*, that as a special concession to the Muhammadans, &c., I would beg in the first place to inform you that there is a Muhammadan teacher of Persian attached to one of the zillah schools in this division,—namely that at Pubna. The number of students who read Persian with him is however very small. I found only four such pupils on my visit to the school in January last. The teaching of Persian is being carried on in the native Muhammadan fashion, and yet the number of pupils is as small as I have said. With a view, however, to do whatever may be done for the encouragement of Muhammadan pupils to come to our schools, I would suggest that the experiment be tried at once in all the Government zillah schools in this division, and a Maulvi appointed at each of them. There are some Muhammadan pupils to be found attending these schools. The Maulvi may take them in hand at once. I would also suggest that special prizes may be offered, from the prize allowance of every zillah school, for progress in Persian and Arabic.

From the Inspector of Schools Nort-West Division,—(No. 284, dated Dinapur, the 22nd February 1872.)

THE Government order that "Sanskrit and Arabic are not to be required as obligatory for scholarships," was duly circulated, and its purport is understood. But it is much too soon to expect that this order can have operative effect, because, under the option given them by the regulations of the Calcutta University, students who have been reading Arabic or Sanskrit as "second language," for two, three, and four years, with a view to scholarships and the advantage they will have in the arts examination, in which these languages are compulsory, are not willing to lose their labor and to take up vernacular instead, more especially in the middle of a session.

With the single exception of geometry and algebra, which are sometimes fairly taught, the instruction given is doubtless "very superficial" as I have repeatedly stated in my reports. But I doubt whether the instruction given in schools in India is a whit more superficial than it is in most schools in England. In English especially no better result could be expected when the natives of the country are set to teach a foreign language, as they are not in any other part of the world.

In arithmetic the pupils of private *pathsalas* are certainly more quick, and their knowledge is more practical within the narrow sphere which it embraces; and it would be a gain if the pupils of the Government schools could be trained in this readiness and practical knowledge in *addition* to what they now learn. But it must not be forgotten that their small measure of practical arithmetic which satisfies all the present requirements of the seller of rice and oil, is their sum total of knowledge; that the pupils of Government schools learn a good many other subjects besides, and very much more arithmetic than is taught in the guru's pathsala; and that the *pathsala* boy who can multiply so readily by $1\frac{3}{4}$, and arrives so quickly at results by short empirical rules learnt by heart, cannot multiply by $1\frac{1}{3}$, or give any explanation of any single rule by which he is made to work.

Of the too great importance attached to names, and too little to the things for which they stand, and especially of the way in which history and geography are taught, I wrote at some length in my annual reports for 1864-65 and 1866-67, appendix A., pages 309-10 and pages 308-11. The fact is there are no good text books of geography and history for schools; and our illpaid teachers are not competent to teach these subjects scientifically, and in an interesting manner. A boy's mind is not expanded through simply knowing the name and position of a place on the map,—the beginning and end of school-taught geography as a rule,—any more than it is expanded by his being able to repeat in order the names of the Kings of England, and to give the dates of certain battles. Descriptive geography must be taught in connection with physical geography and natural science; and for the bare unmeaning annals and summaries which go by the name of history, we should give them full and scientific expositions of social laws and principles as deduced from the facts of history. If the study is to be an instrument of mental discipline and true knowledge, I do not know that there is any such history in English besides Buckle's history of civilization.

The only Government schools in Behar in which a question in geography was put by the Lieutenant-Governor, were the collegiate school at Patna and Monghyr higher school. In the latter school some of the pupils to whom the question was put failed to give correct answers; but one boy did give very full and correct answers, *and the Lieutenant-Governor expressed himself satisfied.* I do not know if Motihari middle-class English school was visited by the Lieutenant-Governor.

It should be noted by the way that the Lieutenant-Governor's visits occupied a space of time much too short for any comprehensive and exact estimate of the state of the school.

In regard to Arabic, Persian, and Sanskrit, as I understand the Lieutenant-Governor's Minute on education in Government schools and the Minute on Urdu which preceded it, the Lieutenant-Governor desires that the study of these languages in Government schools shall be optional and not compulsory, that "Sanskrit will not be taught in any schools, unless it be in certain high schools under special sanction, on its being shown that there is a real *bonâ fide* demand for education of this kind," and "no boy will be allowed to learn Sanskrit who has not qualified up to a good standard in both the vernacular and English;" that the Lieutenant-Governor would say "if you will come to our schools we will give your children the education in Arabic and in Persian, which you require, provided that you will accept at the same time an English education and instruction in practical arts and sciences," and that "when honestly taught under fitting circumstances, I (the Lieutenant-Governor) shall certainly not object to Persian."

With the exception of the last, all the passages above quoted are taken from the minute "on education in Government schools," and they are meant to apply principally, if not wholly, to *English* schools. The last quotation only is made from the minute "on the teaching of the vernacular languages."

As nothing definite is set down in the minute respecting the teaching of Arabic, Persian, or Sanskrit in vernacular schools, I am led to infer that these languages may continue to be taught in our vernacular training and middle and lower schools, under similar conditions to those prescribed for English schools.

1. This teaching shall be optional and not compulsory.
2. There must be a real *bonâ fide* demand for it.
3. The real vernacular of the country shall be efficiently taught.
4. This education shall be conditional on the pupils accepting "at the same time vernacular education and instruction in practical arts and sciences."

I hope that the above interpretation of the Lieutenant-Governor's views in regard to vernacular schools may prove to be correct. To disallow the optional study of Oriental classics in vernacular schools would be tantamount to shutting up these schools, except for the few pupils who may continue to attend them for the sake of scholarships and the certificate which entitles them to appear at the examination for pleaders. It must be well known to His Honor that instruction in the people's vernacular is a pure innovation on the practice of the indigenous schools. Neither in the Persian maktab of the Muhammadan teacher, nor in the pathsala of the guru, is a book of any sort in the vernacular to be seen. Hence, in the words of the Lieutenant-Governor's minute, substituting the word vernacular for "English," and adding the words "and Sanskrit," we must say to the people, "if you will come to our schools we will give your children the education in Arabic, Persian, and Sanskrit, which you require, provided that you will accept at the same time a vernacular education and instruction in practical arts and sciences.

From the Principal of the Hughly College,—(No. 10, dated Hughly, the 8th January 1872.)

WITH reference to your endorsement No. 4190, dated 26th December 1871, (but not received before the 6th instant,) I have the honor to remark that the orders of His Honor the Lieutenant-Governor cannot be carried out without making radical changes in our educational institutions.

2. It appears to me that as long as oriental classics are made compulsory by the University for the F.A. and B.A. examinations, so long must they be taught during the school career of all students who intend to prosecute their studies beyond the entrance examination. The tendency of this order, if strictly carried out, will result in starving the colleges, unless the University will consent to lower the present standard in Sanskrit in the F.A. and B.A. examinations, so as to allow a student to take up Sanskrit after he has gone through the ordinary school course.

3. The present staff of pandits, if the Lieutenant-Governor's wishes are carried out, will have to devote the whole of their time to teaching the vernaculars, so that if oriental classics are taught at all in the school, an additional instructive staff will be required.

4. As regards the drawing and surveying classes, they may be opened at once, without interfering with the general course of study in the school; but of course special teachers will have to be employed.

Extract from a letter from the Principal of the Berhampur College, to the Director of Public Instruction, Bengal, No. 125, dated Berhampur, the 8th January 1872.

I HAVE the honor to acknowledge your memorandum No. 4190 of the 26th ultimo, forwarding a minute by the Lieutenant-Governor on "education in Government schools," under date the 4th December 1871, and requiring me to submit a report on certain modifications in, and additions to our educational course which the Lieutenant-Governor proposes to effect.

These modifications are further and separately dealt with in His Honor's minute on the teaching of the vernacular languages, under date the 4th December 1871, and in Mr. Secretary Dampier's letter to your address, No. 3664 of the 9th idem, communicated to me with your office memoranda Nos. 4194 and 4257 of the 18th idem. As a matter of convenience, I shall therefore deal with these subjects separately.

To begin with the teaching of the vernacular languages. You are aware that I have always entertained a strong objection to the introduction of Sanskrit as compulsory in our schools and colleges, and I am therefore naturally glad of the Lieutenant-Governor's order that no oriental classics shall be compulsory in any Government establishments. But as long as oriental classics are compulsory for degrees, and the present high standard in these languages is maintained by the University, not to teach or to provide adequately for teaching, the oriental classics would simply be to exclude the students of Government establishments from the University. To attain such a knowledge of Sanskrit, for instance, as will enable a student to graduate in arts, he must begin its study, and prosecute it for two years at least, in the school department, and hence it will be necessary to *provide* for such instruction in the two highest classes of the school department, *whilst rendering the study optional,* until the University shall either lower its standard, or render oriental classics optional.

From the Principal of the Sanskrit College,—(No. 559, dated Fort William, the 19th January 1872.)

WITH reference to your docket No. 4190, dated the 26th ultimo, forwarding me for report copy of a minute by His Honor the Lieutenant-Governor, dated the 4th idem, I have the honor to observe as follows :—

An institution like the Sanskrit College, maintained as it is for the express purpose of imparting instruction of a very high standard in Sanskrit, must obviously come under the class of institutions in which Sanskrit is to be taught "under special sanction." But the restriction that His Honor would impose even on institutions of this sort, cannot be made to suit the Sanskrit College without alterating its entire character. Where the object is to carry students up to studies of a very high order in Sanskrit, it is absolutely necessary that students should commence their Sanskrit studies early.

His Honor seems therefore scarcely to have it in contemplation that in the Sanskrit College "no boy will be allowed to learn Sanskrit who has not qualified up to a good standard in both the vernacular and English." I have here to add that no Sanskrit is taught at present in the lowest class, and that when Sanskrit studies are taken up, Bengali and English go side by side with them. In the lower forms, arithmetic, geography, and history, are also taught in the vernacular. If this practice were to be followed in all Government schools, and to a somewhat larger extent, His Honor's wishes in respect of the vernacular language will in some measure be met. Not only will this be a further inducement to give increased attention to the vernacular of the country, but the subjects themselves will be better learnt, and with considerably less mental effort. From what experience I have of vernacular scholarship-holders who join the Sanskrit collegiate school, I can say that they are, as a rule, well up in their arithmetic and geography, and offer thus a marked contrast to the pupils in Behar that came under His Honor's notice. Generally speaking, I think the teaching in arithmetic and geography in the Bengal schools to be much superior to what His Honor saw in Behar. Further, I would beg to add that the teaching in Sanskrit, which the boys receive in Government schools and in the junior classes of the Sanskrit college, is not calculated to interfere with the efficient teaching of Bengali. The quantity of Sanskrit taught is not so great as to overtask the powers of the learners, and the affinities of Bengali with Sanskrit are so close, that the knowledge that is acquired of the latter language serves but as a help to a systematic study of the former. This close relationship again makes it very much easier for a Bengali lad to acquire a knowledge of Sanskrit, than that of a language like Arabic, which is entirely alien to the vernacular of the country, or like English, which bears but a very remote affinity to it. The extra exertion that the acquisition of Sanskrit demands being thus comparatively small, there seems to be ample room left for acquiring a knowledge of useful things.

His Honor's order interdicting entirely the teaching of Sanskrit in all but certain high schools will, I beg to observe, cause a very serious difficulty under existing university regulations. The present F. A. and B. A. standards will have to be lowered before Sanskrit can be safely done away with in the generality of schools. Candidates will find it scarcely possible to master enough of Sanskrit in two and four years respectively for the F. A. and B. A. examinations. I am therefore humbly of opinion that in the face of this serious hitch it would be premature to abolish Sanskrit at once in all the schools in the country. When the university lowers its Sanskrit standard for the examinations in arts, Sanskrit may be left out of the school course, though such an omission would not be in the interests of a thorough and improved culture of the vernacular of the country.

In regard to His Honor's proposal to attach classes to the several Government institutions for teaching the practical arts, I beg to observe that a very good end would be served by

opening such classes. No separate arrangements, however, would be necessary for the Sanskrit College. Any arrangements made in connection with the Presidency College, or any other Government metropolitan institution, would fully meet whatever demand for instruction in the practical arts there may be in the Sanskrit College.

From the Principal of the Kishnaghur College,—(No. 4, dated Kishnaghur, the 13th January 1872.)

I HAVE the honor to acknowledge the receipt of your memorandum No. 4190, dated 26th December 1871, and to report upon the Lieutenant-Governor's minute* as follows :—

* "On education in Government schools," dated 4th December 1871.

(1.) With reference to the prominence given to linguistic studies in our educational course.

The languages at present taught in our collegiate school and college are English, Sanskrit, and Bengali. There are nine classes in the school; in the last three of them Bengali is taught, and in the six upper ones Sanskrit. In the college, English and Sanskrit alone are taught.

I am not a Sanskrit scholar myself, and am unable therefore to say how many years are required to convey an effective knowledge of the language. Upon this point of course would depend the question whether or not it is advisable to retain the teaching of Sanskrit in the schools. If the time that can be devoted in the college to the study of Sanskrit is not sufficient, then it is manifest that the teaching of the language should be commenced in the school, *i.e.*, if it is desirable that Sanskrit studies should be pursued at all.

The Sanskrit professor, Babu Nakulesvar Bandyopadhyay, informs me that a period of eight years is indispensable for acquiring a correct knowledge of Sanskrit. He is of opinion that it should not be taught in the school department; but if it is banished from the school it would be manifestly useless, as I pointed out to him, to retain it in the college, the academical four years not being sufficient to render the study in any way profitable. He coincides in my view and considers the teaching of Sanskrit to be of no value, either in the school or in the college. He is of opinion that the study of Bengali would be far preferable. The teaching in the school department, he maintains, is not at all what it should be; the amount of reading he thinks is insufficient, and the general result extremely poor. It is a subject, he says, to which the pupils are not willing to give proper attention. I can quite believe what he says about the inefficiency of the teaching in the school, as the native pandits, so far as my experience goes, are quite unable to teach in a rational manner, and have not an idea of exercising any thing like discipline in the classes entrusted to them. If I ever go into a class unexpectedly while a pandit is engaged with it, the class is sure to present a scene of confusion and *fainéantism* utterly at variance with all European notions of school management. The pandit himself always appears to be sublimely unconscious of the disorder which reigns around.

For my own part I was always of opinion that the introduction of Sanskrit into the collegiate course was a great mistake. Our chief object is to train up men who can write and speak English fairly, and who have a sufficient amount of scientific knowledge to enable them to be fairly *en rapport* with the Government, whose servants they mostly become in after life To secure this object Bengali, English, mathematics, and the leading principles of physical science alone are required. I should like to see swept away ruthlessly in the case of all (whether Hindus or Muhammadans) who come to our *general* Government colleges every study which does not conduce to the main end of forming efficient agents for assisting the ruling power in its task of carrying on the work of Government in this country. Not a moment should be lost in expelling that pretentious and utterly profitless study called 'philosophy.' The history also should be made less prominent; it should, I think, be abandoned as an independent subject, and should be amalgamated with the English course. The Sanskrit teaching seems to me a pure waste of time under any circumstances, but more especially so when we consider that the time thus sacrificed might be much better employed upon English and mathematics. The knowledge of English is so lamentably superficial, that it is most desirable to devote to the study of that language every moment that can possibly be spared.

(2.) As to geography and history.

The knowledge of history certainly is and must, unless we are prepared to make very great changes in the *personnel* of our teaching staff, remain "flimsy in the extreme." The Bengali mind, in its present stage, is essentially unhistorical, so that none of our pupils ever acquire a real or fruitful knowledge of this subject. They certainly learn a vast number of dry and unconnected facts, but such learning is pervaded by no enthusiasm, linked together by no logical principles, vivified by no real appreciation of the great movements and conflicts which have moulded the different races and nations of mankind. This will be found to be as true in the case of the M.A. graduate as in that of the mere school boy. History then is a subject which if it cannot be taught better that it is at present, had in my opinion better be abandoned or relegated to a very subordinate position. A prominence is now given to it altogether out of proportion to the results attained, or likely to be attained, under a system of education which relies mainly upon native agency. I intend this year in the lower classes of the school

to have history taught as a part of the English literature, with which it seems to me it may well be combined.

Geography.—The geography, I should have thought, had been a subject tolerably well adapted for the Bengali mind. The books in use are certainly not very suitable for beginners, and the small treatises written by Bengali authors should decidedly be placed upon the educational *Index Expurgatorius*. I have never yet seen an elementary text-book edited by a native which was not full of misprints and inaccuracies. Another difficulty in teaching geography to boys is that they will not provide themselves with atlases. The atlas not being quite indispensable, the money for purchasing it is begrudged. There is a difficulty too now-a-days with the large wall maps, which, owing to the recent order compelling us to purchase books in England, cannot be procured when they are wanted. We are sadly in want of some large maps here at present, but nothing can be ordered before next April; and if I may judge from the fate of my last order it is impossible to predict when the things will arrive after they have been indented for. But no subject will ever be taught effectively in our schools while the present unintelligent method is pursued on the part of the native teachers. Their idea of graduating a subject is not to proceed from the more simple to the more complex; but from a course including pages 1 to 50 in one class, to a course including pages 1 to 75 in the next class, and so on. I actually found this ridiculous system being practised here in the case of English grammar. The mode of teaching geography was tainted with the same vice, though in a less degree. Thus one of the junior classes had to learn Asia in detail, it being assumed, I suppose, that the detailed geography of Chinese Tartary, for example, was more important to a young Bengali than the leading geographical features of Europe, Africa, and America. More European superintendence is urgently required in the schools. The principals, who have to combine the full work of ordinary professors with their special duties as principals, are unable to carry out that system of careful inspection which is so necessary if the teaching in the schools is to be otherwise than delusive and even mischievous.

(3.) As to Arithmetic.—I am inclined to think that in this branch the results are on the whole more satisfactory than in any other. It is the branch in which the Hindu intellect excels; but even here it is the *practice*, and not the *theory*, in which his skill is displayed. As a rule I expect there is very little intelligent teaching of arithmetical principles in our schools. It is not at all an uncommon occurrence to meet with a second year college student who has not the faintest notion of the true meaning of a decimal fraction, although he can perform the usual operations in decimal arithmetic with perfect facility. I ascribe this phenomenon to the strength of the caste system, caste being an institution in which knowledge is communicated by imitation and practice, theoretical inquiry being reserved as the special privilege of a small and jealously guarded corporation. This corporation, in Hindustan, at one time contained the most eminent intellects, but from various causes it has dwindled away till the mere shreds of its ancient power and ability remain; the lower castes at the same time have become petrified, the fundamental principle upon which the whole system depends having survived in full force till now. Thus it is that I account for the aversion of the Hindu to theory and generalization, and for his marked aptitude to acquire knowledge by memory and imitation. To secure an intelligent appreciation of scientific theory from Hindu students is a result which cannot be reckoned upon in any but exceptional cases for several generations to come. No improvement in our mode of teaching will be attended with any immediate or conspicuous change. Improvement there must be if we wish to reap any profit from our labors eventually; but we must not be disappointed if the improvement fails to bear in our own time all the fruit which we had expected.

4. As to the practical subjects which the Lieutenant-Governor recommends.

I believe the Lieutenant-Governor's objects might in a great measure be carried out if our curriculum were made less literary and pedantic than it now is. I am not sure that such an eminently practical subject as surveying could be taught in our colleges with any effect unless the whole system were revolutionized; but if my previous suggestions were carried out, much more time might be devoted in the colleges to mathematics and physical science, and thus a sufficient basis might be laid at an early stage of the student's career for the attainment of any of those practical arts which enter into the Lieutenant-Governor's recent scheme of examinations. I am not, however, an advocate for combining theory and practice during the pre-professional period of a person's education. Whatever profession the young Bengali is to follow, he requires a certain preliminary general training which ought, I think, to be kept distinct from his purely technical pursuits.

5. I am strongly of opinion that no changes will be really effective unless the colleges are included in the scheme. It is the university course of study which gives the tone to the whole course of school study from the lowest class upwards. Change the school curriculum as we may, the boys will always secretly, if not openly, expend their energies upon subjects which are expected to convert them hereafter into B.A.'s or M.A.'s. If the school curriculum is altered so as not to lead up to the university curriculum, the boys will simply neglect their school work and will apply their ingenuity to the discovery of methods by which they may

best prepare themselves for the university tests. If the Government schools chalk out a path for themselves, the boys will probably flock to other schools where they may be better prepared for the pedantry and cramming which the Lieutenant-Governor so much deplores. The only way to remedy this would be to secure to the students Government appointments for their proficiency in certain subjects laid down by the Lieutenant-Governor without any reference to the university standards. The students, I believe, will apply themselves to any subjects which enable them to "get on."

6. As to the Vernacular.—I should look upon the vernacular chiefly as an indispensable instrument for the proper teaching of English. The Bengali ought to be to the young Hindu of Bengal when he learns English, what English is to the young Briton when he learns Latin and Greek. The only difference between the two cases is that the Bengali learns English for professional purposes, while the Englishman learns Latin and Greek principally for the sake of culture. The Bengali who can wield his vernacular sufficiently well as an instrument for the purpose of learning English, will also be able to employ it sufficiently well for all other essential purposes.

7. If it is indispensable that the study of Sanskrit should be encouraged by the Government, the language ought, I think, to be taught in special institutions, and not in any way mixed up with the English as taught in our ordinary colleges. The Sanskrit College in Calcutta may surely suffice for keeping up the race of metaphysical pandits, although if Sanskrit learning is indeed tottering to its fall, a little factitious support from Government will assuredly not re-establish it.

8. I am unable to give any suggestions upon the introduction of drawing, surveying, and other practical arts in our collegiate school. I fail to see how such arts can be introduced with any profit, even if our organization were far better than it actually is. Natives cannot teach such objects, for they are quite incompetent, as a rule, to teach even the miserable scraps of learning which now form the staple of a young Bengali's school education. Our home university scholars and mathematicians cannot teach them, for their training has not been practical. To secure special teachers, who have been trained in European schools (and no others would be of any value), would entail an expenditure which the fees would be altogether inadequate to cover. Unless the college is cut down, and a portion of the European staff is employed in the school, I do not see how the Lieutenant-Governor's wishes could be carried out here with our existing budget. For my own part I should have no objection to see the two highest classes in all the mofussil colleges abolished: we should then be able to lay a much better foundation in the early part of the student's career, which really is by far the most important part and the principal would be able to find time for the proper organization of his school. It cannot be too carefully borne in mind that the rottenness of our system is principally due to the defective preliminary training which our pupils receive. I should welcome any change which had for its object the formation of a solid basis.

9. I should myself be inclined to place the Muhammadans, in the bulk of the schools and colleges, on precisely the same footing as the Hindus and Christians. The concessions which it is considered desirable to make to Muhammadan sentiment might be met by founding a few special schools for Muhammadans, and by giving up to them *in toto* both the Hughly College and the Calcutta Madrasah. It seems to me that if ample educational advantages are given in Calcutta and its neighbourhood to both Hindus and Muhammadans, enough is done. It cannot be expected that the Government can confer similar advantages in every local centre. In the central institutions concessions can be made to ethnic and other sentiments; in the local institutions the Government should, I think, concentrate its efforts and initiate a uniform system which will be just for all, even if all are not equally willing to accept it.

10. Finally, I would observe that it mainly depends on the university to render the Lieutenant-Governor's views practicable. The Bengali will learn anything that is required to enable him to get on. At present the university degree is the sure passport to success, and the university degree requires metaphysicians, mathematicians, and pedants. The Bengali cheerfully satisfies these conditions. If the university demanded other qualifications the Bengali student, I feel convinced, would find some means or other of securing them. The education is not sought after as an end in itself, but merely as a means to an end,—that end being to become a functionary of some kind, for the most part either under Government or in the legal profession. The means are to the students subordinate; the end is all in all. The student, I am sure, will do his best to fulfil any conditions which the university may exact.

From the Principal of the Kishnaghur College,—(No. 8, dated Kishnaghur, the 24th January 1872.)

WITH reference to your memorandum No. 177, dated 16th January 1872, I have the honor to observe that I am myself responsible for the Sanskrit having been extended to the 5th and 6th classes of our school. I was not aware that there was any such rule as the one referred to by you in your letter; and as Sanskrit had been introduced by the University into the entrance and higher examinations, it seemed to me desirable that the study of it should be

commenced at as early an age as possible. In acting thus, I did not follow my own personal convictions, but simply adopted that course which I thought would be most advantageous to the students themselves.

I cannot remember distinctly all the circumstances which accompanied the change; but the matter was settled in conjunction with the late head-master, Babu Umes Chandra Datta, who has furnished me with the following remarks upon what took place at the time :—

"It seems that in the beginning of 1871, or at the end of 1870, both pandits were of opinion that Sanskrit should be extended below the 4th class. It is also likely that as head-master at the time I may have communicated this to the principal, who was himself not opposed to it, and accordingly I find that the 5th and 6th classes took up Sanskrit reading-books for the first time in January 1871. I may notice that the rudiments of Sanskrit grammar were in use in these classes before Mr. Lobb joined; he only ordered the adoption of reading-books over and above the grammar already in use."

From J. K. Rogers, Esq., Officiating Principal, Patna College,—(No. 172, dated Patna, the 24th January 1872.

Conformably to the instructions contained in your office memorandum No. 4190 of the 26th December 1871, relative to the minute of His Honor the Lieutenant-Governor of Bengal, dated 6th December 1871, on the education imparted in Government schools, I beg, with due deference to His Honor's opinion, to offer a few remarks for your consideration.

The rules of the Calcutta University require, as you are aware, a knowledge of Sanskrit or Arabic for the First Arts and B.A. examinations. You will allow that it is not possible for students ignorant of those languages at the time they pass the entrance examination, to qualify themselves in either in two years after matriculation, so as to undergo the first arts examination with any chance of passing. If Sanskrit and Arabic are then abolished in collegiate and zillah schools, from which our colleges are mainly supplied with students, the consequence will be that most of the under-graduate students from not having had any previous training in those languages will be plucked in the first arts examination; and thus the further prosecution of their studies in college will be stopped at this early stage of their career. Instead, therefore, of abolishing the two oriental classical languages, would it not be advisable to make them optional? Then such students as desired to pass the first arts examination and to continue their education, would commence the study of Sanskrit or Arabic while at school, as a preparatory step for their successful college career; whereas those who had no such intention would content themselves with a knowledge of one of the vernaculars.

The concession that His Honor the Lieutenant-Governor proposes to make in favor of Muhammadans, by giving them separate schools, will not, I am afraid, attract to Government institutions a larger number of that creed than at present. It has failed in the case of the Arabic departments of the Calcutta and Hughly Madrasahs, although they are composed exclusively of Muhammadans, and every encouragement is given them in the shape of scholarships, a low rate of fees, &c.

With regard to the introduction of physical and practical sciences into our colleges and schools, there can be no question that such a measure is very desirable; but at the same time it must be confessed that many difficulties lie in the way of doing so. The first that meets us in the case of schools, is the want of a sufficient number of qualified instructors. We shall not find them in our zillah schools as at present constituted, and therefore it will be necessary at the outset to seek for them elsewhere. But I have no doubt that if sufficient encouragement be given, many of our senior school-masters will lose no time in qualifying themselves, and will ere long be able to supply the demand.

Again, with regard to the scientific subjects to be taught in Government schools, they must necessarily be elementary in character and limited in number, both to suit the capabilities of junior students, and at the same time not to trench too much on the time required for getting up the course of study prescribed for the university entrance examination. By modifying the existing curriculum to some extent, map and plan drawing and surveying with the compass may be introduced; but if physical science is also to be taught, then these new subjects must be divided into two sets, and it must be left optional with the students to select one or the other, that is, a student who takes up drawing and surveying must not be required to study physical science, and *vice versâ*.

In conclusion, I solicit some definite instructions about Sanskrit and Arabic, for I am just now at a loss how to act in reference to them. If they are to be discontinued at once, I request the favor of a line to that effect.

No. 1354

Copy forwarded to the

J. A. R. & others.

Principal of Presidency College in continuation of this office No. 1730 dated 2nd May

Fort William
the 7 May 1872

H Lowe
Offg: Director of Public Instruction

No. 2826

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

To

THE INSPECTOR OF SCHOOLS,
SOUTH-EAST DIVISION.

Dated Fort William, the 31st July 1872.

[Refers to the Inspector's No. 875, dated 27th May.]

SIR,

YOU are right in stating that wrong enclosures were appended to this office No. 1715, dated 6th May, to Government, on the subject of the Bengali language; the mistake has already been rectified, and I annex copies of the correspondence noted in the margin, which now form the enclosures of the letter to Government.

Extract from	letter from Inspector of Schools, South-West Division, No. 88, dated 13th January.
Ditto	Central Division, No. 3978, dated 30th January.
Ditto	South-East Division, No. 2667, dated 3rd February.
Ditto	Principal, Sanscrit College, No. 565, dated 31st January.
Ditto	Professor, of Sanscrit, Presidency College, dated 17th January.
Ditto	Inspector of Schools, South-East Division, dated 24th February.
Ditto	Babu Akhoy Kumar Sen, Deputy Magistrate of Barisaul, dated 24th February.
Ditto	Babu Rajendra Lall Mitra.
Ditto	Inspector of Schools, South-East Division.

I have the honor to be,

SIR,

Your most obedient servant,

H. WOODROW, M.A.,
Offg. Director of Public Instruction.

No. 2827

COPY, with enclosures, forwarded to the Principal Presidency College, with reference to this office No. 1854, dated 9th May, with a request that the correspondence now annexed may be substituted for those formerly sent.

H. Woodrow
Offg. Director of Public Instruction.

FORT WILLIAM,
The 31st July 1872.

Bengal Secretariat Press—W. H. D'C.—20—31-7-72.

Extract from a letter from the Inspector of Schools, South-West Division, to the Director of Public Instruction, Bengal, No. 88, dated Midnapar, the 13th January 1872.

THE languages with which I in my division have to do are Bengali, Uriya, and Santhali. The two former are entirely derived from the Sanskrit, and very closely allied to that language. As far as I know and am able to learn from consulting with those whose advice I value, the Bengali language used in the schools in my division is by no means either a corrupt or a sanskritized language. In the very commonest Bengali there is an abundance of words derived from the Sanskrit; and whenever a new idea has had to be introduced, it has been done by introducing a word derived from that language. By this means Bengali has been kept *pure*; whereas if words were introduced from English (which is composed of words derived from various sources) it would indeed become a corrupt language. I hope I may be excused for speaking thus plainly, and seeming in the outset directly to demur at the present orders of His Honor, which it would be my greatest pleasure to obey if it did not seem to me that he has not been properly informed as to the kind of language Bengali is at the present day. As His Honor distinctly states that he does not know the language, I trust I may be excused for plainly stating what I think about the matter.

It seems to me that Bengali is little more than Sanskrit, without the inflections and difficult construction of the latter language. In the Bengali books used in our schools many *words* have been introduced from Sanskrit roots, (but without the inflections of that language) both because new ideas must require new words (and many new ideas have taken root in Bengal within the last twenty-five or thirty years) and because the school of Bengali authors have been strict purists, most rigidly excluding every word of either Persain or Arabic origin. There are also Sanskrit phrases in our Bengali school books corresponding to *sine qua non, prima facie, bonâ fide*, &c., but there is nowhere anything more, and certainly not a Sanskrit "sloke," though in the guru pathsalas *not under improvement* there is taught to all who can read a book containing a number of "slokes" by Chanakya, with Bengali explanations underneath; but neither the slokes nor the explanations are ever explained to the pupils by the teachers, probably for the very good reason that they themselves do not understand them. Bengali, as written in our school books, contains no hybrid words and phrases, if we may except *such words as* the color "violet" used all through "Bodhoday," because there is no Sanskrit word corresponding thereto.

I am assured that all the Bengali books used in our schools would be understood by any intelligent man of the country *who possesses the ideas contained in the books*. If a man does not possess those ideas, he will not be able to understand them without explanation, but it will be on that account only.

As I hold this opinion, you will see how impossible it is for me to assist you in striking a pen through the names of books by Bengali authors; but I can confidently promise you that if you supply me with lists of books that may and that may not be used, I shall take care that the orders conveyed to me shall be carried out with the most scrupulous exactness. I have spoken of Bengali, but I would say the same of Uriya also, except that the Uriyas are still very much behind the Bengalis, and that the number of school books is much smaller and the supply greatly inferior to that in the latter language; but I have entertained considerable hopes that in a few years we would have a good stock of Uriya school books.

Santhali can barely be called a written language. The few books that exist in it which I have seen are religious books published by missionary bodies. I do not believe any words have been introduced into it from Sanskrit or any other language.

On the general question as to whether we shall get Bengali books less sanskritized by going back to those published before the time when it became the rage for every educated Bengali to wish to appear in print, I may mention that in one of the oldest Bengali works, "the Mahabharat," published long before the British conquest of Bengal, there are many long passages wholly Sanskrit without any Bengali whatsoever.

Before I close this letter, I would wish respectfully to allude to two other remarks in the note of the Lieutenant-Governor. In one place His Honor talks of our having completely adopted English as the language by which our higher education is imparted. His Honor has been probably led to form this idea from the classification of schools forced upon us by the supreme Government. We are only allowed to call those schools "higher class," which teach English up to the standard of entrance to the University; whereas in our middle class vernacular schools we teach very nearly the same standard in history, geography, and mathematics, but through the medium of the vernacular; and our normal school course corresponds *in a great measure* with our collegiate course, except in the one point that English is not taught, and that in addition a special training for the future work of the students is added.

Extract from a letter from the Inspector of Schools, Central Division, to the Director of Public Instruction, Bengal, No. 3978, dated Calcutta, the 30th January 1872.

As to Bengali I do not know which one of its dialects is the vernacular language of the country; but I do know that the intelligent man of Chittagong is not understood by the intelligent man of Nadia.

Babu Gopal Chandra Banurji, formerly the head-master at Chittagong, complained to the Local Committee of Chittagong that he could not understand the spoken language of his boys, and they sympathized with his distress. The very name of this country, Bengal, is used expressly to designate the peculiarity of the vernacular of the eastern zilas, and the name of the country was probably taken from one of its vernaculars and not from any place, for I believe that the only locality bearing the name Bengal is a portion of the town of Dacca. It is however possible that the trade in Dacca muslins may have given to Bangala bazar a wider celebrity abroad than it has at home.

His Honor has recognized the difficulty about dialects, and stated that he does not "wish that we should teach in Hindi the village dialects of each district, for that would be like teaching English boys the Dorsetshire or Yorkshire language." Exactly the same fondness for z's that marks the Dorsetshire laborer is found in an intensified form among the people of East Bengal; the differences in dialect are however far greater in this country than in England. When out in a reading party in Cumberland, my friends and myself having lost our way were nearly obliged to spend a night on the mountains, because we could not understand the directions we received from a small farmer. Had he spoken genuine Cumbrian, we should have had no cause of complaint; but he spoke English, and to our intense disgust we could not understand him. If we accept the dialect of Nadia as the one best representing the real vernacular of the country, we shall be accused by the "Bengals" of cutting and clipping their native tongue, just as an Englishman complains of a Scotchman clipping off syllables from the English language, or of an Irishman reducing to a monosyllable the word Tipperary.

In China the dialects are so dissimilar as to be different languages, yet the written language is the same for all. Just so it is in Bengal. The dialects are so dissimilar as to constitute almost different languages, yet the written language is nearly the same. The written language, with its numerous Sanskrit roots, is the common bond of union. Bengalis boast that Sanskrit was the mother-tongue of their ancestors, and that though since the time, when Bhuktiar Khiliji drove out Lakhmanya, they have submitted to a foreign yoke, yet they have preserved pure their descent from their Sanskrit fathers, and that by using Sanskrit words their tongue cannot be bastardized.

When there are three or four dissimilar dialects, and when the people of Midnapur, Rungpur, and Chittagong cannot understand one another's speech, but when one written language is used for all, it follows, as an inevitable necessity, that the written language will differ from the spoken language.

His Honor has recognized the fact that Bengali, as a written language, being of recent origin and the dialects being old, it may be necessary in Bengali to tolerate some distinction between the spoken and the written language.

"What ought to be the written language of Bengal?" is a theme on which endless discussions have been held with reference to the translation of the Bible. For the last seventy years this very question has cropped up with irrepressible vitality in the deliberations of the Bible Society. One party held that the Bible should be translated into a simple language, that he that runneth may read; but when they were challenged to produce a translation of some one gospel in this common vernacular, they could neither do it, nor get it done satisfactorily, for the common words of one part of the country were not the common words of another part.

The Bengali translation of the prayer book of the Church of England has accepted Sanskrit words and phrases to an inconvenient extent, but its style is defended by Dr. Kay and by the most learned missionaries of the English Church.

The native newspapers amuse themselves about missionary Bengali, but they are quite as much given to the use of Sanskrit words as the missionaries.

His Honor has been pleased to order that "the Director and Inspectors are strictly responsible that no book is used in our schools which is not in the real and genuine vernacular languages as explained in this note," and "that a list of such books, examined and approved, is to be submitted."

The *Calcutta Gazette* since October 1867 has contained every quarter a supplement called the "Bengal Library." It consists of notices of every book printed and registered. Up to the present time sixteen numbers of the catalogue have appeared. They contain 1,107 pages, and weigh six lbs. More than half the books mentioned in the catalogue are Bengali. I commenced a synopsis of this catalogue, but finding that it occupied a very long time, I handed over the work to the Deputy Inspector of Calcutta, Babu Radhika Prasanna Mukhurji, who has finished it down to December 1871. You will see from this synopsis that the work of reading and reporting on all these books is beyond the power of any two or three Inspectors. If you will kindly allot to me one division of the subject, such as the arithmetics or the geometries,

or any other division; or if you will give me so many hundred books taken in the order of the catalogue, I will endeavour to compile in a satisfactory manner the list of such books, and arrange them under such heads as you may prescribe for the general guidance of all Inspectors. But without wishing to shirk labor either for myself or my assistants, I respectfully submit I cannot prepare the whole without occupying too much of the time necessary for regular work.

This department has always wished to encourage a natural style of vernacular writing, and personally I have always objected to long compounded words in which old pandits rejoice; but in considering the books to be used in schools, I have looked principally to matter and arrangement. Some of our Bengali books are very good. I believe that the Euclid published by Babu Brahma Mohan Mallik is the best Euclid, as regards its deductions, ever published in any language of the world, but I am exceedingly doubtful whether it will pass the test prescribed by His Honor the Lieutenant-Governor. Babu Brahma Mohan has taken many of the old geometrical terms used in Lilavati, and in the selection of words framed by himself has substituted Sanskrit for Greek in his observance of Horace's Inquisition, *Græco fonte cadent parce detorta.*

The same source of words has been drawn on more or less by the writers of our grammars, histories, geographies, and readers. In fact, if every book containing Sanskrit compounds were weeded out, we should root up the whole of our school book literature, and leave behind nothing worth reading.

Good school books, like epic poems, cannot be made to order. We have got many good books now; and if the order for weeding out the sanskritized books were allowed for a time to mean that in all cases where two or more books are of nearly equal merit as regards matter, the Inspector shall take the one written in the simplest language, it is probable that many authors would simplify the language of their own books, and that in this way we should shortly get the language of our school literature simplified; but a violent change at once is not possible. If any simplifier attempted to modify a copyright book, the author would soon be down upon him, and stop the use of the simplified book by an injunction from the High Court. The substitution of a new school literature in the place of the established literature is a work surrounded by so many legal and other difficulties as to be very expensive, and consequently almost impracticable.

More than twenty years ago I was Secretary to the Vernacular Literature Society. I know the uphill work of bringing out good translations.

I think it right to inform you that the books mentioned in the course for the vernacular scholarships for 1872, and for the normal school examination, are all subject more or less to the charge of containing sanskritized words. Even the books on surveying are objectionable on this score, and in fact all the Bengali books on surveying are in the same category.

I therefore beg to known.

(1.) How many Bengali books will fall to my share to report about?

(2.) In what form you wish the report to be arranged?

(3.) Is the course for this year to be altered for the vernacular scholarship examination?

(4.) Is the course for this year to be altered for the normal schools?

(5.) What books are to be read in our schools pending the discovery or preparation of books in the real and genuine vernacular of Bengal?

Extract from a letter from the Inspector of Schools, South-East Division, to the Director of Public Instruction, Bengal, No. 2667, dated Calcutta, the 3rd February 1872.

PARA. 3.—The Bengali talked and understood by every intelligent man in the streets in East Bengal is made up of words three-fourths of which are perhaps derived from the Sanskrit and the remainder are mainly words of Persian origin: a small number of English and Portugese words are thoroughly engrafted, and for many of these there is no Sanskrit equivalent that is understood of the common people.

4. In our book-Bengali the leading canon is that no single word shall be admitted that is not of Sanskrit derivation; and the book Bengali substitutes for about one-fourth of the words in universal use, other Sanskrit (frequently compound and antiquated) words. So large an employ of unusual words renders our book language utterly unintelligible to the intelligent man from the streets.

5. I have been surprised to find that His Honor the Lieutenant-Governor has been supposed to have ordered the abandonment of *all* Sanskrit words in vernacular Bengali: it appears to me that this is an absurd misinterpretation to put upon His Honor's minute, the meaning of which has always seemed quite clear to me.

6. In our school literature books there is a growing tendency to use "seven-leagued words," wherein three, four, five, or even more words are strung into one by the rules of *Sandhi* and interpreted by the rules of *Samas.* This is seen even in our easier class books, as in Telemachus, and it renders the book language much more like Sanskrit and still more difficult to the intelligent man from the streets. It is also an excuse for importing into our *vernacular* grammars an enormous quantity of rules and refinements on which, I fear, much time is wasted in the schools.

7. In our school books, especially in the poetry, inflexions of the verbs, and a general use of the genitive and accusative cases, are found which I never met with in conversation.

8. This book Bengali is said to be a modern revival of a language that was written some centuries ago; but it has in the last forty years spread and developed largely its artificial characteristics, and has been cherished by the Bengal Educational Department. In our Infant Reader No. II, universally used in our schools, the sentences of three or four words used to illustrate the compound letters contain marvellous words. I have heard learned scholars dispute as to their meaning, and seen them refer to Sanskrit dictionaries for them. The head-master of the Dacca Normal School goes so far as to state that the number of compound letters practically used in vulgar Bengali is very small, and that the compiler of this Infant Reader could not find vulgar Bengali words which would illustrate the use of such compound letters.

9. In our elementary scientific Bengali books, as in Radhika Prosanna's Preservation of Health, and most others, oxygen, hydrogen, &c., which belong not to English but to universal language, are represented by invented Sanskrit compounds. In order that our *Bengali* pandit may be able to guess the meaning of these and explain to the Bengali boys, there is appended a glossary, in which the Sanskrit compounds are explained in English. This appears to me going very far.

10. I think it is a pity that a somewhat artificial and complicated language, which is neither Sanskrit nor vulgar Bengali, should have been taken up as the future book language of Bengal. But it will be at the present day very difficult to put it down again; and without the cordial co-operation of the University, I doubt if any thing effectual can be done to check it. I certainly desire that every effort should be made to stop in our schools the use of the seven-leagued words, to facilitate the adoption of all words which have forced their way into general use, and to enforce the curtailment of our sanskritized grammar. By such a course time might be gained for the introduction of more useful and practical studies.

11. I have, however, been called upon for report how the Lieutenant-Governor's orders can be best carried out; but I think His Honor is not fully aware of the vigorous steps which will be required for this object.

12. In future the University is about to conduct the vernacular examinations. The University, as I understand, will recognize only the present book Bengali. It will be necessary, first, to keep on foot the departmental vernacular scholarship examination, and to promulgate a special schedule for it, and give the Government scholarships for this examination and not for the University examination.

As there is no literature in Bengali extant which satisfies His Honor's conditions, except some plays and conversational passages in novels, it will be better to drop literature as a subject altogether from the schedule for the present. Grammar may be similarly dropped, and indeed with the Sanskrit portion removed, Bengali grammar will be a very limited subject.

The subjects for examination may be—

(*a*)—Good handwriting, *i.e.* copying.
(*b*)—The drawing up of bonds, agreements for rents, receipts, &c., as now taught in the old guru pathsalas.
(*c*)—Bengali bazar and zemindari accounts.
(*d*)—Arithmetic, whole subject as at present.
(*e*)—Euclid, first four books, and the sixth.
(*f*)—Algebra, up to simple equations inclusive.
(*g*)—Plane mensuration and drawing to scale.
(*h*)—History of India,—the three periods, no particular books being specified, and the answers being required in the vulgar tongue.
(*i*)—Geography, general India and Bengal: the geography of Bengal including physical, commercial, and political.

I only propose this schedule *for the present*, and pending the preparation of really vernacular books in other subjects I propose algebra, as there is room for it, and we can teach it and examine in it, and the boys can learn it; and because, though not perhaps much use in itself, it gives the boys some reason for the processes in arithmetic. No boy can really do arithmetic and mensuration well unless he knows some algebra. There is no greater error than that of educating in any subject up to a particular point, and no further. A boy learns square and cube root, not that they are of much use in themselves, but because, when he has learnt the latter half of a treatise on arithmetic, he can generally do questions in the first half so much better. No man is quite safe to do his mile in 4-45 unless he can at a push do it in 4-30.

13. The Educational Department must continue to hold the minor scholarship examination, and changes parallel to the above must be introduced into it.

14. The Normal School course is completely under the control of the Education Department, and can be brought strictly in accordance with His Honor's wishes, though it will be next to impossible to provide that the present generation of teachers shall not teach in sanskritized Bengali. It must be modified so as to turn out pandits qualified (and disposed) to teach the schedule above drawn out.

15. It is of the highest importance that the University Entrance Examination be also modified. If this is not done, all the boys in the higher class schools will still be reading either Sanskrit or highly sanskritized Bengali; and if this is entirely used in the higher class schools, it will be difficult, if not impossible, for us to keep a different language on foot in the lower class schools. It may become necessary to revive the old departmental junior and senior scholarship examinations, and give our junior and senior scholarships by these.

16. As the spoken vernacular Bengali differs considerably, I believe, in different districts, it will be advisable to prepare as quickly as possible editions of the books now in use in schools (such as Physical Geography of Bengal, Whately's Logic, Euclid, Bengali History) which shall serve as standards of the language henceforth to be used. In these no *samas* should be allowed of more than two words, and then only such as are in general common use; and the generally used words, whether of Persian, English or Portuguese origin, should always be accepted, unless there is some equivalent of Sanskrit derivation yet more generally used.

Extract from a letter from the Inspector of Schools, North Central Division, to the Director of Public Instruction, Bengal,—(No. 2460, dated Chinsurah, the 24th March 1872.)

PARA. 2. I understand therefore that His Honor does not command, so far at least as the Bengali school books are concerned, that any sweeping change should be carried out at once; but that the efforts of the department should be directed, and that without delay, to a proper selection of books for purposes of school use. His Honor further commands that in making such a selection, books written in a simple and easy style should have preference over those which affect a learned and ornate style of composition.

3. The selection of school books does not appear to me to be beyond the legitimate functions of the Education Department, nor am I aware that the department has heretofore failed to exercise such functions: (1) for instance, from the very commencement the Inspectors of Schools annually prescribed for their respective divisions the books that were to form the minor and vernacular scholarship courses; and since 1869 you have prescribed a uniform course for those examinations for all Bengal; (2) in the grant-in-aid applications from all the inspectorial divisions, managers are required to fill up a column showing what books they will use in the different classes of their schools; (3) and in the North Central Division, as you are aware, a uniform course of studies was laid down for every class of every character of school from the time I received charge. The department then has not neglected to exercise the function of selecting books for school use which properly devolves upon it.

4. The question then is, whether the function has been well or ill-performed; whether due care has been taken to guide, so far as the department may, the literary taste of Bengal, or left it to those corrupting tendencies which must abound under the circumstances under which the country is placed.

5. This question cannot, I think, be fairly treated without going somewhat into the history of the changes which written Bengali has undergone, without seeing by what steps and in what direction it is advancing, and the stage of progress it has now reached or is about to reach. It will thus be seen how written Bengali was at one time in that condition which His Honor says "it may be necessary to tolerate," and that it is now coming to be, what His Honor says, that "good vernacular which should be taught to the children of the people."

6. Public instruction under British rule may be said to have commenced with Lord W. Bentinck, and Bengali prose-writing with his contemporary, the great Ram Mohan Ráy. The Bengali books of those days were, what His Honor has seen recently in the Hindi books of Behar, "the tale of some Hindu hero, interspersed with Sanskrit slokes, two or three in each page." They had a still greater fault as regarded style than that of bad subject-matter. The Bengali of those times wore the close trammels of Sanskrit grammar, and not only were large Sanskrit compounds the fashion, but even the construction of sentences was greatly Sanskritized. The *Prabadh Chandrika*, the *Pasaud Piran*, the *Purus Parikhya*, and the *Babu Bilas*, were some of the best prose books in Bengali of those times.

7. When vernacular education began to draw greater attention, and the hundred and one Bengali schools of Lord Hardinge were set up, the books that were found in use, though written in a more correct style of Bengali than those which have been mentioned in the preceding paragraph, were yet, both in manner and matter, very considerably defective. The *Gyan Pradip*, the *Sishu Sabadhi*, and the *Manaranjan Itihas*, were really far more Sanskritised compositions than the corresponding school books we now use. Their Sanskritisms were worse, because they spoiled the proper idiom of the Bengali, and did not consist in the multiplicity of Sanskrit words only.

8. After the present education department was constituted, and vernacular education in Bengal had received the impetus it did on the despatch of 1854 coming into operation, school books came into larger demand than they had come to ever before (for in the indigenous pathsalas prose books were never used), and the demand was met by a supply of books far more popular in their character than those which had been heretofore composed. These books were either translations or adaptations from English or Sanskrit into Bengali. Their style is Sanskritised more or less, but Sanskritised only so far that Sanskrit words abound in them. The

idiom is pure Bengali, and the construction of sentences is perfectly simple. Any "intelligent man in the streets" can understand these books with the help of a good dictionary. This cannot be said of the highly Sanskritised Bengali books of earlier times to which I have previously alluded. The most Sanskritised books we still use in our schools are of this class. The hold which these books have acquired in the language will, I trust, be duly appreciated when it is known that the best epic poem in Bengali (the *Meghnath Badh*), the best Bengali novel (the *Durges Nandini*), the best Bengali periodical (the *Tatvabodhini Patrika*), and one of the most influential of newspapers (the *Som Prakás*), are written in this style of Bengali. The influence which this school of writers (called the Sanskrit) have exercised on the Bengali language in enriching it with new words and new forms cannot go from the language. It will live as long as the language shall live.

9. But a further change is coming on. The newspapers have latterly brought their influence to bear on written Bengali and popularised it yet further. Almost simultaneously with this increased influence of the newspapers on the language has come into action that greater demand for popular school books to which the operations of the Department of Public Instruction in this province, consequent on the despatch of 1859, gave rise. These books are written in a style more approaching colloquial Bengali, although still largely interspersed with Sanskrit words.

10. I have, in the above short account of the changes which written Bengali has undergone, traced them historically in connection with educational movements. My object in doing so is not however to imply that any connection existed between those movements and changes in the relation of cause and effect.

11. The revival of Bengali literature owes its origin to influences far more deep and more truly national than those at the command of any Governmental department. Bengali literature, one may almost say the Bengali language, originated with the Vaishnava reform, which was introduced in Bengal about the beginning of the sixteenth century. Gauranga and his disciples preached and sung in Bengali the doctrine of faith, love, and equality, in disparagement of ceremonies, observances, and caste distinctions. Ram Mohan Ráy and his followers endeavoured to wean the people from idolatory by promulgating the doctrines of Vedanta in Bengali prose. The Tatvabodhini Sabha followed in the same direction, and adapted Bengali to the expression of those lofty ideas and sentiments which a unitarian conception implies and necessitates. The Brahma Samáj and the political newspapers are now at work, and are every day making great and fruitful thoughts familiar to Bengali readers. When such forces are at work, a Department of Public Instruction cannot take the lead. It acts most wisely when it but follows in the wake.

12. The Education Department in Lower Bengal has followed in the wake. It has never attempted to institute boards of authors, or of examiners of books, or to get books prepared to order, or to authoritatively enjoin the use of this or that school book for any term of years. If it had done these or any of these things, the department, I humbly submit, would have done more than it ought to have done. It would have contributed to prevent or rather to retard those changes towards popularization to which all the changes in Bengali style which have been described are but preliminary steps. No writer, book, or board, however well selected, could have entirely escaped the influences of the time in which the selection was made, and to have authoritatively prescribed for a standard, what was itself of shifting and undetermined value, would have been to do more harm than good. At best the department would have been left behind by the country, and not moved abreast with it as it does now.

13. But the point still remains to be discussed—could not the Education Department have done less than it has done? I think that, generally speaking, it could not. The number of Bengali books which has issued from the press since the creation of a distinct Education Department in Lower Bengal has been immense, not to speak of books for general reading; those adapted for school use were classified by me in a letter written to yourself in March 1863, and which, having met with the good fortune of being approved by Government, was published in the official Gazette. That classification was not exhaustive. It took cognizance of such books only as were known to myself or my personal friends from whom I could make inquiries. A similar classification made to-day would be five times as large, and yet far less exhaustive. Out of such a large number of school books, the department has always selected a few, and held them up by the fact of such selection as models *approved*, though not *prescribed*, by authority. I cannot say that our selections have been always the best possible under the circumstances; but it is a fact that we have been making such selections. If such selections had not been made, the books were so numerous and of such diverse merit that the studies in our aided schools would have been a chaos, and we could not have graduated the studies in their several classes. Classification and graduation of studies being entirely new things in indigenous education, the people could not have of their own accord fallen in to them without guidance.

14. It is thus seen that we have kept a bond, although but a rather loose bond, on the usage of Bengali books in our schools. The bond, if more tight, would, in my humble opinion, have injured growth; if more loose, would have proved detrimental to order. Reasoning on

such grounds I am inclined to believe that consciously or unconsciously we have done concerning our school books neither more nor less than what we ought to have done.

15. But a question still remains to be discussed. It is this: Could we not give such a form to our selection of books for school use as would, without sacrificing any of the virtues of the present practice, still make our work plainly visible to superior authority? I think it possible under the following plan:—Let a copy of each Bengali book registered (and every book has now to be registered) be taken for your office and made over to one of the Inspector's for him to say, after examination, whether or not he deems it fit for school use. Let a list of all books which are pronounced fit be published in one of the official Gazettes and in the *Education Gazette*; Inspectors and Managers to be at liberty to choose within the list. This, I believe, will keep on the loose sort of bond which it is our duty to keep on. The plan suggested will have another advantage. The responsibility under which Inspectors are to be henceforward held for their choice of school books will become more clear and marked, and not left, what it must be under the present circumstances, a matter of opinion, where opinions are very likely to differ.

16. I have abstained from making any remarks on the Hindi or Hindustani books in school use. They are not only not used in any of the schools in my division, but discussions about them are hardly necessary, as under any circumstances they ought to be, and are no doubt taken from the North-West, where a rather strict supervision is kept on all school books.*

17. In conclusion, I beg to submit as required a list of the Bengali books which have been used in my division since 1869.

18. In submitting my remarks on the books in my list, I cannot satisfy myself with barely observing whether they are "simple or intelligible or otherwise." Those words have necessarily different significations to men of different acquirements in the language. In addition, therefore, to those remarks which I am called on to make, I would note them as coming under the different descriptions of Bengali books charaterised under paragraphs 7, 8, 9 of this letter.

19. As for the preparation of Bengali books by the department, or under its authority, on any subject that may be desired to be taught through the medium of that language, I humbly believe that it will not be necessary to undergo either the trouble or the expense of such an undertaking. If it be but known that a Bengali book on such a subject is wanted for school use it may be confidently expected that books will come out at once on that subject, and we shall have but to exercise our choice among them. New books in Bengali on land surveying and elements of physical science have already begun to show themselves.

Extract from a letter from BABU PRASANNA KUMAR SARVADHIKARI, Principal, Sanskrit College, to W. S. ATKINSON, ESQ., M.A., Director of Public Instruction,—(No. 565, dated Fort William, the 31st January 1872.)

WITH reference to Bengali, I beg most respectfully to observe that it has not been *corrupted* by the introduction of Sanskrit words as His Honor the Lieutenant-Governor of Bengal has been led to believe. No language is more intimately connected with another than is Bengali with Sanskrit. Words of Sanskrit origin form the blood, the muscles, and the bone of the Bengali language. Take these away and the residue would be an unsightly apparition. Beauty, elegance, force, and expressiveness, have all come to Bengali from Sanskrit. If a technical term is to be introduced into Bengali, we either borrow it from Sanskrit, or coin a new word from a Sanskrit root, as any other process would give in the generality of instances, an appearance of strangeness and monstrosity to the language, though occasionally to express new ideas we *may* import from English, and we *do* import. But words from no other language are so easily naturalized in the majority of cases in Bengali as those from Sanskrit. Liberal use of words of Sanskrit origin is not a feature of the Bengali literature of the present day alone, but forms an essential characteristic of it from its very commencement. In the writings of Makundarám, Krittibása, and Kásidás, who flourished more than three hundred years ago, and whose *Chandi*, *Ramáyána*, and *Mahábhárata*, are immensely popular through all rural Bengal, unmistakable testimony of this fact is found. In the exquisite songs of those minstrels Chandidás and Vidyápati who lived some five centuries before our time, the same feature is observable. Even in the ballads of the country addressed mainly to the peasantry, you perceive in every sentence, nay in every clause of each sentence, the presence of the invigorating and beautifying Sanskrit. In fact all Bengali poets from Vidyápati to Bharatachandra and from Bharatachandra to writers of the present day, stand witnesses of the correctness of this statement. Bengali prose, which is of more recent origion than Bengali poetry, would have been utterly worthless if it attempted to divest itself of its Sanskrit elements. The case cannot possibly be otherwise, considering how Bengali is derived. She is a direct descendant of Sanskrit. No language is more lawfully decended from another than is the modern vernacular of Bengal from the ancient classic language of India. It must be admitted, however, that a pedantic and unskilful writer does frequently encumber his pages with more words of Sanskrit origin than is consistent with the genius of Bengali; but his

compositions are either soon consigned to oblivion or fall still-born from the press. All Bengali books which have anything like a reputation, though replete, as must always be the case, with words of Sanskrit origin, are free from this vice of excess. The better class of Bengali writers of the present day, as a general rule, borrow their matter largely from English, and occasionally their manner also; but they never forego the help of the parent Sanskrit in the general management of their compositions, and they would ruin the true interests of Bengali if they were to attempt to do so. They do not fall into the vice of Anglicism, nor into the vice of pedantic Sanskritism. I therefore beg to state, with the utmost humility, that there seems to be no necessity at present to take any steps to modify the present Bengali language. I further beg leave to state, with due deference, that the Bengali taught in our schools is no artificial and fictitious language, but the real language of Bengal, common to all parts of the country, and understood by every intelligent native; that its tendency in consequence of this circumstance is to smooth down all provincialism; and that any attempt on the part of Government to interfere with the present healthy growth of the Bengali vernacular cannot fail to exercise the most deleterious influence upon the language and its literature.

The Bengali current in courts is certainly more susceptible of correction than the Bengali current in schools and in the country at large, though, with reference to the court language even, it must be admitted that, in consequence of the subordinate courts being now presided over in most instances by native gentlemen of education, it is at present much nearer to the real vernacular of the country than it was ever before. Formerly the amlahs used to put in as many Persian and Arabic words as suited their fancy, and made their sentences as long and clumsily unintelligible as possible, with an idea in their head that they thus rendered the style of the proceedings of their courts legal and dignified.

At the present day the imperfectly educated do similarly indulge in the introduction of unsuitable Sanskrit words, and no harm would be done if a stop were put to this practice by authoritative interference.

From what I have stated above, it will appear to you that if I were to frame a list of the kind you have called for, namely, a list of books in the real and genuine vernacular of Bengal, fitted for school use, it would not be much different from the list from which the several Inspectors of Schools under you have hitherto made their selections. I therefore submit no new list.

Extract from a letter from Babu Krishna Kamal Bhattacharya, Professor of Sanskrit, Presidency College, to the Principal of the Presidency College,—(dated Calcutta, the 17th January 1872.)

The Bengali language is even to this day in a state of formation. The literature which we have inherited from our forefathers in this language would, if a comparison were instituted with such languages as Sanskrit and English, appear as extremely scanty. The number of books that could be cited as fit for forming text books to be used in schools and colleges is smaller still. If we except the works of Vidyaságara and Akhaykumara, I doubt if a single volume could be pointed out which would be altogether free from objections of all descriptions whatsoever. Most of the other books, especially those which were written a few generations ago, are metrical compositions in a style somewhat similar to that of the octosyllabic poems of Sir Walter Scott, though falling far short of the finish and polish to be found in the writings of the great Scotch novelist. In point of diction and idiom these works are of course faultless, they, in fact, being the very standard from which genuine Bengali idiom and diction are to be learned. But then these metrical works abound in matters which render them to a great extent unfit for being placed in the hands of young people. The authors of these works had no thought that they were supplying text books for learning the Bengali language from. Some of these works were intended for amusing the idle hours of wealthy zemindars,—rajahs in those days; others, though composed under the influence of loftier aspirations after poetic fame, often indulge in objectionable imagery, perhaps because the writers felt their *forte* to lie in that direction. It is for this reason that these metrical compositions of a by-gone age do not deserve to have a place in the educational programme of the present day. The poetical literature of the present day too, with the exception of a very few works of the most ephemeral character,—works which are no better than strings of nursery rhymes,—is more or less liable to that very objection. It is owing to this that in selecting text books in Bengali for the purpose of being taught in colleges and schools, we have to confine our attention exclusively to prose. Now, prose of any serious character may be almost said to have had no existence prior to the days of Rám Mohan Ráy. But even the Great Reformer left no single entire work in prose, such as may answer the purpose of a manual of Bengali language and literature. It is with Vidyaságara and Akhaykumara that prose literature, properly so called, has had its origin; both of them are living authors; and howsoever rapid the progress of the language and literature might be, we cannot suppose that our mother tongue has yet passed the very first stages of its improvement. It is true that within the last twenty years the number of books in our language has increased to an amazing extent; but then it ought to be remembered that great authors and great books are not of so quick a growth. They require age after age of continuous and

assiduous cultivation. The commencement of the culture of Bengali is of too recent a date to allow us to hope for any productions of so superior a merit that they should at all engage the attention of persons whose studies embrace the master pieces of English literature.

This dearth of good text books in our language is a serious objection to its forming a part of any collegiate course. But it might be thought that there was nothing to prevent its occupying a prominent position in the schools; I mean in those schools which are primarily intended for teaching English. It seems to me, however, that there are material considerations which affect the question whether even in schools we ought to adopt the course of a simple and unqualified cultivation of the Bengali language. In the English schools of the above-mentioned class, Bengali does to a certain extent form a part of the course of study. Some work of Vidyaságara or Akhaykumara, or of some other author who has trodden in the steps of those two well-known names, is actually taught; the hard Sanskrit words contained in the books are explained, and some rules of the combination of letters and of words are incidentally expounded. This is all that the boys are required to learn in the Bengali class, so far as the vernacular is concerned. Even the examiners at the time of the annual examinations cannot devise any other method of testing the proficiency of the boys in their mother tongue. The boys themselves know very well that, excepting the hard Sanskrit words, they understand everything of their Bengali text books without any aid. They are under no incentive to read the books attentively; they feel sure of passing a good examination, however negligent they may have been with regard to the Bengali lessons. It was owing to this that previous to the introduction of some little Sanskrit the pandit's hour was notoriously an hour of recreation, and to learn Bengali was almost a farce. Thus even the very small benefit that the boys might derive from a careful study of their Bengali text books was lost to them, because they would not and could not be induced to regard their Bengali lessons as at all better than a child's play.

To obviate these undesirable results there was but only one expedient. It was to find some employment for the boys of the schools which, at the same time that it tended to improve their knowledge of their mother tongue, might engage their attention, might present to them some difficulty they would be interested in coping with, and might stimulate their exertions without over-burdening their juvenile vigour. This has been to a certain extent effected by the present moderate introduction of Sanskrit. Experience proves that even a superficial acquaintance with the rudiments of Sanskrit greatly improves the knowledge of Bengali,—so close is the connection between the two. The most successful Bengali authors of the day began by translating and re-producing from Sanskrit. I presume that so long as we do not possess Bengali works of a superior order,—works exhibiting in a small compass the varied powers of expression that undoubtedly lie in a latent and slumbering state within our vernacular tongue,—the best method of learning that tongue would be exercises in translation from Sanskrit. It was a wise policy therefore that pitched upon the introduction of Sanskrit as the best contrivance for spreading a sound knowledge of Bengali in the schools. It may seem paradoxical that the study of a language should be promoted by partially supplanting the same by some other language. But so it is, in consequence of the intimate connection subsisting between the one and the other, and also of the unsettled and undeveloped condition of the living tongue.

There are some who do not admit the dependency of Bengali upon Sanskrit to be so absolute as is represented above; but in my humble opinion sound arguments may be adduced in favor of what I have taken for granted in respect of the relationship of Bengali and Sanskrit. It would be apparent at even a cursory inspection, that our language is composed of three distinct classes of materials. Its vocabulary may be divided into words the origin of which is traced to Sanskrit; secondly, words which have been corrupted from either the Persian or the Arabic; and thirdly, a good many words that can be referred to neither of those two sources. This last-mentioned set of vernacular words is employed to perform the least important part of those functions that a language is intended to perform; these words therefore may be altogether excluded from consideration. Of the two other classes adverted to, the Persian words are confined to law, land tenure, and to a certain extent to trade and business. All the rest of the purposes and pursuits of life finds expression in phraseology which has been either directly borrowed from Sanskrit, or adapted therefrom with a slight variation,—so slight indeed that one is rarely at a loss to identify the vernacular with the original forms. Not only the vocabulary but the Bengali grammar also is mostly founded on the rules of the Sanskrit; the arrangement of words in a sentence is almost the same; the figures of speech commonly employed are the same; the rules governing the combination and derivation of words are often the same. In fact, the principles regulating the structure of the vernacular language are almost identical with the corresponding principles of Sanskrit: and this similarity is not to be wondered at. The population of Bengal, as that of every other part of Hindustan, is for the most part a Hindu population; its religion is derived from sacred writings which were ages ago written in Sanskrit. It is proverbial that the Hindu religien interweves itself with the minutest concerns of a man's life; it governs the bulk of the ideas of the people. Thus the Sanskrit language has insinuated itself even into the details and into the practical parts of life; it may be said to form the groove in which the popular mind constantly moves. There is

no anomaly, therefore, in the fact that the Bengali language—the language of a people so greatly under the influence of notions peculiarly Sanskritic—should be but a branch, an off-shoot, in fact a kind of dialect, of the venerable tongue of the time-honored Brahmans.

At one time indeed there arose a likelihood of this vast influence of Sanskrit over Bengali being usurped by the Persian. But the Persian is not so congenial to the people's mind; it spent its force by modifying the language of the courts and of the law, and even there gave birth to a Bengali jargon which has proverbially been the loathing and abomination of all but the court-going folks; even the vakíls and mukhtiars, whose bread was earned by reading, writing, and speaking that Persianized Bengali, would be the first to own that in point of intelligibility, the idiom they had adopted was none of the best. But now that the Mussulman rule is no more, the probability of Persian influencing to any very great extent the formation of the nascent Bengali tongue is for ever gone. At the present day even law and litigation are feeling the encroachment of Sanskrit words. These last, in fact, have now a fair chance of overspreading the whole field of Bengali literature: and this is by no means undesirable. Since the advent of the British rule an exhuberent quantity of new ideas, suddenly imported from the far west, incessantly press for expression in our infant literature.

Neither Sanskrit nor the Persian could furnish ready-made materials answering that urgent purpose, because the developement of either stopped at a date long anterior to the time when those ideas saw light in the world. No proper expression could be found for them without forming combinations of ancient words. But since in point of offering facilities for combination, Sanskrit leaves far behind the Persian, and almost every other language, ancient or mordern, to what other language could recourse be had under the pressing demands for expressions, if we disregarded the very source which is admittedly the immediate parent of our mother tongue?

Besides this there is another point of view from which preference is claimed by Sanskrit as compared with the Persian. The Bengali alphabet is identical with that of Sanskrit; Sanskrit sounds are consequently capable of an easy representation in the Bengali orthography.

But under the very same process the Persian sounds lose all their flavour and peculiar character, and become unmeaning, unsuggestive, non-descript things, difficult to remember and harshly conspicuous in the body of the Bengali language. Thus the very instinct of the people eschews the Persian and takes kindly to Sanskrit. It is thus that, notwithstanding a cry has already been raised from certain quarters against what they call the pedantry of Sanskrit words, Vidyaságara's works, replete with long Sanskrit phrases from beginning to end, are the most popular, most keenly relished and admiringly appreciated by that part of the public which has preserved unalloyed its genuine Bengali tastes. No other foreign element, in truth, than Sanskrit, can coalesce with Bengali so closely and intimately as to be agreeable and almost imperceptible.

Among those who direct their thoughts to the great contention as to what language ought to influence most the developement of Bengali, there are a set of speculators on the future progress of our mother tongue who maintain that Bengali ought to depend solely upon its own resources, upon that genuine portion of itself which belongs exclusively to it, which in other words is in the most extensive colloquial use, and which is consequently calculated to suggest clear ideas and vivid images. From the fact that the English language has surprizingly gained in vigour, in clearness, in aptness, and in a thousand other valuable qualities, by being less scrupulously leavened with pure Anglo-Saxon words, these speculators are disposed to argue that a similar result might be expected for our undeveloped tongue by following an analogous process. But one material distinction between the two cases,—a distinction capable of wholly upsetting their cherished theory,—is forgotten by them. It is when England has become the seat of a single nation homogeneous and completely fused, when London has become its centre in all matters social, political, and linguistic, that the revival of the Anglo-Saxon element has gradually wrought those marvellous results. But in Bengal, if we keep out of consideration the Sanskrit element of the Bengali tongue, but little will be found that can be said to be current throughout the whole country. There is no end of dialectic variety in different parts of the land. Now, which variety is it that we are to adopt? Is it what obtains in and around the metropolis? People who have not been much through the country are in the habit of supposing that the Bengali which they speak is the genuine one. But they forget that every noted centre of trade and business lays claim to an equal superiority as regards the purity of the dialect there used. In this conflict it is the Sanskrit portion of the language of our mother country which forms a common ground. That portion is understood and loved and revered by the respectable people of every zillah. I cannot therefore suppose that, it is any bias or partiality for Sanskrit which has led the leading authors of the day to suffuse their diction with Sanskrit terms. In my humble opinion it was rathar an instructive sense of the dilemma alluded to, and a desire of making their works serviceable for the whole population which exercised a secret influence, and induced those authors unconsciously to adopt a mode of expression which is now caviled at in certain quarters as too learned and pedantic.

Extracts from unofficial Notes.

Extract of a letter from C. B. CLARKE, ESQ., Inspector of Schools,—(dated Barisál, the 24th February 1872.)

1st.—As to the "sanskritized Bengali," I enclose a letter from Akhay Kumar Sen, late Deputy Inspector of Schools in Dacca, and now Deputy Collector here (Barisál). I believe it puts the case very moderately; 25 to 30 per cent. is the general opinion I get for the percentage of Persian words in conversational Bengali. The difference between the language of one part of Bengal and another has certainly been under-estimated. I could not understand some persons in a village here, and I was surprised that my Deputy Inspector could not; but he explained to me that he was a Jessore man, and that though he has now been travelling in Barisál three years he has hardly mastered the local dialect yet, and that he cannot now even understand the people in the islands a bit.

Extract of a letter from BABU AKHAY KUMAR SEN, Deputy Magistrate of Barisál,—(dated the 24th February 1872.)

IN reply to your inquiries as to the percentage of words of foreign origin which are in use in the spoken (as distinguished from the written) Bengali of this part of the country, I beg leave to state that since the discussion with you I have seen reason to modify my opinion, which was then expressed rather in too great a hurry. But I am yet humbly of opinion that there can be no two honest opinions about the largeness of this percentage; but it differs in different districts. In Dacca and Chittagong the infusion of Persian and Arabic words in the spoken Bengali is very great—much greater than in Calcutta or Nadia. It differs too with the different classes of the population. The Mussulman's Bengali is replete with Mussulmani words, whereas the young Hindu collegians' Bengali has scarcely many words of Persian-Arabic extraction. The language of elderly Hindu country ladies, void of book-education, may, I think, be taken as very fairly representing the spoken language of the country. It is difficult to say with any degree of exactness what percentage of foreign words there may be in their language, but certain it is that it is very large in Dacca and Chittagong; probably from twenty to thirty would not be above the mark. If we excepted the words which express relationships, those which are added to others to make a verb, and those which are connected with the religious ceremonies of the Hindus, the preponderance of the Persian-Arabic element would be at once conspicuous. All, or almost all, words connected with the fiscal or judicial administration of the country, mercantile and zemindari accounts in use in the country, are of those sources. Some say ten or twelve years ago the quantity of Persian and Arabic words in use here was much larger than now. They are, however, thanks to the successful efforts of the Education Department, being now fast replaced by others of Sanskrit origin, but nevertheless the hybrid nature of the spoken Bengali is not the least likely to cease; for if Persian and Arabic words are giving way to Sanskrit, English words are being daily introduced in numbers.

Letter from BABU RAJENDRA LAL MITRA.

I CANNOT subscribe to the opinion of Babu Akhay Kumar. He has not made sufficient allowance for the disturbing elements in his calculations. The texture of spoken Bengali, like that of all other vernaculars, varies very greatly with the age, sex, caste, social condition, occupation, and birth place of the speakers. Hindu boys in the districts which I know best, viz. Jessore, Nadia, Rajshahi, Murshedabad, Birbhúm, Bardwan, Hughli, and 24-Parganas, use very few foreign words. Assuming that they have a vocabulary of two to three thousand words (some philologers estimate it at from 500 to 1,300, according to age) the percentage of foreign elements in it would not exceed three, made up principally of names of foreign articles and offices naturalised in this country. In rural places, and among the lower middle classes, it would be somewhat lower, and in large towns and among the higher classes a little more. The vocabulary of grown-up women is richer, but the proportion of foreign words in it does not seem to increase. At least the two experiments I tried last evening gave very different results. In course of an hour's conversation with a lady of my family, pencil in hand, I noted every foreign word she used, without telling her what I was about, and I got only fifteen words that were not Bengali. These included box, escritoire, almirah, frame (of a picture), clock, boot, pencil, earrings, net (for hair), chaukidar, darogah, office, magistrate, appeal, mokaddamah, &c. She must have spoken at least 800 words, and they would give an average of 2 per cent. Her maid, an uneducated woman from the Hughli district, in ten minutes talk gave an average of very much the same. The lady reads and writes Bengali fairly, but her language is in no way different from that of Hindu women of her rank, who do not know how to read and write, and I think therefore that an average of 3 per cent. for Calcutta would be somewhat above the mark. Such things as escritoire, clocks, almirahs, nets, &c., are not common in many

places; they are unknown in Jessore, Nadia, and Rajshahi, and the language of the women there is necessarily less adulterated.

Uneducated Hindu field-laborers, farmers, and the like have a vocabulary of about five thousand words, and the revenue, legal, and other technical terms that they have to use make up their percentage of adulteration to about four, but not more; those that are driven to the courts having a larger percentage than those who remain at home. In these estimates I reckon of course only those words which have been naturalised or incorporated in the language, and not those which are used avowedly as foreign in the same way as *ad valorem*, *sine die*, and other phrases in English. If you take these to be integral parts of the language, the percentage would be slightly higher, but not to any material extent.

People who learn to read and write, and become familiar with and use a larger number of words, as also men of the higher classes whose intercourse with rich Mussulmans is free, learn the names of many things which come from foreign countries and swell the list of their vocables considerably. Foreign habits, manners, and customs familiarised by association, likewise contribute largely to their stock of words. But the total of these occasions will not, I guess, exceed 7 per cent. I say "I guess," because there is no means of making a regular calculation: I venture to think, however, that my guess is not far beside the mark. The old records of the mofussil courts are generally acknowledged to be unintelligible to the bulk of our educated people on account of the large number of Persian terms they contain, and a dozen of these carefully examined, and their words counted and classed by me did not yield more than 14 to 16 per cent. of foreign words, and ordinary language cannot be taken to be more than half as corrupt. Some time ago I also counted about twenty pages of three books in Muhammadan Bengali, which is utterly unintelligible to the Hindus, and the average I came to was 30 per cent. In my paper on the Hindi language in the Asiatic Society's Journal you will find extracts from three works of this class on religious subjects bristling with technical terms, and the relative proportions of Bengali and foreign terms in them are 35 to 23, 36 to 16, and 40 to 16, respectively. These are the highest limits, which spoken language never approaches; and I think it would not be an unfair estimate if I reckon the admixture of foreign words in the language of the middle class Bengal Mussulman at 15 per cent. In their intercourse with the Hindus, I believe they never use more than 8 or 9 per cent., as they would otherwise make themselves unintelligible to them. The poorer classes of Mussulmans, and laborers particularly, use a language but very slightly different from that of the Hindus of those classes, the difference being caused solely by the use by the former of Arabic and Persian religious and honorific terms, such as "Allah," "nimaz," "darogah," "salam," &c. In Chittagong, Dacca, Backerganj, and Faridpur, where the Mussulmans prevail, the difference may be greater; but seeing that the average of foreign words in written language on technical subjects is 30 per cent., it cannot come up to anything like so high a figure in the spoken language. Twenty to thirty per cent., as calculated by Babu Akhay Kumar, would give a foreign for every three Bengali words, which would produce a jargon with which the people could not hold converse with the Hindus. But we know for certain that the two races mix very freely, and their languages therefore I cannot believe to be so very different. The language of ordinary every-day life must be common to both, or very near-alike. I have never been to Chittagong or Dacca, but the Muhammadans of those districts that I have seen in Calcutta, and I have seen a good many, do not seem to speak here such a language as to be unintelligible. The middle class Muhammadan women of the 24-Parganas speak very much the same language, and I cannot therefore reckon the average of foreign words in their language at more than fifteen or sixteen. The best plan to ascertain this would be to get hold of the depositions in a Magistrate's court of a dozen Faridpur or Chittagong field-laborers and count the foreign words to be met with in them. The result I believe will bear me out completely. The highest average will, I think, be in Chittagong, and the lowest in Dacca, Faridpur ranking second, and Backerganj third.

For the vernacular of Bengal, both written and spoken taken as a whole, Marshman's edition of Carey's Dictionary is the best guide, as it includes all the foreign words, whether used casually or generally by the Hindus and the Bengali-speaking Muhammadans, embracing likewise all the European words—Spanish, Portuguese, French, and English—which had been naturalised up to his time. Counting the words of the first twenty-five pages of the letter ক, I find a total of 1,189, of which only 97 are foreign, giving an average of a fraction over 8 per cent. Our new dictionaries carefully exclude all foreign words, and therefore they cannot be used to test the new words which we have lately imported; but as the new importations have destroyed a good many of the old ones, I fancy there will be no difference in the total. It must be borne in mind also that a good many of the foreign words are more or less technical and do not enter into the structure of our language, and that in ordinary conversation with our women we do not use anything like 8 per cent. of foreign words. A great many of the words introduced by Carey in his dictionary are unknown to the people at large, and if we deduct them from the vocabulary of the spoken language, the balance will represent 3 to 4 per cent. only.

Extract of a letter from Mr. C. B. Clarke.

Few Englishmen understand the *chasiya* tongue of East Bengal better than our Commissioner; and in all his judicial experience he could always understand the evidence given in the varied common-life matters which came before him. But he says that he cannot understand (without some getting up) our ordinary literature books. Mr. Simson considers the estimate of 25 to 30 per cent. of the *chasiya* tongue of Dacca being non-Bengali is not unreasonable, but he does not wish to pledge himself to any definite percentage; and in this general way Mr. Simson estimates the Nadia *chasiya* tongue as 90 per cent. Bengali, while going east from Dacca the language becomes less pure, till in Chittagong not more than 50 per cent. of the *chasiya* words will be Bengali.

From J. J. Mitchele Plowden Esqre
offg Under Secretary to the
Government of Bengal

To The Director of Public Instruction

Calcutta, the 8 May 1872

Appoint. Dept. Sir

I am directed to request that you will be good enough to nominate two of the professors of the Presidency College to assist the Central Examination Committee in preparing questions in Indian History and Political Economy, for the examination of Military officers for admission to civil employment; which will be held on the 3rd proximo. Mr Ingram will as on previous occasions prepare questions in Jurisprudence.

2 I am to request that Mr Ingram and the professor who may be selected to prepare questions in Political Economy, may be informed that the questions must be prepared from Bentham's Theory of Legislation (published by Messrs Trubner and Co; London

London, 1864) and Fawcetts manual of Political Economy, which have been substituted for Maine's Ancient Law, and Austin's Principles of Jurisprudence, and Mill's Political Economy, included in the texts for examination, laid down in the Home Department Notification, No. 3101 dated 5th October 1864.

I have &c.

Sd/ J. J. Chichele Plowden

Offg. Under Secretary to the Government of Bengal

No. 1904

Copy forwarded to the Principal of the Presidency College with a request that he will be so good as to nominate the Professors required reporting their names to this office for the information of Government

Fort William
The 13th May 1872

H Woodrow

Offg. Director of Pub. Instn

655

No. 1589.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

GENERAL DEPARTMENT.
Education.

Calcutta, the 11th May 1872.

SIR,

I AM directed to acknowledge the receipt of your letter No. 1640, dated the 30th April last, and in reply to inform you that the Lieutenant-Governor desires you to ascertain clearly that the order to restrict the teaching of Sanskrit to the two highest classes of any Government school is carried out in all schools, and to report that it has been so.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1917

Copy forwarded to the Principal of the Presidency College for early report in continuation of this Office No. 1418 dated 5th April.

Fort William
The 23rd May 72

H. Woodrow.
Offg. Director of Pub. Instruction

W. E. B.

Report of the Committee convened under Government orders of the 8th March 1872 to report upon certain educational expenditure.

THE orders above quoted, read with Government resolution dated the 26th March, direct us—

(1) To submit detailed proposals for reducing the gross annual cost of Bengal colleges, as now constituted, to Rs. 5,30,000.

(2) To suggest the best mode of expending Rs. 20,000 a year on teaching physical science, drawing, surveying, and engineering, at colleges.

(3) To prepare a scheme for allotting to every Government higher class school a suitable share of the net Government grant, which is for the future to be Rs. 1,03,000 instead of Rs. 1,33,000, which is approximately the amount actually spent in the year 1870-71.

(4) To make recommendations for spending the new grant of Rs. 30,000 to the best advantage on classes for drawing, surveying, and engineering, at Government higher schools.

(5) To propose plans for allotting scholarships to the value of about Rs. 50,000 a year to physical science and surveying students.

2. Before proceeding to discuss the first point, we would submit that the net cost to Government of "general education" classes at the Bengal colleges is not so high as might appear from a perusal of the expenditure side of the Director's budget estimate of Rs. 6,05,000* for the year 1872-73.

The grant for colleges during the last year (1871-72) was ... Rs. 5,50,000, out of which total there was spent on technical and scientific education as follows:—

Physical science and chemistry at the Presidency College	Rs. 16,100		
School of Art, Calcutta	„ 20,000		
Civil Engineering College, Calcutta ...	„ 29,500		
Survey and model allowance	„ 3,200		
Civil engineering scholarships	„ 7,200		
Law classes	„ 34,400		
	„ 1,10,400		
towards the total outlay on Government colleges there was contributed during the year from fees, &c.	Rs. 1,67,800		
from endowments	„ 55,400		
Total ...	„ 2,23,200	Rs. 3,33,600	
thus leaving the *net* Government outlay on general education in colleges at		„ 2,16,400	

3. We now come to the *first* point, namely the reduction in the cost of colleges. We find that the gross cost of Bengal colleges (general and special) is shown by the Accountant-General's budget figures to be as follows:—

	Rs.
Actuals of 1870-71	5,44,700
Budget grant of 1871-72	5,50,400
Director's estimate for 1872-73	6,05,700
Accountant-General's estimate for 1872-73 ...	6,00,900

* Mr. Atkinson desires to note here that this sum of Rs. 6,05,000 is made up of old sanctioned charges exclusively, and contains no increase of charge whatever except for the ordinary advance of graded salaries sanctioned by Her Majesty's Secretary of State in 1865.

The Government instructions are to reduce this gross cost to Rs. 5,50,000, out of which Rs. 20,000 must be devoted to physical science and surveying classes. Our instructions further are, that no reduction should be made in the Presidency College unless some saving be possible in the grant for contingencies and servants; that reduction should not at present be proposed in the Patna, Hooghly, or Dacca Colleges. If we exclude the Presidency College, the schools attached to which are self-supporting, we can divide the expenditure on each college during the year 1870-71 into three parts, namely college establishment, collegiate school establishment, and contingencies. We have included in the "college establishment" the teacher on a salary of Rs. 400 a month who used to be called head-master, and who has for the last few months been called assistant professor. It is absolutely clear that for many years past this official has given his whole time to the college classes, leaving the second master on a salary of Rs. 300 a month to be the head of the collegiate school. Under "contingencies" come all such charges as "library allowance," "writers' and librarian's pay," "servants' wages," "prize allowance," and "hot-weather establishments." We offer a table showing the estimated expenditure of each college under each of these three heads, according to the Accountant-General's budget for 1872-73. We show also the number of students and the fee* receipts at each institution, according to the Director's figures, for the year 1870-71. It must be remembered that the contingent expenditure provides for the wants of the collegiate school as well as of the college.

	Number of students on rolls.	Realizations from fees.	Total cost.
		Rs.	Rs.
Hooghly—			
College and Arabic Department ...	152	7,800†	51,300
Collegiate school	393	10,500	22,400
Contingencies	...	.....	7,600
Scholarships and stipends	...	.....	5,400
Total ...	...	.....	86,700
Dacca—			
College	103	6,700	39,000
Collegiate school	286	5,600	15,100
Contingencies	...	.....	3,000
Total ...	...	.....	57,100
Krishnagur—			
College	116	6,600	37,300
Collegiate school	213	6,900	13,300
Contingencies	...	.....	4,300
Total ...	...	.....	54,900
Berhampore—			
College	41	3,000	38,400
Collegiate school	177	3,900	14,000
Contingencies	...	.....	4,000
Total ...	...	.....	56,400
Patna—			
College	84	4,000	38,400
Collegiate school	361	7,400	16,400
Contingencies	...	.....	2,300
Total ...	...	.....	58,200

* The fees of the law departments are not included in the fee income above shown.

† It may be well to note here that Muhammadan pupils at the Hooghly collegiate school, of whom there are 87, pay one-third fees only; and thus the total fee income at Hooghly looks small for the number of boys.

The reductions already made and ordered, or vacancies already existing in the college establishments, are as follows :—

	Rs.
1 Professorship at Berhampore	9,000
1 Assistant* Professorship at ditto	4,800
1 Professorship at Hooghly	9,000
1 Lectureship at the Presidency College	2,400
Reductions ordered in the Sanskrit College (but not to be fully carried out this year)	8,000
Total ...	33,200

The Director estimates (paragraph 7 of his letter of the 23rd January) the actual reduction of cost from the vacant professorships and assistant professorships at Rs. 25,800, which, with the Rs. 8,000 to be reduced from the Sanskrit College, comes to a total reduction of Rs. 33,800.

4. The Government instructions are, that the Krishnagur College, as well as the Berhampore College, should not teach beyond the First Arts standard. The Berhampore College, as now reduced, has a staff of—

	Rs.
1 Principal	12,000
1 Professor	6,000 to 8,400
1 Sanskrit Professor	1,800
1 Law Lecturer	2,400

We would propose that the future staff of a college teaching up to the First Arts only should (exclusive of science or survey classes) be :—

	Rs.
1 Principal (a 3rd grade officer) maximum salary	12,000
1 Assistant Professor (salary)	4,800
1 Sanskrit Professor ditto	1,800

We would not keep a law professor on Rs. 2,400, for the fees would not cover the cost of so expensive a law department when the 3rd and 4th year classes are closed. We recommend that a selected pleader be appointed to lecture in law and receive the fees alone for his remuneration. It is believed that qualified men will on these terms be found for the post. We are informed that the law professor at some of the colleges has a good practice at the local bar, and the college professorship is considered to be an honorable post, which helps a pleader to get into good practice. By these reductions we shall secure a saving of—

	Rs.
1 Professor (Mr. Willson) } at Krishnagur	7,300
1 „ („ Martin) } at Krishnagur	9,000
1 Law Lecturer to be reduced } at Krishnagur	2,400
1 „ „ „ „ „ Berhampore	2,400
Total ...	21,100

Under the orders of the 8th March the Berhampore and Krishnagur Colleges are the only institutions in which we can propose any reductions in the college department. We would recommend that the law departments both at Krishnagur and Berhampore be allowed to continue on their present footing till the end of the current academic year; that is, until the beginning of December next. We find that at the Krishnagur College there are now 12 students in the 3rd year and 7 in the 4th year. We could have wished that these two classes should have been continued to the end of November next, so that the reduction in the status of the college might cause as little inconvenience to the students as possible. But in the event of opportunities occurring for absorbing the Krishnagur professors, we would not recommend that such opportunities be foregone, or that new professors should be posted to Krishnagur merely for the few lads now in the 3rd and 4th year classes. We would suggest that any students of the 3rd and 4th year classes now at Krishnagur, who may desire to continue

* This assistant professorship will be filled up as soon as the professor who is now doing the duty shall be absorbed; the saving will, however, still remain on the total cost of colleges.

their studies after the closure of the 3rd and 4th classes, be allowed to attend corresponding classes for the remainder of their under-graduate course either at Hooghly or at any other mofussil college without payment of fees. The students would probably prefer to attend the Presidency College; but there is no room for them in the present class rooms except for third year students, so we are obliged to recommend their transfer to Hooghly or elsewhere.

5. There is one point connected with the staff proposed for the First Arts Colleges on which we ought to remark. We propose to allow for the college department of these colleges a staff costing about Rs. 19,000, against which cost there will perhaps be Rs. 3,000 of fee receipts. While for the high schools of Gowhatty and Cuttack we propose only a grant of Rs. 6,000 for the college department, yet the course to be taught at these high schools will be precisely the same as the course to be taught at Krishnagur and Berhampore. In regard to this view of the matter we would submit that the staff we propose is the cheapest effective *European* staff we could have. If we are to have European professors at these First Arts Colleges at all, we must have good men of the calibre of the present professors. There will be no use whatever in having an inferior European staff. If we would reduce these First Arts Colleges any further, the European staff, who constitute the backbone of the college, would have to be given up. We think it is better to accept the anomaly of having costly First Arts Colleges, and comparatively cheap high schools teaching the same course, rather than obtain a further saving by giving up the European staff at Berhampore and Krishnagur. We believe that the popularity and success of the Berhampore and Krishnagur colleges would seriously fall off if the European principals were taken away.

6. We now come to the collegiate schools; and it appears to us that these schools are, when compared with the zillah and high schools about the country, extremely expensive. The average *net* Government grant to zillah schools in Bengal has for some years been less than Rs. 3,000 a year, the average *net* grant for collegiate schools (exclusive of the Hindu and Hare Schools) is about Rs. 9,000 a year, yet these collegiate schools are, as regards the standard and course of study, the exact counterpart of the zillah schools; they contain precisely corresponding classes which learn precisely the same course of study. The collegiate schools have, moreover, the additional advantage of being under the supervision and enjoying the attention of the principal and professors of the college to which they belong. It seems to the majority of us that the *net* Government grant to a collegiate school ought not, as a matter of principle, and in fairness to other districts, to exceed the highest grant allowed to ordinary zillah schools. It will be seen from a subsequent paragraph (see paragraph 12 below) that we do not propose to grant more than Rs. 3,000 a year (*net*) to any zillah school. The majority recommend that a similar grant be made to collegiate schools, which should also have the full benefit of these fees and subscriptions in the same way as zillah schools. A minority (Messrs. Atkinson and Sutcliffe) dissent from the recommendation in this paragraph. They consider that the *net* cost of collegiate schools could not, within any reasonable time, be brought down to Rs. 3,000 a year, though they would be prepared to recommend that the net grant be gradually reduced to Rs. 5,000 a year for each collegiate school. We proceed to show how the arrangement proposed by the majority would operate.

Collegiate schools at	Number of students.	Present cost of establishment.	Fee income.	Net cost to Govt.	Proposed net grant.
		Rs.	Rs.	Rs.	Rs.
Hooghly ...	393	22,400	10,500	11,900	3,000
Dacca ...	286	15,100	5,600	9,500	3,000
Krishnagur ...	213	13,300	6,900	6,400	3,000
Berhampore ...	177	14,000	3,900	10,100	3,000
Patna ...	361	16,400	7,400	9,000	3,000
			Total	46,900	15,000

Thus, if this plan were carried out, there would be a further saving in the grant for "colleges" of Rs. 31,900. We can see no valid reason why this change

should not eventually be carried out. The zillah schools do fairly well with a head-master on Rs. 150 or 200 a month, and it is difficult to see why the collegiate schools, which enjoy special supervision, should not be able to manage with a full zillah school grant; still the reduction in the Government grant under this arrangement would be so very large,—indeed, the *net* Government grant would be cut down to less than one-third its present figure,—that we cannot recommend that so great a reduction be effected at once. It will be absolutely impossible to provide for or absorb all the masters who would be thrown out by reductions of this kind; we therefore recommend that the Government and the Education Department accept the principle that eventually the *net* grant to every collegiate school must be reduced to Rs. 3,000 a year, but that meanwhile the *net* annual grant to each collegiate school be reduced from year to year by such sum as may be found practicable. We do not propose any detailed plan for giving effect to this reduction, because in each collegiate school the Principal will be able to arrange for absorbing or reducing salaries, according to the circumstances of his school and its masters.

The Director of Public Instruction signifies his readiness to accept the general principle of these reductions, and he has already reduced the establishments of some collegiate schools by leaving unfilled several of the better-paid appointments that have fallen vacant during the last six months; but he urges that the masterships in collegiate schools are the only prizes for natives in the Education Department, and he argues that if all these prizes are taken away, the general average of native officials in his department will fall off. We think that there is much to be said for this view. We are aware that the head-masters of schools at the head-quarters of Bombay districts, such as Sattara, Rutnagiri, Surat, get Rs. 300 or else Rs. 400 a month; while the head-masters of Bengal zillah schools are paid only Rs. 100, or Rs. 150, or Rs. 200 a month. As we have said before, the head-master of an outlying zillah school is a more important and responsible post than the head-master of a collegiate school. We recommend therefore that some portion of the money to be saved on collegiate schools be at the disposal of the Director, to be used in giving special allowances of Rs. 25 and Rs. 50 or Rs. 100 a month as an addition to the salaries of the most deserving and successful zillah school-masters. In this way some prizes for such masters would be provided. We suggest that one-third of the amount to be reduced annually from the collegiate school net grants be devoted thus to raising the salaries of specially deserving head-masters and second masters of zillah schools. A total sum of Rs. 10,200 a year would provide three allowances of Rs. 100 a month, six allowances of Rs. 50 apiece for head-masters, and ten allowances of Rs. 25 apiece for second masters.

7. In order that the progressive reductions in the *net* grants to collegiate schools may be duly carried out and carefully watched, it will be necessary to keep "collegiate schools" as a special sub-head under "higher schools" both in the budget and in the annual reports. We understand that the Director had already arranged for terminating the anomaly whereby "collegiate schools" appear in the budget under "colleges" and in the annual reports under the head of "higher schools."

8. There remains for consideration the "contingent" expenditure of the colleges. The Presidency College office establishment* (Mr. Sutcliffe tells us) includes a chemical assistant on Rs. 70 and a draughtsman on Rs. 40 a month. The staff have to collect the fees of 1,650 students at the college and its several dependent schools. Some reduction can, Mr. Sutcliffe considers, be made in the library and prize allowance; and when the present head of the office establishment (who is styled Assistant Secretary) retires, the salary of the post may be reduced from Rs. 150 to Rs. 100 a month. Mr. Sutcliffe further points out that the grant of Rs. 7,200 taken for civil engineering scholarships is more than has been spent heretofore. This grant might, if necessary, be reduced. We do not feel, under present circumstances, warranted in recommending the reduction of the engineering scholarships' grant. A reduction, however, of Rs. 1,000 in some part of the contingent grant (as above given)

	Rs.
* Office establishment ...	7,176
Library allowance ...	3,600
House-rent	1,440
Contingencies	1,950
Chemicals	300
Prizes	450
	14,916

of the present year might be effected by Mr. Sutcliffe, and a further reduction of Rs. 600 may be secured when the present head of his office retires.

9. The contingent grants for the other colleges are, it will be seen, extremely unequal. We feel satisfied that if the Patna College (with its 445 pupils) can manage with a grant of Rs. 2,300 for contingencies, the Hooghly College, with its 545 pupils, cannot want Rs. 7,600 for contingencies; nor can Krishnagur, with its 329 pupils, require Rs. 4,300 for similar charges. In the smaller colleges one efficient clerk would do the duty of writer and librarian. We annex a statement showing the estimated outlay, the grants we would propose for the present year, and the eventual grants which should finally be adopted for all the colleges in Bengal on account of—

Writers.	Contingencies.
Librarians.	Prizes.
Servants.	Library allowance.

	Estimate by Director of Public Instruction in the budget of 1872-73.	Grant we now propose for 1872-73.	Eventual grant which should be finally adopted.
	Rs.	Rs.	Rs.
Presidency College	14,900	14,000	13,400
Hooghly "	7,600	6,000	4,000
Dacca "	3,000	2,500	2,500
Patna "	2,300	2,300	2,300
Krishnagur "	4,300	3,200	2,100
Berhampore "	4,000	3,000	2,100
Total ...	36,100	31,000	26,400

10. The result of our recommendation regarding reductions in colleges stands thus :—

	Rs.
Vacancies already existing, with reductions ordered at the Sanskrit College (para. 3), give a saving of	33,800
Saving to be secured at Berhampore and Krishnagur (para. 4) ...	21,000
Eventual reduction in collegiate schools, less by one-third to be retained for zillah head-masterships (para. 6)	21,000
Eventual reduction in contingent grants	9,700
Total eventual reduction ...	85,500

Out of this total eventual reduction there can be made operative in the present year the following savings :—

	Rs.
Vacant professorships and assistant professorships	25,800
Savings on the Sanskrit College	4,500
Three months (or one quarter year's) savings at Krishnagur and Berhampore	5,200
Immediate reduction in collegiate schools,* Rs. 1,000, at Dacca, Patna, Krishnagur, Berhampore, less by one-third to be retained for special allowances, as above, estimated at	3,000
Immediate reduction in contingent grants at six colleges ...	5,100
Total ...	43,600

If the Krishnagur and Berhampore reductions take effect in June(*a*) instead of in December next, then a further saving of about Rs. 11,000 would be secured in the present year. If opportunities which are now offering (or are about to offer) be taken to absorb Messrs. Martin and Willson into other posts (inspectorships, or physical science professorships, or professorships at other colleges), then we feel confident that the actual expenditure of Bengal colleges(*b*) will not, if the foregoing suggestions be carried out, amount to more than Rs. 5,40,000 for the year 1872-73. In 1873-74 and subsequent years the cost of colleges would be brought down to below the sum of Rs. 5,30,000, which the Lieutenant-Governor's orders lay down as the grant for the current year. We anticipate,

(*a*) The colleges close for holidays during the month of May, and another term begins on the 15th June.

(*b*) As those colleges are shown in the budget papers before us.

* We do not reckon upon a saving at Hooghly, because the Lieutenant-Governor's orders preclude our so doing, but we may perhaps note that in college expenditure, contingent expenditure, and collegiate school charges, the Hooghly College is by far the most lavish of all the mofussil colleges.

however, that any extra savings thus secured will be required to strengthen the staff and establish parallel classes at the Presidency College. Mr. Sutcliffe tells us that in one of the alternate sections of the second year class there are now over one hundred students, and no professor can do justice to so large a number. Unless the physical science course takes away a number of students from the general course, the establishment of further parallel classes will soon have to be considered.

11. We now come to the *second* point,—namely the best mode of expending the grant of Rs. 20,000 for physical science and surveying classes at colleges.

It seems to us that the physical science classes must be kept distinct and separate from the surveying classes. For completely carrying students through the university physical science course, there will be required one professor and one assistant professor at the Presidency College. One professor of physical science (Mr. Blanford) is already on the college staff; his salary, Rs. 15,000 a year, is met from the old grant for colleges, as has been shown above (para. 2). We consider that at one other college at least, besides Calcutta, there should be physical science classes. We would begin with one professor at Dacca: as soon as he has brought his pupils through the first year's physical science course and sees his way to having a full class, an assistant professor may possibly have to be given him. Our recommendations are, that in addition to Mr. Blanford there be sanctioned for physical science—

		Rs.
1	Fourth grade officer as assistant professor at the Presidency College ...	7,500
1	ditto ditto, professor at Dacca or Patna ...	7,500

A grant of probably not less than Rs. 10,000 for each physical science college will be required for the purchase of apparatus during the first two years, while a yearly grant of Rs. 1,200 will be required for occasional expenditure on chemical or other contingencies.

12. Attached to each college and collegiate school there should be a teacher of drawing and surveying, who could take the college and school classes. The cost of such teachers might be—

	Rs.	Rs.	
Salaries	1,200 to	1,800	a year.
Survey contingent charges		500	„
Mean total ...		2,000	„
		5	
For five mofussil colleges		10,000	

This sum of Rs. 10,000 we would debit against the Rs. 30,000 allowed for teaching drawing and surveying in schools. It will be seen that if colleges and collegiate schools be taken together, the cost of physical science and surveying classes at these institutions will be much more than Rs. 20,000, thus:—

	Rs.
1 Existing professor	15,000
2 New assistant professors	15,000
Contingencies	2,400
Surveying classes	10,000
Total ...	42,400

13. In regard to the *third* point,—namely the allotment of a *net* Government grant to each higher class school, we find the Lieutenant-Governor's suggestion to be that "a scale of net grants should be adopted for these schools." After considering a statement prepared by the Director, showing the precise financial condition and the number of boys at each school, we come to the conclusion that we can establish five grades of Government grants; but we cannot grade the Government schools according to their efficiency, numbers, or situation, in any fashion that will enable us to assign the same *net* grant to all schools in one grade. For instance, the Assam schools are not well attended, yet they absolutely require large grants; again, the Bhaugulpore and Madrassa schools are well situated and well attended, yet they have always enjoyed large grants; the Burrisal school, on the other hand, has managed very well indeed with

only a small *net* grant. We have tried to allot the grants rather according to the requirements of each school, and according to the sums it has heretofore received from Government, than according to the number of the students. The sanctioned net grants, as they now stand, are for the most part either Rs. 3,616 or Rs. 2,616 a year. We now propose to have five classes of grants, namely :—

				Rs.
I Class grant of Rs.	250 a month or	..	..	3,000 a year.
II " " "	200 "	..	..	2,400 "
III " " "	175 "	..	..	2,100 "
IV " " "	150 "	..	..	1,800 "
V " " "	100 "	..	..	1,200 "

For high schools we propose to allot a I class grant plus Rs. 6,000 a year for the college department, or Rs. 9,000 a year in all.

14. We offer a table showing how these grants will work. It will be seen that in no* case does the proposed grant result in any considerable reduction in the total disposable income of a school. The grants, as proposed by us, bring the *net* expenditure on Government high schools down to Rs. 1,07,400, or very near the sum laid down in the Government orders.

	Number of boys.	Total outlay on the institution in 1870-71.	Fee income of 1870-71.	Net expenditure from Government grant in 1870-71.	Proposed new grant.	Class of new grant.
		Rs.	Rs.	Rs.	Rs.	
Húghli branch ...	246	9,869	5,332	4,537	3,000	I
Bhagulpore ...	319	10,975	6,212	4,171	3,000	I
Chittagong ...	185	7,251	4,105	3,146	3,000	I
Chota Nagpúr ...	112	3,794	842	2,952	3,000	I
Debrúghur ...	92	3,985	1,812	2,173	2,400	II
Bauleah ...	176	6,345	2,895	3,450	2,400	II
Pubna ...	167	5,219	2,603	2,616	2,400	II
Fúridpúr ...	141	4,464	1,775	2,614	2,400	II
Comilla ...	166	5,715	1,988	3,472	2,400	II
Purneah ...	48	3,266	650	2,616	2,400	II
Nowgong ...	91	3,876	1,232	2,644	2,400	II
Rungpore ...	184	4,962	1,538	2,616	2,400	II
Sibsagúr ...	129	3,831	1,250	2,581	2,400	II
Colinga branch ...	129	9,650	1,200	8,450	2,400	II
Goalpara ...	90	4,022	857	2,616	2,400	II
Deoghur ...	69	3,052	[illegible]	2,616	2,400	II
Midnapore ...	225	8,073	4,048	4,025	2,400	II
Pooree ...	105	5,087	1,471	3,616	2,400	II
Jessore ...	167	5,980	2,503	3,477	2,400	II
Sylhet ...	183	4,802	1,695	3,107	2,400	II
Malda ...	110	3,798	1,209	2,589	2,100	III
Balasore ...	129	3,462	1,149	2,313	2,100	III
Bankurah ...	215	6,157	3,692	2,417	2,100	III
Bogra ...	124	3,946	1,425	2,521	2,100	III
Baraset ...	158	5,006	2,696	2,310	2,100	III
Gya ...	182	6,028	642	2,594	2,100	III
Monghyr ...	175	7,767	3,252	2,307	2,100	III
Noakhali ...	130	3,714	1,408	2,006	2,100	III
Dinagpúr ...	144	4,173	1,557	2,616	2,100	III
Purulia ...	81	3,716	1,301	2,415	2,100	III
Bírbhúm ...	138	5,830	3,214	2,616	2,100	III
Chupra ...	248	9,889	4,991	1,952	2,100	III
Arrah ...	161	5,550	2,346	2,604	2,100	III
Mozufferpore ...	137	6,494	1,982	2,600	2,100	III
Silchar ...	163	3,016	1,318	1,500	1,800	IV
Howrah ...	329	11,087	8,587	2,500	1,800	IV
Barisál ...	347	8,769	6,483	2,286	1,800	IV
Mymensingh ...	342	7,206	5,799	1,407	1,800	IV
Barrackpúr ...	156	3,174	2,502	672	1,200	V
Uttarpara ...	230	7,473	5,007	966	1,200	V
Gowhati High ...	239	14,731	3,279	11,452	9,000	High
Cuttack High ...	191	14,566	3,555	10,701	9,000	High
Total ...			...	1,32,839	1,07,400	

* The Collinga branch school has been largely reduced under orders of Government.

15. We suggest that if these grants, as now suggested, be approved, the allotments should remain unchanged for a term of five years, and should then be subjected to revision.

16. The *fourth* point is the settlement of a plan for spending the Rs. 30,000 grant for surveying and drawing classes at schools to the best advantage. We observe that we have already taken Rs. 10,000 of this sum for the collegiate schools. There remains a sum of Rs. 20,000, with which we would pay teachers of surveying and drawing. We would propose further that a teacher of surveying and drawing should be attached to each of the undermentioned schools, namely—

Bhaugulpore.	Mymensing.
Gowhatty.	Burrisal.
Cuttack.	Chupra.
Howrah.	Mozufferpore.
Jessore.	Chota Nagpore.
Midnapore.	Seebsaugor.

If from the above grant the Director should be able to provide survey classes at additional schools, he should be allowed to do so. To each such teachership we would assign a salary of from Rs. 50 to Rs. 75 a month: if, however, the incumbent is employed to teach two or more schools, he should be allowed 20 per cent. on his salary to remunerate him for the expenses incident to a change of residence and for travelling charges. Mr. Sutcliffe tells us that the Civil Engineering College can supply competent teachers at the above-mentioned salaries. For each school there should be a survey contingent allowance of Rs. 400 a year, with perhaps an extra allowance for the first year to cover the cost of a supply of instruments for a full class as per margin. We consider that every pupil should be allowed the use of the school apparatus, but should pay the cost of the more perishable articles, such as pencils, paper, and tape. We recommend that the survey classes open directly after next (the May) holidays: lessons in drawing and book-work can first be given, and field-work can be begun later in the season. For the first year at any rate no special or extra fee should be taken from the survey class pupils. Out-students who may attend school for the survey class only might pay a fee of one rupee per month and a small admission fee of two rupees.

DRAWING AND SURVEYING.

Each school will require—

Tapes.
Chains.
Prismatic compasses.
Plane tables.
Boxes of colours.
Books of drawing copies.

Each boy will require—

1. Drawing pen.
2. One compass, with pen and pencil point.
3. „ 20-inch scale and offsett.
4. „ 6 „ protractor (box-wood or brass.)
5. One parallel ruler.

NOTE.—For collegiate school classes a theodolite should also be provided.

The cost of these surveying teachers would be perhaps (subject to such alteration as may be found necessary)—

		Rs.
12 Teachers, averaging Rs. 75 each ...	... 900 × 12=	10,800
12 Contingent allowances, at Rs. 400 a year	... ...	4,800
12 Extra allowances for first year, Rs. 250 a year	...	3,000
Total	...	18,600

The expenditure of the current year will be less than Rs. 18,000, as the classes will not be all started until June or July.

From Rs. 5,000 to Rs. 6,000 will be available for grants-in-aid of Rs. 40 a month to any aided school which may open a *bonâ fide* surveying and drawing class at a cost of not less than double the grant. The total proposed outlay from the Rs. 30,000 for drawing and surveying classes in schools would be as follows:—

	Rs.
Classes in five collegiate schools	10,000
„ in twelve zillah „	15,600
Extra contingencies for the first year	3,000
Grants-in-aid to survey classes at aided schools from unspent balance of the Rs. 30,000	5,000

16. The fifth and last point is the allotment of a share in Government scholarships to physical science and surveying students. There are at present four classes of scholarships, and the number of scholarships in each class is—

40 Senior	scholarships tenable for two years in colleges.			
160 Junior	"	"	"	"
100 Minor	"	"	"	in higher schools.
225 Vernacular	"	"	four years in higher schools.	
225 "	"	"	one year in normal schools.	

We would propose that thirteen of the senior scholarships (3 first grade on Rs. 32 a month, 4 second grade on Rs. 25 a month each, and 6 third grade on Rs. 20 a month, equal to about Rs. 7,600 a year), be awarded only to students who after passing the F. A. examination elect to take up the B or physical science course for their degree examination. The senior scholarship rules would require to be modified accordingly.

17. In regard to the junior scholarships, it might perhaps be desirable to award scholarships in the same way to matriculated students who would take up a physical science course. But no such course has yet been adopted by the University in the regulations for the F. A. examination. We believe that scholarships of Rs. 5 a month will provide a sufficient stimulus to induce students to qualify themselves in these branches; and we find that taking one-fifth of the 2nd and 3rd grade scholarships for survey classes we could make sixty-eight five-rupee scholarships available. We therefore propose the allotment of a certain number of five-rupee scholarships to school boys who may pass the entrance examination, and may also have qualified in surveying and drawing. Our proposal is, that two survey scholarships should be allotted to each school where there may be a survey class open during the whole year; the rest of the survey scholarships should be at the disposal of the Director for allotment to the best survey pupils at any school where more than two boys may qualify for such scholarships. These scholarships would be awardable to boys who pass the entrance examination and also qualify in surveying and drawing. Each boy's qualification in surveying and drawing would be tested—

(1)—By a paper in book-work and drawing after the close of the entrance examination, set by central examiners and answered by the boys at the usual centres of examination; such papers being sent down to Calcutta and marked by paid examiners in the usual way.

(2)—By an inspection of the boys' drawings, plans, and survey work during the season; a report of each survey student's work, certified by the inspector, being sent in by the head-master, together with the specimen plans, field books, and drawings.

The survey scholarships would be awarded to the boys who, having passed the entrance examination, had done best in surveying and drawing at each school. In order to secure that the survey scholarships may not fall to the least capable boys, we recommend that any lad who may win a survey scholarship and a general educational scholarship be allowed to hold both.

We are quite aware that this plan of allotting junior scholarships for surveying is not scientific; and further, it does not secure that the successful scholar shall continue his technical studies. But we recommend this plan as an *ad interim* arrangement. We think that the scheme sketched above should not be brought into operation till the entrance examination of 1873. Students now in the entrance class at zillah schools will have only three or four months to give to survey work before November; they have to devote much time and attention to brushing up their knowledge of English and general subjects, and they could hardly attend survey classes without either overworking themselves or neglecting their other subjects.

18. There remain the minor and vernacular scholarships. The course of study for the minor scholarships already includes a Bengali book on surveying. The maximum mark for the paper in this book is 50 out of a total of about 500 for the whole examination. We would suggest that the maximum mark for surveying be now raised to 100. We further recommend that the same

text-book be made one of the subjects for the "vernacular scholarships," and that at the examinations of 1872, marks amounting to one-fifth of the whole be allotted to the paper in this book. It must be remembered, however, that from the year 1873 the University will conduct a new vernacular examination, for which surveying will be an optional subject. It will pobably be convenient to fit the Bengal scheme for survey scholarships into the new University vernacular examination.

19. Under the foregoing suggestions the scholarship money awarded to physical and technical science will be—

		Rs.
Special civil engineering scholarships as per budget	... ...	7,200
School of Art, ditto ditto	... ...	1,200*
Senior scholarships for students who take up the B course after the F. A. examination ...	... .	3,700
Sixty-eight five-rupee scholarships for proficiency in surveying and drawing...		4,080
Total	...	16,180
Tenable for two years	...	2
Total yearly outlay	...	32,360
Add one-fifth share in minor and vernacular scholarships, about	...	6,000
		38,360

We have only to add that if any changes in the scholarship rules, such as we suggest, be finally decided upon, no time should be lost in publishing the details of such changes and making those details known to all Government and aided schools. At the same time we would note that after the first award the details of the rules for granting survey scholarships might be revised as experience may shew to be desirable.

20. We would sum up briefly the suggestions offered in this report thus :—

(1) We have shown how the cost of colleges and collegiate schools for general education can be kept down to Rs. 5,40,000 this year, and eventually to Rs. 5,15,000.

(2) We have proposed opening physical science classes at the Presidency College and at either Dacca or some other college at once.

(3) We have submitted a scheme for six grades of grants to high schools and zillah schools, thus bringing the *net* Government outlay on these schools to Rs. 1,07,400.

(4) We have proposed to establish drawing and surveying classes at five collegiate, twelve zillah or high, and at several aided schools.

(5) We have submitted a plan for allotting a proportion of senior scholarships to physical science students, and a share of all other scholarships to lads who may qualify in drawing and surveying.

H. L. DAMPIER.
C. BERNARD.
W. S. ATKINSON.
J. SUTCLIFFE.
H. L. HARRISON.

The 18th April 1872.

* We have taken two first grade junior scholarships of Rs. 18 to make the Art scholarship grant from Rs. 720 to Rs. 1,200 a year. We are assured that more scholarships are required to keep students at the School of Art. At present a lad who has acquired only a smattering of some ornamental craft is tempted by offers of good wages to leave the school and take to his trade at once. It is certainly desirable that some of the students should learn thoroughly the arts taught under Mr. H. Locke's supervision.

W. H. D'C.

No. 3

Copy forwarded to the Principal Presidency College for information & guidance.—

H Woodrow

Fort William
The 27th May 1872

Offg Director of Public Instruction

662

(RESOLUTION.)

GENERAL DEPARTMENT.

EDUCATION.

Calcutta, the 24th May 1872.

READ the following papers:—

Government orders No. 78, dated 9th January, on the educational budget.

The Director of Public Instruction's letter No. 227, dated 23rd January, explanatory of the departmental budget.

Resolution dated 8th March, being final orders on the education budget of the year 1872-73.

Resolution dated 8th March, appointing a Committee to report upon the best mode of giving effect to the budget orders in regard to certain colleges, in regard to Government higher schools, and in regard to classes and scholarships for physical science and surveying.

RESOLUTION.—Taking the paragraphs of the Committee's report in the order they stand, and without recapitulating what is said in that report,* the Lieutenant-Governor desires to record the following remarks and orders.

* The report will be printed and circulated with these orders.

2. *Para.* 2 *of the report.*—There seems to be some miscalculation with respect to the *net* cost of colleges for general education. The cost of the special colleges is deducted from the total grant, and a further deduction is made for the whole of the fee income, which is set down at Rs. 1,67,000. But if we deduct the cost of special colleges and departments, we must credit "general education colleges" with the fees received in the special departments, which in the law departments at any rate are very large. The accounts for the year 1871-72 have not yet been closed, but the Director's report for the year 1870-71 shows the whole income of the general colleges from fees and endowments to be about Rs. 1,14,000, or, including collegiate schools, about Rs. 1,48,000. About this sum, and *not* Rs. 2,23,000 as put by the Committee, must be taken as the income of the general education colleges from fees and endowments. Thus the *net* cost of the general colleges in Bengal, excluding the Hooghly College, which is wholly maintained by endowments and fees, will be nearly three lakhs of rupees; if to this be added the cost of scholarships tenable at colleges, the net cost of these colleges to Government will be a good deal more than three lakhs a year.

Page 19 of the R for 1870-71 shows the net cost of General coll. to be 1,92,18

3. *Para.* 3 *of the report.*—The Lieutenant-Governor observes that the cost of colleges as given in the Committee's report does not correspond with the figures shown at page 19 of the Director's last report as the "expenditure on colleges." Possibly the latter excludes contingencies, and perhaps it debits against the collegiate schools the assistant professors on Rs. 400, whose salaries according to the Committee ought to be debited against the "college establishment." From the Committee's report it would seem that the cost of each college student was even larger than had been supposed at paragraph 7 of the Lieutenant-Governor's review of the last educational report. His Honor, on perusing the figures offered by the Committee, was very much struck with the excessive cost of the collegiate schools to Government. At such places as Hooghly, Dacca, and Kishnagurh, there are several excellent English schools which are self-supporting; but according to the table in the Committee's third paragraph, by far the greater part of cost (including a share of the contingencies) of collegiate schools is borne by Government;—at the Berhampore Collegiate School as much as four-fifths of the cost of the collegiate school is borne by Government. The Lieutenant-Governor would have been glad if the actual cost of the college department of the Sanskrit College could have been made clearer. The Committee put the whole cost of the institution, including college and school, at Rs. 30,000; the Director, at page 19 of his last report, put down the cost of the Sanskrit College at Rs. 10,629; whereas it seems to the Lieutenant-Governor that the real cost of the principal, professors,

and lecturers recently attached to the Sanskrit College, together with the college contingencies, cannot fall short of Rs. 20,000 a year.

4. *Para.* 4 *of the report.*—His Honor entirely accepts the proposals in this paragraph, except that he would call the second officer at the First Arts colleges "professor" instead of "assistant professor." He entirely agrees that there should for the present be a competent European officer at the head of the Kishnagurh and Berhampore colleges. For the professorships on Rs. 400 a month, the Government will no doubt be able to command the services of very competent native professors; and it would be better to have qualified natives for these posts than to employ European professors on salaries which would be inadequate to obtain thoroughly competent Europeans of sufficient experience. It may hereafter be a question what the salary of the professor at First Arts colleges should eventually be, with reference to the number of students attending the classes.

5. The Lieutenant-Governor would, in agreement with the Committee, have wished to continue the Kishnagurh College on its present footing till the end of the current year; but under circumstances described in a recent letter from Mr. Lobb, the Principal, it has been found that the 3rd and 4th year students would prefer to go at once to other colleges rather than remain in uncertainty. The services of the Kishnagurh professors, moreover, are urgently required elsewhere, and the arrangement for sending the students to other colleges has been carried out on such liberal terms that there have been no complaints.

6. *Para.* 5 *of the report.*—The Lieutenant-Governor, as above explained, accepts the view set forth by the Committee in this paragraph.

7. *Para.* 6 *of the report.*—On the whole the Lieutenant-Governor would not aim at reducing the net grant for collegiate schools so low as Rs. 3,000 for each school; he is prepared to accept for the present Rs. 5,000 as the average *net* cost to Government of each collegiate school. Looking to the number of scholars, he would allow Rs. 6,000 as the net Government grant for the Patna and Hooghly collegiate schools, Rs. 5,000 for the Dacca, and Rs. 4,000 for the Kishnagurh and Berhampore schools. The Director will be requested energetically to set about to reduce the establishment of these schools accordingly; every vacancy in the Educational Department should be utilised for this purpose, and masters who have no special claims can be reduced.

8. As regards the Patna Collegiate School, the present arrangements may possibly be affected by the re-organization now under consideration, with the view of reducing the higher college classes and devoting the funds so saved to the encouragement of science and surveying classes.

9. The Lieutenant-Governor would prefer to give native schoolmasters opportunities to rise to higher posts, rather than to keep up over-paid appointments in order to give them promotion. It will be time enough to determine what to do with the savings accruing on the cost of collegiate schools when those savings are fully secured. It must further be remembered in these calculations that savings in the Hooghly College and School are not available for general purposes; such funds are only saved to the endowment, and must be devoted to the purposes of Mahomedan education.

10. *Paras.* 8 *and* 9 *of the report.*—The Lieutenant-Governor accepts entirely the proposals made by the Committee for reducing at once and prospectively the grants for contingencies in colleges. The Director and the college principals will be requested to give full and prompt effect to these reductions.

11. *Para.* 10 *of the report.*—The foregoing orders (paragraphs 7 and 9 above) will necessitate some revision of the figures in paragraph 10 of the report, but the substantial result will be the same, and the desired saving will be effected. Messrs. Martin and Willson have already been absorbed, and will not be thrown back on their former posts.

12. With respect to the Presidency College and to the suggestion (which had previously been under the Lieutenant-Governor's consideration) that additions may be required to the Presidency College staff, His Honor may

remark that he has now sanctioned the maintenance for the present of two English classes at the Sanskrit College, on condition that there is no restriction on the admission of candidates of good moral character and Hindoo race; and he thinks it probable that these classes, together with the general science and physical science classes, may take off the surplus of the Presidency College classes. The Lieutenant-Governor understands, moreover, that an important private institution in Calcutta is about to open college classes and to teach up to the First Arts standard.

13. In regard to the Hooghly College, and with reference to what has been said above respecting savings in the Hooghly Collegiate School, the Lieutenant-Governor would take opportunity to state his views more fully. The Hooghly College is decidedly by far the most flourishing and successful college after the Presidency College, and certainly should, if possible, be fully maintained. It is true that the distance from the Presidency College is not great, but then the fees at the latter institution are very high; and where there is such a demand for education, the Lieutenant-Governor would be very sorry to deprive those who cannot afford such high rates of the cheaper education which the Hooghly there affords them. For all but Mahomedans the Hooghly fees are the same as those of other Mofussil colleges, and even after the large allowance made for Mahomedans, the fee receipts are a good deal more than those of any other college.

14. Looking to the nature of the endowment, His Honor cannot but feel that in addition to the advantages offered to Mahomedans, even if Government set apart for Mahomedan education the savings now secured, the whole net cost of the general college is not fairly put on the endowment. The Lieutenant-Governor's view is, that the Government cannot feel itself in a position above reproach till, say, half the net cost (including the proposed practical science classes) is found from other sources than the endowment. Practically, he thinks that most of the money saved from Kishnagurh must be given to Hooghly, the money set free by this and other savings being formed into a fund available for Mahomedan education somewhere in these provinces.

15. *Paras.* 11 *and* 12 *of the report.*—The Lieutenant-Governor accepts the proposals of the Committee in regard to the Presidency College, except that the additional officer to be employed should be called "professor" rather than "assistant professor." There will thus be two professors available for the physical science course, who must teach physical geography and chemistry as subjects which the University programme makes compulsory for physical science students, and they must also teach the course marked "B" in the University's circular, namely, general physiology, vegetable physiology, and botany. The Lieutenant-Governor considers these latter subjects essential to the further education in scientific agriculture which it is proposed to offer to candidates for the higher executive offices under Government. It must therefore be obligatory on the new professor who may be entertained that he should teach the botanical course; instruction in the other optional science subjects will depend on circumstances, and on the ability of the professors for the time being to teach them. The course of scientific agriculture will require a professor and some establishment, but instruction of this kind will be rather a means of material improvement than an ordinary branch of education, and its cost may be excluded from the present calculation.

Para. 11 *of the report, last clause.*—The necessary apparatus for the physical science and drawing classes will be sanctioned as soon as well considered lists of apparatus and indents are submitted to Government by qualified officers.

16. As regards professors of physical science at the other colleges, the Lieutenant-Governor is more doubtful. If such a professor be appointed at the Patna College, an arrangement which will probably be very desirable, the cost will be met from the savings proposed in that college, and not included in the savings for which credit has already been taken. It will be a question whether the additional officer for Patna should be a purely scientific professor or a teacher of practical chemistry, botany, and agriculture outside the regular scientific course prescribed by the University. At any rate, so far as the Patna College

is concerned, the cost of science professors may be excluded from the present calculations.

17. There remain the Hooghly and Dacca colleges. There will be difficulty in maintaining a scientific staff side by side with a literary class, especially while the University practically confines science to the two upper college classes only. As things at present stand, the Lieutenant-Governor doubts whether Government would be justified in establishing a regular science professor at either of these colleges. He would prefer to wait and see if there is a demand for teaching of this kind; meantime the Government can, by mean of scholarships, enable apt pupils from outside colleges to learn these subjects at the Presidency College.

18. The Lieutenant-Governor would wish also to establish a practical civil service department so far as may be. Setting aside the Patna College and the wants of Behar for the present, His Honor's view would be to admit to the civil service department students who have passed in the First Arts examination or the Entrance examination in one of the two first divisions, and who have also qualified in drawing, surveying, and physical geography to the extent to which these subjects may be taught at Government schools. He would require those candidates who have not passed the First Arts examination to attend the English and mathematical classes of the college, and he would have a teacher to instruct them in engineering, in the elements of practical chemistry and botany, and in physical geography more advanced than the course taught in schools. There should also be a lecturer to teach the Penal and Criminal Procedure Code, and the laws and rules required for the executive service of Government: facilities would have to be provided for the students practising gymnastics and riding. The Lieutenant-Governor would be disposed to try a department of this kind at the Hooghly College, to begin with, if competent instructors can be found. He requests the gentlemen named in the margin to form themselves into a Committee to consider and submit definite proposals for giving effect to the Lieutenant-Governor's views on this point.

Mr. Bernard.
" Woodrow.
Principal of the Hooghly College.

19. *Paras.* 13 *to* 15 *of the report.*—The Committee allude to the Madrissa School, though they do not show that school in their list of Government higher schools. Both the Madrissa and the Collinga Branch School should be excluded from the present arrangements, as their condition will be separately reviewed. Regarding the reduction of the Collinga School, orders have already been passed, and the new arrangements thereon are already in operation. The Lieutenant-Governor accepts generally the Committee's scheme for classifying the net grants to Government higher schools. He would, however, make the following alterations in the classification and in the grants:—

(*a*)—He would reduce one of the classes of grants (the IV class on Rs. 1,800 a year), and he would raise the grants to the four schools at Silchar, Howrah, Burrisaul, and Mymensing to the III (or Rs. 2,100 a year) class.

(*b*)—He would put the lowest or V class of grant at Rs. 900 a year, leaving the two schools at Barrackpore and Ooterparah in that class.

(*c*)—He would make a few alterations in the classification of the different schools, thus—

Midnapore	to have a	I class grant	(Rs. 3,000)	instead of a	II class grant.				
Chota Nagpore	"	a II	"	(" 2,400)	"	"	I	"	"
Debroghur, Nowgong, Goalparah	"	a III	"	(" 2,100)	"	"	II	"	"
Bancoorah, Gya	"	a II	"	(" 2,400)	"	"	III	"	"

Subject to these alterations the Lieutenant-Governor approves the Committees' scheme and their classification; he agrees to the proposal that the *net* grants now

sanctioned shall stand for five years. The Director will be requested to intimate to the School Committees that the new grants will at once come into effect under the budget orders of the current year.

20. *Paras.* 12 *and* 16 *of the report.*—The Lieutenant-Governor accepts the proposals of the Committee for establishing classes and appointing teachers of surveying and drawing at the collegiate schools or zillah schools mentioned by the Committee, with the proviso that these classes be opened at Rampore Beauleah and Chittagong instead of at Jessore and Seebsaugor. His Honor will be glad if the Director can get survey and drawing classes opened at aided schools with the Rs. 5,000 which the Committee note will still be available out of the survey and drawing grant. The Director will be requested to arrange with Mr. Sutcliffe for sending competent teachers of surveying and drawing to the collegiate schools and to the selected zillah schools as soon as possible, so that they may open survey and drawing classes; the session begins on the 15th June next. The necessity for selecting and despatching these teachers with a small supply of survey apparatus will require the Director's immediate attention.

21. *Para.* 16 *of the report.*—Until science professors are available at outlying colleges, senior scholarships of (say) Rs. 15 or Rs. 20 a month should be allotted as marginally noted to the best students who having passed the First Arts examination (and qualified in chemistry, if there should be the means of teaching chemistry at these colleges,) may wish to go to the Presidency College and prosecute the science course. At the Presidency College also eight senior scholarships of Rs. 15 and Rs. 20 each must be allotted to students who may elect for the science course. These arrangements should take effect as soon as a science course is commenced, that is (as the Lieutenant-Governor hopes) from and after next examination; but chemistry cannot be required from candidates for these science senior scholarships until provision is made for teaching it to first and second years' students.

Hooghly College ...	... 4	scholarships.
Dacca " ...	... 4	"
Patna " ...	... 4	"
Berhampore " ...	... 3	"
Kishnagurh " ...	... 3	"

22. *Para.* 17 *of the report.*—In regard to junior scholarships, the Lieutenant-Governor would provide that not less than half these scholarships should be allotted to boys who may have qualified in drawing and surveying and physical geography. Such scholarship-holders would have the option of either following the regular course up to the First Arts examination, or of entering for the civil service course if permitted to do so. No students who may not be *in every way* capable will be allowed to follow the latter course. It will be necessary that the examination in surveying and the two other subjects should precede the Entrance examination. The Lieutenant-Governor would be willing also to reduce the number of general scholarships sufficiently to provide twenty-four special survey scholarships of Rs. 5 each, as proposed by the Committee, to be awarded to the best survey scholars who may pass the Entrance examination but fail to gain general scholarships. Possibly it will not be necessary to establish these extra scholarships when the arrangements ordered in the first part of this paragraph shall have been carried out.

23. *Para.* 18 *of the report.*—The Lieutenant-Governor accepts the minor or vernacular scholarships. But it will be a question for subsequent consideration whether the standard of the new middle class examinations can be accepted in awarding these scholarships.

24. The Lieutenant-Governor desires that Messrs. Woodrow and Bernard will be good enough to elaborate the foregoing instructions regarding scholarships, and to submit draft rules regulating scholarships for approval and for early publication.

25. His Honor desires to add that he feels under the greatest obligations to the Committee for their most successful labors in elaborating the difficult

matters treated of in this resolution, and he desires to tender to them his hearty thanks.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1729

COPY, with copy of the Committee's report, forwarded to the Director of Public Instruction, with fifty spare copies, for communication to colleges and schools. The Director's special attention is wanted to the necessity for prompt and decided action on the orders contained in paragraphs 7, 10, 19, 20, 21, and 25.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

CALCUTTA:
The 24th May 1872.

W. H. D'C.

665

Form No. 4b, Correspondence, P. W. D., Bengal.

MEMO. No. 570

Burrakur 30th May 1872.

FROM

THE EXECUTIVE ENGINEER,

Burrakur DIVISION,

To The Principal
Presidency College
Calcutta

SUBJECT.

Sir

I have the honor to request the favor of your informing me whether you would like to have a Model Steam Engine with boiler complete for the

use of the Students of the Engineering Depart=ment. I have one in Store and I have pro=posed to make a present of it to the College. Should my proposal be refused by Government would you like to pay a moderate price for the Engine

I have the honor to be

Sir

Your Most obedient Servant

Hunter Mahon Bore

Offg Executive Engineer

Barrackpur Division

B.

666

Memo: of Scholarship allowances drawn between the 1st April 71 and 31st March 1872.

Description of Scholarship	Amount drawn		
	Rs	As	P
Senior			
Junior			
Private or Endowed			
Engineering			

Nil

Offg Director of Pub. Ins.

666

667

MEMO. No. 1950

FROM

The Director of Public Instruction,

Bengal,

To

The Principal Presidency College

DATED

Fort William the 30th May 1872

Refers to

The Principal is requested to fill up the accompanying Scholarship Form and to forward it to this Office with as

as little delay as prac-
ticable

A Woodlow
Asst: Director of Pub Instruction

668

MEMO. No. 1928

FROM

The Offg Director of Public Instruction,

Bengal.

To The Principal of the Presidency College

DATED Fort William the 28th May 1872

Refers to

the Principal's No. 211 dated 17th May.—

Before Nanda Kumar Ray's Senior Scholarship can be transferred he must mention the name of the University in.

Great

Great Britain which
he intends to join as a
Gilchrist Scholar. —

S Woodrow

Offg Director of Public Instr.

669

To

J. Sutcliffe Esqre M.A.

Principal Presidency College

Malda dy 27th May 1872.

Sir

In submitting herewith a copy of your Memo No 574 dy 15th July 1867, I have the honor to inform you that as I did not obtain a Certificate of the Asstt Engineer's grade, although I have passed the L.C.E. Examination in 1862, my promotion to the Engineer's grade is much retarded.

The P. W. Code does not seem to recognise the L.C.E. degree although the test required for the appointment in the

Apte Engineers grade as laid down in Para 11. Sec IV Chap II of the P. W. Code is much lower than the L. C. E. Examination

I therefore most respectfully solicit your kindly granting me a certificate that I am already qualified for the rank of Apte Engineers grade.

Have the honor to be
Sir
Your most obedt. Servt
Ramchandra Chatterjee

Memo No. 574

670

From

J. Sutcliffe Esqre. M. A.
Principal, Presidency College

To

Babu Nem Chunder Chatterji
Rampur Beauleah

Dt 15th July 1867

Refers this application dt 12th July 1867.

Informs that the Professional Examination he has already passed entitles him to the preferred to grade of Engineers without further Examination

Sd J. Sutcliffe
Principal
Presidency College

True Copy
Nem Chunder Chatterji.

671

PUBLIC INSTRUCTION.	No. 26.

MEMO. No. 102. G. 671

FROM

THE INSPECTOR OF SCHOOLS,

North East DIVISION,

TO The Principal of the Presidency College, Calcutta.

Dated, Rangpur, the 20th May 1872.

Refers to the Vernacular Scholar, Tárini Charan Dhar, at the Hindu School, Calcutta.

Begs to be informed as to when the scholar joined the Hindu School after he was nominated by the undersigned.—

[illegible]
Inspector of schools.

672

No. 727.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

GENERAL DEPARTMENT.
Education.

Calcutta, the 24th May 1872.

SIR,

I AM directed to communicate the following instructions on your letter No. 1281, dated 4th April, which gives cover to very complete proposals by Messrs. Sutcliffe and Scott, regarding the course and manner of study at the survey and drawing classes about to be opened at collegiate and zillah schools.

2. *First*, with regard to the calibre of men whom the Government requires for the public service. It is quite true that, as stated by Messrs. Schalch and Bernard, surveyors in the Revenue Survey Department work in the vernacular and receive salaries ranging from Rs. 8 to Rs. 15 a month. But His Honor the Lieutenant-Governor requires a higher class of men for work in Bengal; he would, as far as possible, make English and not vernacular the vehicle of survey teaching in all the schools of Bengal Proper; in the Orissa* schools Ooriah might be the vehicle of teaching survey classes; and in Behar the survey teachers will have to lecture in Hindoostanee.

* It is believed, however, that the teacher recently sent to Orissa cannot know the Orissa language.

3. For the present and until the Lieutenant-Governor shall have received a full report upon the Normal school expenditure, he would prefer not to sanction survey teachers for Normal schools. His view, as already expressed, is that Government Normal schools in Bengal should turn out masters for primary schools only; and at primary schools Government cannot at present hope to open survey classes.

4. The course of study in theory and book work appended to Mr. Sutcliffe's letter, is approved; but it is understood that free hand-drawing survey work in the field will also be included in the survey course of collegiate and zillah schools.

5. The Lieutenant-Governor agrees to—

(1)—Allowing Mr. Grant an extra Rs. 50 a month for one year to prepare sets of drawing copies, which can be reproduced by lithography.

(2)—Any reasonable outlay on the preparation by Mr. Scott of a simple manual of surveying, which should be published in English, Hindoostanee, and Ooriah.

The order recently passed on the Committee's report on certain educational matters provides for appointing separate drawing and survey teachers to the collegiate and zillah schools. The Lieutenant-Governor is prepared to admit

that professors can not spare time to undertake survey classes in the field; but he considers that a competent professor, who understood the subject, could teach the theory of surveying, &c., and could exercise a very salutary supervision over the regular survey teacher.

6. The Lieutenant-Governor will be prepared to sanction an addition to the Engineering College staff of a survey teacher on Rs. 125 a month, as proposed in Mr. Scott's 6th paragraph, if it be quite clear that the ordinary first year's course of the Calcutta Engineering College will not suffice for the requirements of students who wish to enter the public service. On this point whether any special class is required either for candidates for the subordinate executive service, or to teach masters of mofussil schools, or for any other purpose, I am to ask for further report.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 4

Copy forwarded to the Principal Presidency College for information and guidance.—

L. Stirling

The 27th May 1872.

H. Woodrow

Offg. Director of Public Instruction

J. A. R.

673

Form No. 4b. Correspondence, P. W. D., Bengal.

673

MEMO. No. 858.

Calcutta, 5th June 1872.

FROM

THE EXECUTIVE ENGINEER,

2nd Calcutta DIVISION,

To The Principal
Presidency College

SUBJECT.

Engineering Students

Undersigned has the honor herewith to return the Bill for the Paysed Student for the month of May 1872 Countersigned

[illegible] C.E.

Exe. Eng. 2nd Cal. Divn.

674

1872 674

EDUCATIONAL DEPARTMENT.

REGISTER No. { Office of Receipt / Office of Issue } 82/B

FROM
THE HEAD MASTER,
HIGH SCHOOL, SAGÁR, C. P.

TO The Principal Presy Coll
Calcutta

Dated 4th June 1872

Received

Forwards a Transfer receipt for Rs 25/- on account of Ambica Charan Ds Scholarship, for the month of May 1872. An acknowledgement is requested.

Geo. Thompson
Head Master

No 129

From

A. J. Oldham Esquire,
Superintendent of Forests.
Dated 24th June 1872.

To

J. B. Stoney Esquire,
Executive Engineer,
Dasseram Division.

Subject

In reference to his Memo No 959 dated 20th forwarding Superintending Engineer's letter, he begs to state that he is unprepared to go up immediately for examination for the Engineer Grade of the Public Works Department as he is not aware what subjects are required to be passed in. But has the honor to request that he may be supplied with the required information as soon as possible.

(Sd) A. J. Oldham
Supdt. of Forests.

No 1005

Copy forwarded to the Superintending Engineer for information, with reference to his No 2112 dated 18th June 1872

(Sd) A. D. McArthur Lieut R.E
Offg: Executive Engineer,
Dasseram Division

Dehree
The 28th June 1872

No 2313

Copy of the foregoing forwarded to the Chief Engineer Bengal P.W. Department. Irrigation Branch for information, with reference to his No 604 dated the 12th June last. It is requested that the Principal of the Presidency College may

be asked not to forward the examination papers, as Mr Oldham is unprepared to go up at once; Mr Oldham wishes that a list of the subjects for examination may be sent to him with as little delay as possible.

(Signed) H. C. Levinge
Superintending Engineer,
Doab Circle.

Arrah
The 1st July 1872

No 736

Copy of the foregoing correspondence forwarded to the Principal, Presidency College, with reference to this office No 603 dated 12th June 1872, with the request that a list of subjects for examination may be sent to the Chief Engineer with as little delay as possible.

C.E.
Asstt. Chief Engineer, Bengal,
Irrigation Branch.

Chief Engineer's Office
The 12th July 1872

676

MEMO. No. 2047

FROM

THE Off DIRECTOR OF PUBLIC INSTRUCTION,

BENGAL.

To The Inspector of Schools

South East Division

Dated Fort William the 8th June 1872.

REFERS TO

The Principal of the Presidency College having represented that it will be inconvenient for him to submit Minor and Vernacular Scholarship Bills in duplicate as it will throw extra work upon his office which it is unable to perform - the Officiating Director has recognized the difficulty under present orders of increasing the office of the Presidency Schools and has allowed Mr Sutcliffe's request to be exempted from sending duplicate Scholarship bills

J. H. Woodrow

No. 2048.

Copy forwarded to the Principal of the Presidency College for information with reference to his No. 195 dated 23rd April. –

J. Woodrow

Fort William
The 8 June 1872

Offg: Director of Public Instr.

No. - 1871.

From,

The Secretary to the Government of Bengal.

To,

The Director of Public Instruction.
Dated Calcutta the 8th June 1872.

General Deptt. Education

Sir,

I am directed to acknowledge the receipt of your letter, No. 1921 dated 25th May, resubmitting herewith returned Mr. Blanford's indent for Physical Science operations.

The indent asks for 204 £ worth of optics course apparatus.
60 £ worth of Acoustics and other apparatus.
63 £ worth of Applied Mathematic apparatus.

The Lieutenant-Governor does not feel willing to sanction more than 1,000/- Rupees for further apparatus on account of the B(d) source, and he desires that revised indents for Articles required for that source may be submitted up to a limit of 100 £. The Indent for 63 £ worth of apparatus for teaching experimentally applied Mathematics is sanctioned.

(d) Acoustics
Thermotics
Optics
Magnetism
Electricity
100 £

63 app. that for

England as emergent directly a revised indent for 100 £ worth of "Optics" and "Acoustics" apparatus shall be received.-

The Lieutenant-Governor regards it as extremely important that ample apparatus should be provided for teaching the Compulsary (Physical Science course) subjects of "Chemistry" and "Physical Geography".- With reference to para: 2 of Mr. Blanford's Memorandum,* I am to request that Mr. Blanford may (if there is still time) be instructed by telegraph to buy and bring out with him 100 £ worth of Physical Geography apparatus including many duplicates of cheap and popular diagrams.- An extra 50 £ worth of cheap diagrams may also be bought for the use of Schools when the text books in Physical Geography may be introduced.-

It will be very desirable to obtain a full supply of models, drawings diagrams and other apparatus necessary for teaching the B (S) Course,# which is to be taught at the Civil Service Department of the Hughly College.- But regarding the supply of this apparatus the Lieutenant-Governor will address the Home Government unless he hears from you in the meantime.-

(True Copy)

Yours &c.
Sd. C. Bernard

* Copy of which is forwarded

100 £ for Physical Geography apparatus

50 £ for cheap diagrams for schools

General Physiology, Vegetable Physiology, Botany

No. 2076.

From,

The Offg. Director of Public Instruction.

To,

The Principal of the Presidency College
Dated Fort William the 11th June/72.

Sir,

I have the honor to forward a copy of the letter of the Government of Bengal No. 1871 dated 8th June and to request that you reduce the Indent for Optics £204/- and Acoustics £60 to £100 in all. The Indent for £63 is sanctioned. Ample apparatus is considered by His Honor to be necessary for Chemistry and Physical Geography and His Honor sanctions £100 for Physical Geography apparatus.

I beg to know Mr. Blanford's address that he may be instructed by Telegraph to bring out with him the £100 of Physical Geography apparatus.

I have the honor to be,
Sir,
Your most obedt. Servant.

679

No. 899

From

The Executive Engineer
2nd Calcutta Division

To

J. Sutcliffe Esq. M.A.
Principal Presidency College.

Cal: 11th June 1872

Colootollah School

Estimate No 8 of 72-73.
Formation of a masters room in North East corner of the building
Building up partition walls
Platforms for main walls & spouts
Received with Supt. Engr's Govt. No 648 of 7th June.

The undersigned has the honor to inform the Principal of the Presd. College that the Estimate for required alteration to Coll. School - as marginally noted amounting to Rs 1202 has been sanctioned by Govt. in Secy to Govt. Bengal No 2833 of 31st May.

2. As the work inside the building cannot be completed before the 17th Inst. when the School reopens undersigned requests to be informed when the Principal would wish the work to go on.

3. Undersigned presumes that the External work, platforms under the main walls & spouts, may be put in hand at once.

No. 1971

From,

The Offg Director of Public Instruction

To

The Principal of the Presidency College

Dated Fort William the 1st June 1872.

Sir,

In order to carry out the orders of His Hon'r the Lieutenant Governor in the Resolution of the 24th May I have the honor to draw your serious attention to paras: 7. 10 and 19. Para 7 shews that the assignments of Collegiate Schools must be greatly reduced; for example Hooghly and Patna to Rupees 6000, Dacca to Rupees 5000, and Krishnaghur and Berhampur to Rupees 4000. Every vacancy in the department will be utilised to assist you in making the reductions but the department cannot make vacancies except by carrying out the orders "masters who have

"special claims must be reduced." The only vacancies now existing are the Head Mastership of Malda on Rupees 100 and the second Mastership of Debroghur on Rupees 50 - A vacancy at Hughly Branch School of Rupees 20 will also be utilised for Hooghly reductions. The mode to be pursued will be to absorb every vacancy by promotions or transfers without increase of pay and to fill up the last place thus vacated with teachers on Rupees 15 or 20 a month. If the receipts from fees in any Classes can be raised, much of the hardship may be mitigated. I also draw your attention to para: 10 and request that you give "full and prompt" effect to these orders reporting how you will be able to carry them into execution. Para 19 of the resolution informs you that the new grants will come into effect this very year. I have not yet received

orders

orders whether Government will make allowance for the fact that two months out of the twelve have already elapsed.—

I have the honor to be
Sir,
Your Most Obt. Servt.
H. Woodroow
Asst. Director of Publ. Ins.

(RESOLUTION.)

GENERAL DEPARTMENT.

EDUCATION.

Calcutta, the 24th May 1872.

READ the following papers:—

Government orders No. 78, dated 9th January, on the educational budget.

The Director of Public Instruction's letter No. 227, dated 23rd January, explanatory of the departmental budget.

Resolution dated 8th March, being final orders on the education budget of the year 1872-73.

Resolution dated 8th March, appointing a Committee to report upon the best mode of giving effect to the budget orders in regard to certain colleges, in regard to Government higher schools, and in regard to classes and scholarships for physical science and surveying.

RESOLUTION.—Taking the paragraphs of the Committee's report in the order they stand, and without recapitulating what is said in that report,* the Lieutenant-Governor desires to record the following remarks and orders.

* The report will be printed and circulated with these orders.

2. *Para.* 2 *of the report.*—There seems to be some miscalculation with respect to the *net* cost of colleges for general education. The cost of the special colleges is deducted from the total grant, and a further deduction is made for the whole of the fee income, which is set down at Rs. 1,67,000. But if we deduct the cost of special colleges and departments, we must credit "general education colleges" with the fees received in the special departments, which in the law departments at any rate are very large. The accounts for the year 1871-72 have not yet been closed, but the Director's report for the year 1870-71 shows the whole income of the general colleges from fees and endowments to be about Rs. 1,14,000, or, including collegiate schools, about Rs. 1,48,000. About this sum, and *not* Rs. 2,23,000 as put by the Committee, must be taken as the income of the general education colleges from fees and endowments. Thus the *net* cost of the general colleges in Bengal, excluding the Hooghly College, which is wholly maintained by endowments and fees, will be nearly three lakhs of rupees; if to this be added the cost of scholarships tenable at colleges, the net cost of these colleges to Government will be a good deal more than three lakhs a year.

3. *Para.* 3 *of the report.*—The Lieutenant-Governor observes that the cost of colleges as given in the Committee's report does not correspond with the figures shown at page 19 of the Director's last report as the "expenditure on colleges." Possibly the latter excludes contingencies, and perhaps it debits against the collegiate schools the assistant professors on Rs. 400, whose salaries according to the Committee ought to be debited against the "college establishment." From the Committee's report it would seem that the cost of each college student was even larger than had been supposed at paragraph 7 of the Lieutenant-Governor's review of the last educational report. His Honor, on perusing the figures offered by the Committee, was very much struck with the excessive cost of the collegiate schools to Government. At such places as Hooghly, Dacca, and Kishnagurh, there are several excellent English schools which are self-supporting; but according to the table in the Committee's third paragraph, by far the greater part of cost (including a share of the contingencies) of collegiate schools is borne by Government;—at the Berhampore Collegiate School as much as four-fifths of the cost of the collegiate school is borne by Government. The Lieutenant-Governor would have been glad if the actual cost of the college department of the Sanskrit College could have been made clearer. The Committee put the whole cost of the institution, including college and school, at Rs. 30,000; the Director, at page 19 of his last report, put down the cost of the Sanskrit College at Rs. 10,629; whereas it seems to the Lieutenant-Governor that the real cost of the principal, professors,

and lecturers recently attached to the Sanskrit College, together with the college contingencies, cannot fall short of Rs. 20,000 a year.

4. *Para.* 4 *of the report.*—His Honor entirely accepts the proposals in this paragraph, except that he would call the second officer at the First Arts colleges "professor" instead of "assistant professor." He entirely agrees that there should for the present be a competent European officer at the head of the Kishnagurh and Berhampore colleges. For the professorships on Rs. 400 a month, the Government will no doubt be able to command the services of very competent native professors; and it would be better to have qualified natives for these posts than to employ European professors on salaries which would be inadequate to obtain thoroughly competent Europeans of sufficient experience. It may hereafter be a question what the salary of the professor at First Arts colleges should eventually be, with reference to the number of students attending the classes.

5. The Lieutenant-Governor would, in agreement with the Committee, have wished to continue the Kishnagurh College on its present footing till the end of the current year; but under circumstances described in a recent letter from Mr. Lobb, the Principal, it has been found that the 3rd and 4th year students would prefer to go at once to other colleges rather than remain in uncertainty. The services of the Kishnagurh professors, moreover, are urgently required elsewhere, and the arrangement for sending the students to other colleges has been carried out on such liberal terms that there have been no complaints.

6. *Para.* 5 *of the report.*—The Lieutenant-Governor, as above explained, accepts the view set forth by the Committee in this paragraph.

7. *Para.* 6 *of the report.*—On the whole the Lieutenant-Governor would not aim at reducing the net grant for collegiate schools so low as Rs. 3,000 for each school; he is prepared to accept for the present Rs. 5,000 as the average *net* cost to Government of each collegiate school. Looking to the number of scholars, he would allow Rs. 6,000 as the net Government grant for the Patna and Hooghly collegiate schools, Rs. 5,000 for the Dacca, and Rs. 4,000 for the Kishnagurh and Berhampore schools. The Director will be requested energetically to set about to reduce the establishment of these schools accordingly; every vacancy in the Educational Department should be utilised for this purpose, and masters who have no special claims can be reduced.

8. As regards the Patna Collegiate School, the present arrangements may possibly be affected by the re-organization now under consideration, with the view of reducing the higher college classes and devoting the funds so saved to the encouragement of science and surveying classes.

9. The Lieutenant-Governor would prefer to give native schoolmasters opportunities to rise to higher posts, rather than to keep up over-paid appointments in order to give them promotion. It will be time enough to determine what to do with the savings accruing on the cost of collegiate schools when those savings are fully secured. It must further be remembered in these calculations that savings in the Hooghly College and School are not available for general purposes; such funds are only saved to the endowment, and must be devoted to the purposes of Mahomedan education.

10. *Paras.* 8 *and* 9 *of the report.*—The Lieutenant-Governor accepts entirely the proposals made by the Committee for reducing at once and prospectively the grants for contingencies in colleges. The Director and the college principals will be requested to give full and prompt effect to these reductions.

11. *Para.* 10 *of the report.*—The foregoing orders (paragraphs 7 and 9 above) will necessitate some revision of the figures in paragraph 10 of the report, but the substantial result will be the same, and the desired saving will be effected. Messrs. Martin and Willson have already been absorbed, and will not be thrown back on their former posts.

12. With respect to the Presidency College and to the suggestion (which had previously been under the Lieutenant-Governor's consideration) that additions may be required to the Presidency College staff, His Honor may

remark that he has now sanctioned the maintenance for the present of two English classes at the Sanskrit College, on condition that there is no restriction on the admission of candidates of good moral character and Hindoo race; and he thinks it probable that these classes, together with the general science and physical science classes, may take off the surplus of the Presidency College classes. The Lieutenant-Governor understands, moreover, that an important private institution in Calcutta is about to open college classes and to teach up to the First Arts standard.

13. In regard to the Hooghly College, and with reference to what has been said above respecting savings in the Hooghly Collegiate School, the Lieutenant-Governor would take opportunity to state his views more fully. The Hooghly College is decidedly by far the most flourishing and successful college after the Presidency College, and certainly should, if possible, be fully maintained. It is true that the distance from the Presidency College is not great, but then the fees at the latter institution are very high; and where there is such a demand for education, the Lieutenant-Governor would be very sorry to deprive those who cannot afford such high rates of the cheaper education which the Hooghly there affords them. For all but Mahomedans the Hooghly fees are the same as those of other Mofussil colleges, and even after the large allowance made for Mahomedans, the fee receipts are a good deal more than those of any other college.

14. Looking to the nature of the endowment, His Honor cannot but feel that in addition to the advantages offered to Mahomedans, even if Government set apart for Mahomedan education the savings now secured, the whole net cost of the general college is not fairly put on the endowment. The Lieutenant-Governor's view is, that the Government cannot feel itself in a position above reproach till, say, half the net cost (including the proposed practical science classes) is found from other sources than the endowment. Practically, he thinks that most of the money saved from Kishnagurh must be given to Hooghly, the money set free by this and other savings being formed into a fund available for Mahomedan education somewhere in these provinces.

15. *Paras.* 11 *and* 12 *of the report.*—The Lieutenant-Governor accepts the proposals of the Committee in regard to the Presidency College, except that the additional officer to be employed should be called "professor" rather than "assistant professor." There will thus be two professors available for the physical science course, who must teach physical geography and chemistry as subjects which the University programme makes compulsory for physical science students, and they must also teach the course marked "B" in the University's circular, namely, general physiology, vegetable physiology, and botany. The Lieutenant-Governor considers these latter subjects essential to the further education in scientific agriculture which it is proposed to offer to candidates for the higher executive offices under Government. It must therefore be obligatory on the new professor who may be entertained that he should teach the botanical course; instruction in the other optional science subjects will depend on circumstances, and on the ability of the professors for the time being to teach them. The course of scientific agriculture will require a professor and some establishment, but instruction of this kind will be rather a means of material improvement than an ordinary branch of education, and its cost may be excluded from the present calculation.

Para. 11 *of the report, last clause.*—The necessary apparatus for the physical science and drawing classes will be sanctioned as soon as well considered lists of apparatus and indents are submitted to Government by qualified officers.

16. As regards professors of physical science at the other colleges, the Lieutenant-Governor is more doubtful. If such a professor be appointed at the Patna College, an arrangement which will probably be very desirable, the cost will be met from the savings proposed in that college, and not included in the savings for which credit has already been taken. It will be a question whether the additional officer for Patna should be a purely scientific professor or a teacher of practical chemistry, botany, and agriculture outside the regular scientific course prescribed by the University. At any rate, so far as the Patna College

is concerned, the cost of science professors may be excluded from the present calculations.

17. There remain the Hooghly and Dacca colleges. There will be difficulty in maintaining a scientific staff side by side with a literary class, especially while the University practically confines science to the two upper college classes only. As things at present stand, the Lieutenant-Governor doubts whether Government would be justified in establishing a regular science professor at either of these colleges. He would prefer to wait and see if there is a demand for teaching of this kind; meantime the Government can, by mean of scholarships, enable apt pupils from outside colleges to learn these subjects at the Presidency College.

18. The Lieutenant-Governor would wish also to establish a practical civil service department so far as may be. Setting aside the Patna College and the wants of Behar for the present, His Honor's view would be to admit to the civil service department students who have passed in the First Arts examination or the Entrance examination in one of the two first divisions, and who have also qualified in drawing, surveying, and physical geography to the extent to which these subjects may be taught at Government schools. He would require those candidates who have not passed the First Arts examination to attend the English and mathematical classes of the college, and he would have a teacher to instruct them in engineering, in the elements of practical chemistry and botany, and in physical geography more advanced than the course taught in schools. There should also be a lecturer to teach the Penal and Criminal Procedure Code, and the laws and rules required for the executive service of Government: facilities would have to be provided for the students practising gymnastics and riding. The Lieutenant-Governor would be disposed to try a department of this kind at the Hooghly College, to begin with, if competent instructors can be found. He requests the gentlemen named in the margin to form themselves into a Committee to consider and submit definite proposals for giving effect to the Lieutenant-Governor's views on this point.

Mr. Bernard.
" Woodrow.
Principal of the Hooghly College.

19. *Paras.* 13 *to* 15 *of the report.*—The Committee allude to the Madrissa School, though they do not show that school in their list of Government higher schools. Both the Madrissa and the Collinga Branch School should be excluded from the present arrangements, as their condition will be separately reviewed. Regarding the reduction of the Collinga School, orders have already been passed, and the new arrangements thereon are already in operation. The Lieutenant-Governor accepts generally the Committee's scheme for classifying the net grants to Government higher schools. He would, however, make the following alterations in the classification and in the grants:—

(*a*)—He would reduce one of the classes of grants (the IV class on Rs. 1,800 a year), and he would raise the grants to the four schools at Silchar, Howrah, Burrisaul, and Mymensing to the III (or Rs. 2,100 a year) class.

(*b*)—He would put the lowest or V class of grant at Rs. 900 a year, leaving the two schools at Barrackpore and Ooterparah in that class.

(*c*)—He would make a few alterations in the classification of the different schools, thus—

Midnapore	to have a	I class grant	(Rs. 3,000)	instead of a	II class grant.
Chota Nagpore	"	a II	"	(" 2,400)	"	"	I	"	"
Debroghur, Nowgong, Goalparah	"	a III	"	(" 2,100)	"	"	II	"	"
Bancoorah, Gya	"	a II	"	(" 2,400)	"	"	III	"	"

Subject to these alterations the Lieutenant-Governor approves the Committees' scheme and their classification; he agrees to the proposal that the *net* grants now

sanctioned shall stand for five years. The Director will be requested to intimate to the School Committees that the new grants will at once come into effect under the budget orders of the current year.

20. *Paras.* 12 *and* 16 *of the report.*—The Lieutenant-Governor accepts the proposals of the Committee for establishing classes and appointing teachers of surveying and drawing at the collegiate schools or zillah schools mentioned by the Committee, with the proviso that these classes be opened at Rampore Beauleah and Chittagong instead of at Jessore and Seebsaugor. His Honor will be glad if the Director can get survey and drawing classes opened at aided schools with the Rs. 5,000 which the Committee note will still be available out of the survey and drawing grant. The Director will be requested to arrange with Mr. Sutcliffe for sending competent teachers of surveying and drawing to the collegiate schools and to the selected zillah schools as soon as possible, so that they may open survey and drawing classes; the session begins on the 15th June next. The necessity for selecting and despatching these teachers with a small supply of survey apparatus will require the Director's immediate attention.

21. *Para.* 16 *of the report.*—Until science professors are available at outlying colleges, senior scholarships of (say) Rs. 15 or Rs. 20 a month should be allotted as marginally noted to the best students who having passed the First Arts examination (and qualified in chemistry, if there should be the means of teaching chemistry at these colleges,) may wish to go to the Presidency College and prosecute the science course. At the Presidency College also eight senior scholarships of Rs. 15 and Rs. 20 each must be allotted to students who may elect for the science course. These arrangements should take effect as soon as a science course is commenced, that is (as the Lieutenant-Governor hopes) from and after next examination; but chemistry cannot be required from candidates for these science senior scholarships until provision is made for teaching it to first and second years' students.

Hooghly College ...	... 4	scholarships.
Dacca " ...	... 4	"
Patna " ...	... 4	"
Berhampore " ...	... 3	"
Kishnagurh " ...	... 3	"

22. *Para.* 17 *of the report.*—In regard to junior scholarships, the Lieutenant-Governor would provide that not less than half these scholarships should be allotted to boys who may have qualified in drawing and surveying and physical geography. Such scholarship-holders would have the option of either following the regular course up to the First Arts examination, or of entering for the civil service course if permitted to do so. No students who may not be *in every way* capable will be allowed to follow the latter course. It will be necessary that the examination in surveying and the two other subjects should precede the Entrance examination. The Lieutenant-Governor would be willing also to reduce the number of general scholarships sufficiently to provide twenty-four special survey scholarships of Rs. 5 each, as proposed by the Committee, to be awarded to the best survey scholars who may pass the Entrance examination but fail to gain general scholarships. Possibly it will not be necessary to establish these extra scholarships when the arrangements ordered in the first part of this paragraph shall have been carried out.

23. *Para.* 18 *of the report.*—The Lieutenant-Governor accepts the minor or vernacular scholarships. But it will be a question for subsequent consideration whether the standard of the new middle class examinations can be accepted in awarding these scholarships.

24. The Lieutenant-Governor desires that Messrs. Woodrow and Bernard will be good enough to elaborate the foregoing instructions regarding scholarships, and to submit draft rules regulating scholarships for approval and for early publication.

25. His Honor desires to add that he feels under the greatest obligations to the Committee for their most successful labors in elaborating the difficult

matters treated of in this resolution, and he desires to tender to them his hearty thanks.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 1753

COPY forwarded to J. Sutcliffe Esqr. with an expression of His Honor the Lieutenant-Governor's hearty thanks for his report.

By order of the Lieutenant-Governor of Bengal,

C Bernard

Offg. Secy. to the Govt. of Bengal.

CALCUTTA:
The 28th 1872.

W. H. D'C.

W. Dirt.

I have the honour to recommend that leave of absence for 4 months on medical certificate be granted to Babu Sudoorsan [illegible] 7th Master of the Hindu School, & that Babu Sashi Bhusan Dutt be appointed to officiate in the 7th Mastership on Rs 25 a month. The leave dating from the 21st June.

6854

Leave wanted for a Principal Presy College

685

S. Nuttcliffe Esq. M.A.

Sir

In submitting the accompanying Medical Certificate I beg respectfully to request that you will be kind enough to grant me leave of absence for four months to enable me to go to a healthier place.

I remain
Sir
Your most obt servant
Sudoo Nauth Saha
7th Master Hindu School

Calcutta
the 20 June 1872

685

686

This is to certify that Babu Adhar Chandra is still suffering from internal bleeding piles which has prostrated him to a great extent and a change to a healthier place is absolutely necessary to recover himself & I recommend him four months leave of absence to enable him to do this

Jagan Nath Sen
G. M. C. O.

Calcutta.
20th June 1872.

No. 400

687

From
T. B. Lane Esquire
Secretary Central Examination Committee

To
The Principal Presidency College

Dated 20th June 1872.

Sir

I have the honor to forward herewith the answers in the different subjects marginally noted, to be examined by the respective professors of the Presidency College, and request that the result may be communicated to me, at your earliest convenience.

History
Political Economy
Jurisprudence

I have the honor to be
Sir
Your most obt Servt
T B Lane
Secretary Central Examination Committee

688

Calcutta School Book and
Vernacular Literature Society.

No. 3570

10, Government Place, East.

June 20th, 1872.

To,
J. Sutcliffe Esqre.
Principal Presidency College
Calcutta.

Sir,

I have the honor to acknowledge the receipt of a letter of this day's date, signed by Babu Troylucca Nauth Banerjee, Librarian of the College, giving cover to a Cheque for Rupees 522/14/. The amount upon realization will be credited to your account.

I have the honor to be,
Sir,
Your Most obedient Servant,

A. Anderson.

Secretary.

689

689

MEMO. No. 2166

FROM

The offg. Director of Public Instruction,

Bengal.

To The Principal of the Presidency College

DATED

Fort William the 19th June 1872.

Refers to

The Principal is requested to ask Mr. Scott to state the size of the plane tables he would recommend for

for use in Mofussil Schools.
The information is required to
enable the Officiating Director
to indent for similar Tables for
other Institutions.

H Woodrow

Offg. Director of Public Instruction.

No. 2175.

From

The Offg Director of Public Instruction

To

The Principal Presidency College

Dated Fort William the 18th June 1872.

Sir,

Under the orders of Government I have the honor to request that the accompanying revised copy of the form No. 2 be substituted for the form sent with Mr. Atkinson's letter No. 1409 dated 13th April and that the information be sent to this Office at your earliest convience.—

I have the honor to be

Sir,

Your most Obt Servt

J Woodrow

Offg Director of Public Ins.

No. 1799.

From,

C. Bernard, Esqr.

Offg Secretary to the Govt. of Bengal

To

The Offg Director of Public Instruction

Calcutta, the 1 June 1872.

General Department
Education

Sir,

I am directed to acknowledge the receipt of your predecessor's letter No. 1769 dated the 2nd May 1872, submitting letters from the Principals of Colleges regarding the limitation of the teaching of Sanskrit in the Collegiate Schools.—

2. I am to say that in accordance with the suggestions of several of the heads of these Institutions, the Lieutenant-Governor consents to the teaching of Sanskrit in the three upper Classes, provided the number who wish to learn it comes up to the minimum already laid down. In cases where the students of the highest year are already far advanced, they may be carried on

to

to the end of their course, even though the number somewhat falls short of that prescribed. —

3 To prevent misapprehension, I am to add that the orders about oriental Classics do not affect the grant-in-aid — Schools at all. —

I have &c
C. C. Bernard
Offg Secy to the Govt of Bengal

No. 2188.

Copy forwarded to the Principal Presidency College for information and guidance with reference to his No. 178 dated 12th April and previous correspondence. —

H. Woodrow

Fort William
the 20th June 1872 } Offg Director of Public Instn

692

FORM No. 6, CORRESPONDENCE, P. W. D., BENGAL,

692

No. 658

Burrahur 22nd June 1872.

To

The Principal of
Presidency College
Calcutta

THE undersigned has the honor to draw the attention of the Principal of the Presidency College to this Office No. 570 of 30th ultimo regarding the Model Steam Engine and to request an early reply thereto.

Hurtu mohun Bose BA

Executive Engineer,
Burrahur Division.

693

No. E/736

CALCUTTA:

19 June 1872

Official Memorandum

To

THE Principal Presidency College

Sir,

In reply to your No. , dated

With reference to your Memo No. 233 of 20 Ultimo I am directed by the Accountant General to observe that as the scholarship in question was tenable for the year ending 10 January last, the allowance attached to it cannot properly be passed from the 1st to the 10 January, and again for the whole month, pending the adjustment of the excess charge of 10 days allowance at the close of the year. The books of this Office should not in any case shew a double charge. I am to inform you, therefore, that the sum of Rs 77-7- overdrawn for January last will be recovered from the next scholarship bill, and

O. S. G. P.—No. 10641 A. G.—2-4-72.—5,000.

that the allowance will be passed upto 10 Jany 1873 which will complete the payments for one year, —

I have the honor to be
Sir
Your most obedt. Servt.

[illegible]
Asst. Acct. Genl. Bengal

No. 2201

From,

The Offg. Director of Public Instruction

To,

The Principal Presidency College

Fort William the 28th June 1872.

Sir,

I receive letters from various parties asking the cost of the Books in the Civil Service Course, and where they may be procured.—

I shall feel obliged if you would ask Mr. Scott to give me this information.—

I have the honor to be
Sir,
Your Most Obedt. Servt.

[illegible]
Offg. Director of Pub. Inst.

Please write below the information

M

Rankine Treatise on
Civil Eng. 1st & 2nd Vols.
1st Vol. 4/8 - In the press
2nd 12/. at Rankine.
~~Notes on~~ Notes on Surveying
Price 1/- - Wyman & Co.

Todhunters Mensuration
Price 1/4 - ~~Chiene Bogart~~ ~~Edinburgh~~

Bernard Smiths Arithmetic
Price 2/4 - Hackers -

Construction of Scales. -
Price 1/- - Wyman & Co.

Davidson Linear Drawing
Price 1/4 - Hackers -

Burns Projection
Price 1/2 - Hackers.

695

695

MEMO. No. 2227

FROM

The Offg Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED Fort William the 24th June/72.

Refers to

The Principal's No. 249 dated 18th June. —

Sir,

I have the honor to acknowledge with thanks the receipt of the two Terms of Prize Essays

printing exercises required for survey Classes in Colleges and Schools - and to request that you will be so good as to send 500 Copies more of each Form as soon as possible. —

I have the honor to be
Sir
Your most obedt. Servant.

H. Woodbow
Offg Director of Public Instn.

696

Dear Sir.

By Notification in the Calcutta Gazette dated 27th September, and 4th October 1871, candidates for the Opium Department are required to pass an Examination in Surveying and Engineering, and in anticipation of the opening

of the Special Class in
Surveying and Engineering at
the Presidency College, it
intending students were
required to acquaint them-
selves with the books noted
in Section 6 of the latter
Notification.

I receive the Sanction
of the Lieutenant Governor

to attend at the next
Examination for the Patent
Department, I would like
to enter the Special Class,
and will be much obliged
if you will let me know
under what rules I can
become a student.

I will be happy to give
you any information regard

subjects before the end of this year. I have applied for, & hope to get, 3 months leave in order to study - & the next 3 months would be most convenient for me as later I may have some difficulty in getting leave. I believe you open a class for instructions in Engineering & Surveying in November but that would be too late for me. Hoping to receive an early reply - I remain

Yrs truly

Geoite. J. Ryan

697A

697

Dalton Quay
Palamow
22nd June 1872

To the Principal of the Calcutta
Engineering College

Dear Sir

I am desirous of preparing myself to pass an Examination in Engineering & Surveying by the end of the year, & shall feel it a favor if you will kindly tender me any advice as to where I could get best instructed in these subjects, by Calcutta at a moderate charge. I am an Asstt in the Opt. Dept. on Rs 300 - a month with no extra grains & my orr. & by Govt Resolution of the 18th March 1872 we have been ordered to pass examination in the above

Myself as soon as I have
[illegible]

Yours truly

Frank S. Hurley

Extra Assistant Opium A[illegible]

24. 6. 72 Futtehgurh
N.W.P.

J. Sutcliffe Esq.
Principal
Presidency College
Calcutta

698

Kristo Chun de Chowdry . Cal

Chun der Mohun Roy . Cal.

& Launi & Lai Banerjee Chun

Bennier

Kistoo Chun

1 Bhagulpore

1 Midnapore

1 Chun

2 Calcutta Dis.

27/6

Names of Chun. Eng.

W & Lewis Chun

" Phillip Mohun Bose Bancoorah or Burdwan

" John 1st Calcutta

" Tyndale

" Roberts

GOVERNMENT OF BENGAL, 699

PUBLIC WORKS DEPARTMENT.

20, DALHOUSIE SQUARE, (WRITERS' BUILDINGS.)

Calcutta, June 27th 1872.

Dear Sir

The enclosed is what I think will be the best distribution for the Sidenham boys as it is important to have them land when they will be able to start early and see them.

Yours

J. Mitchell

700

700

MEMO. No. 2270

FROM

The offg Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED Fort William the 20th June/72

Refers to

This office No. 224 dated 20th January/1871

Sir,

I have the honor to draw your attention to the Communication cited above and I request to be informed whether Mohan Chand Mittra who gained a Laha

Scholarship of Rupees 10/-
a month had ever joined
the Presidency College
where his Scholarship
was made tenable for two
years – and if so for what
period his Scholarship
Stipend has been paid.

I have the honor to be
Sir,
Your Obedt Servt

J. Woodrow
Offg Director of Publ. Instn

No. 2297.

701

From,

The Officiating Director of Public Instruction

To,

The Principal of the Presidency College

Dated Fort William the 26th June 72

Sir,

I have the honor to inform you that the Scholarship of Harendra Nath Mukerjee of Rupees 20/- per mensem is transferred from the Krishnaghur College to the Presidency.

Under the orders of His Honor the Lieut. Governor the transferred Students of the Krishnaghur College are excused from the payment of ~~fee~~ during the current year.

I have the honor to be

Sir,

Your Most obedient Servant

J Rowsellow

Offg. Director of Public Instruction

No. 1968.

702

From,

C. Bernard Esqr.
Offg Secretary to the Govt of Bengal

To

The Director of Public Instruction
Calcutta the June 1872.

General Deptt
Education

Sir,

With reference to your letter No. 358 dated 31st January 1872, on the subject of the Gilchrist Scholarship Examination, I am directed to forward for your information the accompanying Copy of a Despatch* with enclosures from Her Majesty's Secretary of State for India in Council, and to request that you will be so good as to inform Baboos Nunda Kumar Ray and Bolai Narayan Dofs of the result of their respective Examinations and to give them the necessary instruction in regard to their departure for England.

* Communicated with Endorsement from Home Deptt No. 233 dated 6th June 1872.

2. I am to take this opportunity to request that the Examiners may be instructed to submit the answers of Candidates who present themselves for examination in future, to this Government, as soon as possible after their completion, as

that

that they may reach the India office by the Middle of February of each year at the latest. —

I have &c
J. W. Edgar
Off Ind. Secy
for Offg Secy to the Govt. of Bengal. —

Educational
No. 2

India Office
London 9th May 1872.

His Excellency the Right Honble the Governor General of India in Council

My Lord. —

With reference to the letter of the 28th of February last, No. 28 from the Assistant Secretary to the Government of Bengal, I forward herewith a copy of letter received from the Secretary to the Gilchrist Trustees, communicating the result of the examination of the present year for the two annual Gilchrist Scholarships alloted to India. — dated 25th April/72

2. I have to request that the necessary communication may be made to the twelve Candidates mentioned in the enclosure to Mr. Jones letter. —

3 Adverting to the 4th para: of

Dr. Carpenters letter, I have further to request that you will cause the papers of Candidates, who may in future years be examined under the orders of your Government, to be forwarded to this Country as soon as possible after their completion.—

4 It will be observed that the Latin subject for the examination in January 1873 is to be the Jugurthas War of Sallust and for January 1874 the Second Georgic and twelfth Aeneid of Virgil.—

I have &c
Sd Argyll

Gilchrist Educational Trust
University of London
25th April 1872.

M. E. Grant Duff Esqr. M.P.

Sir,

I have the honor to inform you that of the Candidates who presented themselves at the examination for the Gilchrist Scholarships held in January last, the two following stood highest.—

I Nunda Kumar Ray Presidency College Bengal

II Palai Narayan Das Medical College.—

2. Both these candidates acquitted themselves extremely well. The first will have his choice between Edinburgh and London and the second must study at the place not selected by the first.—

3. I have also to report that the following Candidates also gained the number of marks which would have entitled them to a Scholarship, and are therefore entitled to Honorable mention.—

III Bipin Behari Das — Cathedral Mission College, Bengal

IV Stanislaws, B. Michael, St Xavier's College

V Frederic M de Rozario Presidency College Bengal

VI Gavendra Lal Ray Do Do

VII Atul Behari Moitra Rishnaghur College

VIII Ebenezer Geust Johnson — Madras.—

4 I take the liberty of calling your attention to the fact that although I received the answers of the Candidates who appeared at Madras and Bombay as long ago as the 21st of February, the answers of the Calcutta Candidates did not reach me until the 15th of April; not having been forwarded from Calcutta (as appears from the letter of the Assistant Secretary to the Government of Bengal) until the 28th of February

February - As it is desirable that the Candidates who have obtained Scholarships should be informed of the result as soon as possible, I venture to hope that you will direct a communication to be made to them by Telegraph; and would suggest that as there are two Candidates of the name of Ray the name of the successful one may be transmitted in full. —

5 I am to add that the Latin subject for the examination in January 1873 will be the Jugurthan War of Sallust, & for January 1874, the Second Georgic and twelfth Aeneid of Virgil

I have &c
Sd/ W. B. Carpenter
Secretary

No. 233

Copy forwarded to the Government of Bengal for disposal. —

By order
Sd/ A. Wellesley
Offg Un: Secy to the Govern^t of India

Home Dep^t
Education
Simla the 6 June 72

(True Copy)
Sd/ G. Easten. —
Head Assistant, General Depart^t

No. 2257

Copy forwarded to the Principal of the Presidency College for information and guidance in continuation of this Office No. 1728 dated 7th May.—

A Bill for Rupees 1000/- on account of the passage money of Nanda Kumar Ray is also forwarded herewith for dilivery to him and he must be directed to report himself in England by the 1st Week of October next.—

An acknowledgement of receipt of the Bill is requested.—

Fort William
The 25th June 1872

H Woodrow
offg Director of Public Instructn

705

No. 1845

From C. Bernard Esqre
offg. Secretary to the Government
of Bengal

To The Director of Public Instruction
Calcutta the 7th June 1872

Genl. Deptt.
Education

Sir

I am directed to forward for your information, the accompanying copy of a Resolution of the Government of India in the Home Department, on the subject of allowing the Principals of Government Colleges to live at or near the Colleges on a reduced rent when suitable quarters the property of Government, are available I am to ask you to be so good as to state for the Lieutenant Governor's information whether any of the Principals and Professors of Bengal Colleges live in Government, School, or College buildings, and if so, on what terms, and under what authority.

No. 214 of 7th Instt.

2 I am, at the same time, to enquire if any means of giving effect to the proposal of the Government of India exist in Bengal; and whether you would

would anticipate advantage from the residence of Professors at Colleges or Schools.

I have &c.

Sd/ C. Bernard.

offg. Secretary to the Government of Bengal

No. 214

Extract from the Proceedings of the Government of India, in the Home Department, (Education) dated Fort William, the 17th May 1872.

Read again

Financial Resolution No. 3021, dated the 23rd December 1871 with endorsement to Government, North Western Provinces:—

To Financial Department, No. 184, dated the 20th April 1872.—

From Financial, No. 3184 dated the 1st May 1872.—

Resolution

The Governor General in Council has had under his consideration the question of offering some inducement to the Principals of Government Colleges to live at or near the Colleges where suitable quarters, the property of Government, are available for their accommodation; and His Excellency in Council has come to the conclusion that the best means of doing so would be to allow a deduction in the rent of the quarters from their market value.—

2 It is not of course intended to oblige the Local Governments to allow any deductions on this account unless considered expedient. As the expense will fall on the Provincial services.

services, it will be for the Local Government to decide whether a deduction should be allowed or not. But if it is allowed, there should be some limit and uniformity as to the rate, and His Excellency in Council thinks that a deduction of 25 per cent. from the marketable rent of the buildings concerned would be fair and appropriate. —

3 In the event of the Principal refusing to reside in the building thus placed at his disposal, the Concession might be allowed to a Professor, if his residence there should be considered desirable. —

Order. — Ordered, that a copy of this Resolution be forwarded to the Government of the North Western Province for information and guidance, in continuation of endorsement No. 55, dated the 22nd January last.

Ordered also, that a copy of this Resolution be forwarded to the other Local Governments and Administration for information and guidance. — No. 218

Ordered further, that a copy of this Resolution be forwarded to the Financial and Public Works Departments for information. —

True.

True extract
Sd/ W. M. Souttar
For Secretary to the Government
of Bengal

True copy
Sd/ G. Easton
Head Asst Genl Deptt.

No 2279.

Copy forwarded to the Principal of the Presidency College for report.

Fort William
The 25th June 1872

H Woodrow
Offg. Director of Pubt. Instn.

India Office 708

Financial
No. 78.

London, the 29th February 1872.

To
His Excellency the Right
Honble the Governor
General of India in Council

My Lord, - In order to obviate the confusion occasionally caused by changes in the requisitions of your Government, in respect of the periodicals which are furnished to you from this Country by Messrs. Allan and Company, I request that, unless there be any strong objection to such a course, you will cause this Office to be furnished, towards the end of each year, with a list of all such periodicals as will be required for your Presidency during the following year, and with particulars as to the persons to whom they should be addressed, and the manner in which it is desired that they should be sent out. -

I have &c
Argyll.

No. 2569, dated Fort William the 9th April 1872.

Endorsed by the Financial department.

Ordered - Ordered, that copies of the foregoing despatch be forwarded to the Home

and Foreign Departments for information, with the request that the list called for by His Grace the Secretary of State may be furnished to this department by the several Governments and Administrations for transmission by the end of the year.—

No. 1834

Copy forwarded to the Government of Bengal for information and guidance

By order of the Governor General of India in Council

Fort William
Home Deptt.
Public
The 19th April 1872

H. Wellesley,
Offg. Secy. to the Govt. of India

No. 1730

Copy forwarded to the Director of Public Instruction for information and guidance.—

By order of the Lieutt. Governor of Bengal

Calcutta
Genl. Deptt.
General
The 27th May 1872

J. Jones
Asst. Secy. to the Govt. of Bengal

No. 2234.

Copy forwarded to the Principal of the Presidency College for information & guidance.—

H. Lowdown
Offg. Director of Pub. Instn.

Fort William
The 25th June 1872

709

MEMO. No. 709 / 795

From

The offg INSPECTOR OF SCHOOLS,
Central Division,

To The Principal of the Presidency College

Dated 14th June 1872

Refers to

The offg. Inspector requests to be furnished with the average age of the pupils in the schools noted in the margin on the 31st March last to enable him

709

him to fill up the return No. 2 prescribed by the statistical Committee for 1865.

[illegible]

offg. Insp. of Schools

PUBLIC INSTRUCTION.	No. 26.

Hare school
Hindu school
Madrasa College & P. Dy
Colinga school

(Cum) Insp.

710

No. 1986.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

GENERAL DEPARTMENT.
Education.

Calcutta, the June 1872.

SIR,

I AM directed to acknowledge the receipt of your endorsement No. 1918, dated the 27th ultimo, and of its enclosures, from the Principal of the Presidency College, reporting that the restriction of the study of Sanskrit to only the two highest classes of Government schools will seriously interfere with the prospects of those pupils who wish to pass the First Arts examination, as they will have only two years to study the language.

2. In reply I am to refer you to the Government orders (No. 1799, dated 1st June,) which authorize, under certain conditions, the teaching of Sanskrit in the three highest classes of collegiate schools, to which category the Hindu and Hare schools belong.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 2273
Copy forwarded to the Principal of the Presidency College for information & guidance.—

[illegible]

[illegible]
[illegible]
The 26 June/72

It is ordered
Offg Director of Publ. Instr.

711

No. 106 of 1872-73. 711

From

The Principal, Thomason College,

Roorkee.

To J. Sutcliff Esqr MA
Principal, Bishop's College
Calcutta

Dated 25th June 1872

Received

Dear Sir

In reply to your letter dated 22nd instant I write to say that it will be fully two, and probably three months before the new (3rd Edition) of Roorkee Treatise will be out of Press. Meanwhile, I would suggest students purchasing the manuals, which collected together, make up this first Volume. The Treatise is a Compilation into two Volumes of a number of

number of the College Manuals-
The following 6 Manuals.

		Rs a
No 1	Building materials	Cost 5-12
" 2	Strength of materials	or with [illegible]
" 4	Earthwork	Rs [illegible]
" 5	Lime mortar and Cement	
" 6	Construction of Building	
" 11	Carpentry	

Contain the matter of Vol I and correspond to the Six (6) Sections of that Volume.

Fremantle

Dear Sir

Yours faithfully

[illegible] Capt. R.E.

Principal Thomason College

Average age of the Pupils in the Hindu School on the 31st of March 1872.

First Class		17·02
Second Class		16·19
Third Class	X	15·22
" "	Y	15·07
Fourth Class	X	14·96
" "	Y	14·25
Fifth Class	X	13·81
" "	Y	13·2
Sixth Class	X	12·85
" "	Y	11·71
Seventh Class		11·71
Eighth Class		11·51
Ninth Class		9·5

The general average of the School is 14·37 years.

Sholanath Paul
Headmaster.

713

Average age of the pupils of the Hare School on 31st March 1872

	No. of pupils in each class.	Average age of the pupils of each class.
1st Class	65	17.07
2nd do.	47	16.3
3rd do. A	34	15.43
3rd do. B.	34	15.
4th do. A	39	14.
4th do. B.	39	14.1
5th do. A	41	13.42
5th do. B.	36	13.25
6th do. A	40	12.25
6th do. B	41	11.83
7th do. A	30	11.6
7th do. B	33	11.
8th do.	26	10.25
9th do.	18	9.6
Total no. of pupils.	523	

Average age of the pupils of the School was 13.7 . . . .

29th June 1872.

H. Mc Hare School

714

714

No.

MEMORANDUM.

Rs 77-7- on account of Scholarships of the undermentioned Graduates from 1 to 10 January/72 have been retrenched with reference to this Office Memo No. 736 dy 19th Ultimo

Mr Nath Krishna Sen	for 1 to 10 Jan/72	@ 50/- pm	16-2-1
" Beharilal Bandyopadhya	— Do —	@ Do	16-2-1
" Sasi Bhusan Datta	— Do —	@ 40/- Do	12-14-6
" Manmatha Kumar Basu	— Do —	@ Do	12-14-6
" Bepin Behari Das	— Do —	@ 30/- Do	9-10-11
" Tarapada Chosal	— Do —	@ Do	9-10-11
			77-7--

TREASURY BUILDINGS, CALCUTTA,
1 July 1872.

Asst Accountant General, Bengal.

O.S.G.P.—No. 10[illegible] A. G.—15-3-72.—1,000.

To the Principal Presidency College

715

PUBLIC INSTRUCTION.	No. 26.

715

MEMO. No. 249.G.

FROM

Offg:
THE INSPECTOR OF SCHOOLS,
North-East-DIVISION,

To The Principal of the Presidency College.

Dated, Rangpur, the 29th June 1872.

Refers to his No: 224, dated 13th Ultimo: Para 2.

The suggestion in the 2nd Para is undoubtedly a very good one but it cannot be carried out without the sanction of the Director of Public Instruction whom the Principal of the Presidency

-dency College is request-
ed to address on the sub-
ject.

C Martin

Offg: Inspector of Schools.

General Statement of Educational Institutions in the Province of *in the year* .

CLASS OF INSTITUTION.	GOVERNMENT INSTITUTIONS.												PRIVATE INSTITUTIONS, AIDED AND UNAIDED.												Grand Total, Schools.	Grand Total, average attendance.	Proportion of attendance to population.
					Teachers.		Income.			No. of persons instructed in ~~in~~ through			Class.						Income.			No. of persons instructed in ~~in~~ through					
	Number.	Number of students on roll.	Average ~~daily~~ attendance	Average age.	Christian.	Other.	Public funds.	Fees.	Total.	English.	Vernacular.	Both languages ~~General~~.	General.	Hindoo.	Mahomedan.	Christian.	Total.	Average ~~daily~~ attendance	From endowments. ~~and~~ subscriptions	From fees.	From Government grants.	English.	Vernacular.	Both languages ~~General~~.			
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
COLLEGES—																											
Arts																											
Professional ...																											
SCHOOLS—																											
Higher																											
Middle																											
Lower																											
GIRLS' SCHOOLS—																											
Higher																											
Middle																											
Lower																											
NORMAL SCHOOLS—																											
For Masters ...																											
" Mistresses ...																											
Total ...																											

B.

EDUCATION.—1.

THE UNIVERSITY.

Result of the Examinations of the University of *for the year*

NATURE OF EXAMINATION.	Number of affiliated Colleges.	Number of their students.	Number of candidates.	Average age.	EDUCATED IN		RELIGION.				PASSED.		Net cost of State.	REMARKS.
					Government Schools.	Private Schools.	Christian.	Hindu.	Mahomedan.	Other.	First Division.	Second Division.		
Entrance Examination ...														
First Examination in Arts ...														
B. A. Examination ...														
M. A. ditto ...														
B. L. ditto ...														
L. L. ditto ...														
L. M. S., First Examination														
L. M. S., Second Examination														
B. M. Examination ...														
M. D. ditto ...														
Total ...														

717.

717

MEMO. No. 2297

FROM

The Director of Public Instruction,

Bengal,

To The Principal Presidency College

DATED

Fort William the 28th June 1872

Refers to

the Principal's No. 262 dated 19th June

The 3d grade Junior Scholarship gained by Manmatha Nath Datta at the last election which was made tenable at the Presidency College is transferred to the Medical College with effect from

from 1st June at the request of the holder.

H Woodrow

Offg: Director of Pub. Instn.

718

PUBLIC INSTRUCTION.	No. 26.

718

MEMO. No. 229 G.

FROM

THE INSPECTOR OF SCHOOLS,

North-East-DIVISION,

To The Principal of the Presidency College.

Dated, Rangpur, the 24th June 1872.

Refers to the last part of his Memo: No: 240, dated 5th Instant.

The stipend bill of Tárini Charan Dhar, a Vernacular Scholar in the Hindu School, for the month of February last was sent to the Principal with the Countersignature of the Undersigned

undersigned on the 26th March last. The Principal is requested to submit a duplicate bill for the same month if the original has not as yet reached him.

Inspector of schools.

719

719

F

OFFICE MEMORANDUM.

Fort William, the 14th June 1872.

Babu Peo Nath Ghosh. B. A.
4th Teacher Hughly Branch School.
is appointed as an extra Master in the Hare School.
on a salary of Rupees 50/ per ~~month.~~ mensem

No. 2101

Copy forwarded to the Principal Presidency College for information and guidance.

H Woodrow

offg. *Director of Public Instruction.*

720

720

No. 4875

Form filled in & sent on the 29 June 72

Paper Currency Department,
No. 1, Dalhousie Square;
Calcutta, 28th June 1872

2.—WRONGLY JOINED NOTE.

To

J. Sutcliffe Esqre M.A.
Principal Presidency College

Sir,

I beg to acknowledge the receipt of your letter, dated the 27th Inst, regarding wrongly joined Government Currency Note for Rs. 20/—

2. I have to request that you will sign and return the accompanying declaration as soon as possible.

3. Should the corresponding portions of the Note not be forthcoming within the period of two months from date of receipt in this Office of the declaration duly executed, you should apply for payment for the wrongly joined Note under Bond of Indemnity (form of which will be supplied by this Department) duly stamped and signed by you.

4. A memorandum has been made of the Note in question, and should the corresponding portions be presented by any other person for payment, immediate notice will be given to you.

I am,

Sir,

Your most obedient Servant,

Assistant Commissioner of Paper Currency,
Exchange Department.

Office Supdt. Govt. Printing.—No. 5673 A. C. P. C.—3-1-71.—200.

721

OFFICE MEMO.

Leave of absence for (4) four Months under Section 11

of the Uncovenanted Absentee Rules is granted to Babu Sodu Nath Saha 7th Master Hindu School with ~~effect~~ from the 21st June and Babu Sasi Bhusan Datta B. A. is appointed to officiate for him on Rupees 35 p a month. —

~~of the~~

No. 2293.

Copy forwarded to the Principal of the Presidency College

for information and guidance, with reference to his No. 255 dated 20th June. —

H Woodrow

Fort William, The 28th June 1872.

Dy. Director of Public Instruction.

722

No. 669G.

FROM A. MACKENZIE, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE INSPECTOR-GENERAL OF HOSPITALS,

INDIAN MEDICAL DEPARTMENT.

Calcutta, the 21st June 1872.

APPOINTMENT DEPARTMENT.

SIR,

I AM directed to inform you that the Lieutenant-Governor has been pleased to lay down the following rules for conducting the medical examination of candidates for the public service under the financial notification of the Government of India, No. 2620 dated the 10th August 1871.

(1) When a person is selected for appointment to an office *conditionally* on passing the prescribed medical examination, no fee is to be taken by the "commissioned medical officer" or by the "medical officer in charge of a civil station" who may hold such examination.

(2) In cases where the person to be examined is not so selected, but is only a candidate for an office, and where the certificate of medical examination is required before considering his application (as in the new Subordinate Executive Service examinations,) a fee of Rs. 4 may be charged to the examinee by the medical officer.

2. I am to request that the above instructions may be communicated to all medical officers under this Government who are qualified under the orders of the Government of India to carry on the medical examination in question.

3. In Calcutta all medical officers in the service of Government who enjoy the privilege of private practice, and consequently have taken the place of the Presidency Surgeons under the Medical Warrant, are bound by the orders above laid down.

I have the honor to be,

SIR,

Your most obedient servant,

A. MACKENZIE,

Offg. Secretary to the Govt. of Bengal.

Cir. Memo. No. 3G.

COPY forwarded to the Director of Public Instruction

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Offg. Secretary to the Govt. of Bengal.

CALCUTTA,
The 21st June 1872.

J. A. R.

No: 2300

Copy forwarded to the Principal of the Presidency College, for information and guidance

Fort William
The 27th June 1872

H Woodrow
Offg: Director of Public Instruction

723

723

No.

MEMORANDUM.

Annas four and Three pies have been retrenched from the Water-rate Bill on account of abatement with reference to Sec XVI of Act No 1 of 1870

TREASURY BUILDINGS, CALCUTTA,
3 July 1872

Accountant General, Bengal.

O. S. G. P.—No. 1007 A. G.—12-3-72—1,000

724

724

MEMO. No. 2350

FROM

The Offg. Director of Public Instruction,
Bengal.

TO

The Principal of the Presidency College

DATED

Fort William the 3rd July 1872

Refers to

The Statement of race and creed of teachers in the institutions under his control not having yet been received

in this Office the Principal is
requested to forward the Petition
without delay. —

S H Woodrow

Off: Director of Pub. Instruction —

725

Memo No. 105

From, The Principal of the Dacca College

To, The Principal of the Presidency College Calcutta

Dated Dacca, 3rd July 1872

Informs of the despatch by this day's Dák Banghy of a Packet containing a Silver Medal, awarded to H. M. Percival now of the 3rd Year Class Presidency College, being the Donnelly Prize in History.

An acknowledgement is requested.

W Brennand
Principal

726

726

Memo No. 1037

Calcutta, 4th July 1872

From

The Executive Engr.
2nd Calcutta Divn.

To

The Principal
Presidency College

Engineering Students

Undersigned has the honor to return here=
=with Bill for the Paged Students for the month of June 1872 Countersigned

Lund Mohul CE

Exa: Engr. 2nd Calcutta Divn.

From C. H. Tawney Esq. M.A.
Professor 2d grade
Presidency College

To J. Sutcliffe Esq. M.A.
Principal Presidency College

Sir Calcutta the 8th July 1872

As the Government was unable to grant me the six months' leave on Private affairs for which I applied in May last, I would now solicit that I may be allowed leave on private affairs from the 10 August next or such date as I may be able to avail myself of it. I would mention that I propose to return to India in time to resume my duties at the beginning of the 1873 Session, which I presume will commence about the 10 of next January, as I understand that it will be convenient for the College Work that I should return by that time. I believe that I may be spared, or that my place can be temporarily supplied during the autumn months, as the course of the College

lighter during that period owing to the imminence of the examining of the B. A. Classes and the necessity of examining the Studentschool. During my absence also will fall the Durga Puja holidays and the Christmas Vacation.

I hope therefore that you will recommend me for 5 months' leave on urgent private affairs from the 10th of August next; as I am to return to duty early in January next, it is of the utmost importance to me that my leave should commence as soon as I can be conveniently spared.

If the leave for which I ask is granted I request that one week's preparatory leave may be granted me with effect from the 4 of August.

I have the honor to be
Your most obedt Servt
(Signed) C H Tawney
Professor Reg Coll

No. 3469.

FROM THE OFFG. SECY. TO THE GOVERNMENT OF BENGAL
IN THE PUBLIC WORKS DEPARTMENT,

To,

The Principal of the
Presidency College.

Dated Fort William, the 6th July 1872.

P. W. DEPARTMENT.
Establishments

SIR,

In reply to your letter No. 273 of the 25th ultimo, I am directed to request that, Baboo Krith Chunder Choudhuri - one of the passed students of the Civil Engineering Department of the College may be instructed to report himself to Mr. W. H. White Assistant Engineer First-Grade on special duty under the Chief Engineer of these Provinces for employment in respect to his practical training.-

2. The other four students named in the margin should be directed to report themselves to Mr. W. Smith C.E. Superintending Engineer Burdwan Circle at his Office in Writers Buildings for employment on works in that Circle with

Chunder Mohun Roy
Dhuramdhur Banerjee
W. P. Milne
A. G. Bremner

with a view of being practically trained.

3. It should be impressed on these students that they should remain on the works on which they may be placed by the Officers of this Department during the working hours as it will be by this means and by careful attention to the instructions they receive that they will acquire thoroughly that practical knowledge of work which is essential. –

I have the honor to be,
Sir,
Your most obedient Servant.
H Morant, C.E.,
Offg: Secretary to the Govt. of Bengal,
in the Public Works Deptt.

Watts

729

replied to
8 July
Answered
5 Aug

729

Bengal Secretariat,

The 5th July 1872.

My dear Sutcliffe

In continuation of the Notification which appeared in the last Calcutta Gazette, the Lieutenant-Governor intends to Notify the text-books on Engineering subjects. Will you kindly let me know whether there has been any change in the text-books or in the mode of acquiring a knowledge of the subjects? If not, we shall publish last year's list.—

The Lieut-Governor understands that a special Engineering Class has been opened

opened by you at the Presidency College - Is it so, and if so, will you please let me know the number of students who have joined the class? -

Yours sincerely

Cowuckdgor

J. Sutcliffe Esqr.

730.

I do hereby certify that Babu Nulmony Chuckerbutty has been suffering from malarious fever off and on, with enlargement of the spleen and congestion of the liver.
I consider that a change to a better climate is absolutely necessary. I therefore recommend for him a leave of absence for three months.

Calcutta
The 8th July 1873

Hira Lall Ghose L.M.S.

Recommended Forward

731

J. Sutcliffe Esqr M. A.
Principal. Presidency College

Sir,

I beg respectfully to submit to you the accompanying Medical Certificate, from which you will find that I am in a bad state of health, and require rest and change. I therefore humbly solicit the favour of your kindly granting me leave of absence for three months from this date, as recommended in the Certificate.

I have the hon. to be,
Sir,
Your most Obt. Servant
Nathoomoy Banerjee
2nd Maste. Hare School

Calcutta
8th July 1872

Bank of Bengal

No. 64/680. Calcutta 20th June/72

The Hon. Director of Public Instruction

Sir,

In reply to your Letter No. 1939 dated 27th Ultimo I beg to state that the next interest on the security of Rupees 200 will be due at the end of the current month.

Yours Obedient Servant
B. R. Hardie
Offg. Secretary and Treasurer

No. 2434.

Copy forwarded to the Principal of the Presidency College for information with reference to his No. 216 dated 8th May.

A. Williams
The 9th July 1872
Offg. Director of Public Instruction

733

733

No. 28 for Person

The application applying for admission to the Presidency College has been forwarded to the prescribed Form

Forwarded to the Principal of the Presidency College with reference to his No. 250 dated 18th June with a request that he will be so good as to submit the application in the prescribed Form.

Fort William
The 5th July 1872

Offg: Director of Pub. Instn.

734

734

MEMO. No. 2456

FROM

Offr

The Director of Public Instruction,

Bengal,

To

The Principal
Presidency College

DATED

Fort William the 10th July 92

Refers to

Sir,

I have the honor to request that you will be so good as to furnish me for the information of the Honor the Lieut Governor

A memo of the cost of the College and the Collegiate School for the year ending 31st March 1872 — In this memo your salary should be wholly debited to the College Department and the Contingencies inclusive of Library allowance, Prize allowance, Servants' Wages, Writers' and Librarian's pay your should be divided equally between the College and Collegiate School —

I have the honor to be
Sir,
Your Most Obedt Servt
H. Lowe

H Lowe Esq of Pub Instr

735

735

F

OFFICE MEMORANDUM.

Fort William, the 11th July 1872.

Mahomed Daum B.A.

is appointed 12 Master of the Slow School

on a salary of Rupees 30/- per ~~month.~~ ~~mensem~~

No. 246A.

Copy forwarded to the Principal

Presidency College for

information and guidance.

H Woodrow

Offg Director of Public Instruction.

736.

736

F

OFFICE MEMORANDUM.

Fort William, the 11th July 1872.

Babu Rasik Lal Datta
12th Master Hare School –

is appointed 4th Master of the Hooghly Branch School

on a salary of Rupees 50/- – – per ~~month.~~ mensem –

No. 2470

Copy forwarded to the Principal of the Presidency College – for information and guidance.

H Woodrow

Offg. *Director of Public Instruction.*

No. 2124

From

C. Bernard Esquire
Offg. Secretary to the Government of Bengal

To

The Offg. Director of Public Instruction

Calcutta the 22nd June 1872

General Deptt.
Education

Sir,

I am directed to acknowledge the receipt of your Endorsement, No. 2089 dated the 12th instant forwarding a letter from the Principal of the Presidency College together with a statement, showing the course of study for the current year of the Law Classes under the two Government Professors, and the Pagoni Professor paid by the university.—

2 In reply, I am to request that you will be good enough to submit an early report on the following points, for the information of the Lieutenant Governor.—

I.— How long the Law Session for each professor lasts.—

2. How many hours in the week each Professor lectures.—

3. With reference to the letter in this morning's (20th June) Englishman, "His Honor would also like to learn if the re-opening of the several lectures at the Presidency College was duly notified; and if so, when the law lectures are to begin.—

Have &c.,

J. C. Bernard

Offg. Secy. to the Govt. of Bengal

No. 2431

Copy forwarded to the Principal of the Presidency College for report with reference to his No. 242 dated 11th June.—

H Woodrow

Offg. Director of Public Instruction

Fort William,

The 9th July 1872.

738.

PUBLIC INSTRUCTION.	No. 26.

738

MEMO. No. 214 G

FROM Office
THE INSPECTOR OF SCHOOLS,
North East-DIVISION,

To The Principal of the Presidency College, Calcutta.

Dated, Rangpur, the 13th July 1872.

Refers to

Intimates that the Head Quarters of the Inspector of schools North East Division have lately been transferred to Rangpur and the Principal is accordingly requested to send in

all official covers to the undersigned at Rangpur and not at Gauhati.

C. Mack

Offg. Inspector of schools.

739.

PUBLIC INSTRUCTION.	No. 26.

739

MEMO. No. 315 G

FROM

Offg. THE INSPECTOR OF SCHOOLS,

North East DIVISION,

To

The Principal of the Presidency College, Calcutta.

Dated, Rangpur, the 13th July 1872.

Refers to the duplicate Vernacular Scholarship bill of Tarini Charan Dhar at the Hindu School for February 1872.

The bill, referred to, has been sent back to the Principal, duly countersigned, on the 3rd Inst.

C Marks

Offg. Inspector of Schools.

No. 2295.

From,

The Offg. Junior Secretary to the Government of Bengal

To,

The Offg. Director of Pub. Instruction.

Calcutta the 4th July 72.

General Department
Education

Sir,

I am directed to acknowledge the receipt of your letter No. 2287 dated 28th June and in reply to inform you that the Lieutenant-Governor sanctions the payment of the passage expenses to England of the recently elected Gilchrist Scholars amounting to Rupees 2000/-.

Babu Nanda Kumar Ray — 1000/-
Babu Bidai Narayan Das — 1000/-
Rupees — 2000/-

2. The charge is to be met from the Budget grant of the Education Department.

I have &c.
Sd. J. Ware Edgar
Offg. Jr. Secy. Govt. of Bengal.

No. 2518

Copy forwarded to the Principal of the Presidency College for information and communication to Nandakumar Ray.

Fort William
The 13th July 72

Offg. Director of Public Instruction.

741

call upon the Master to furnish this reply at once.

741

MEMO. No. 2578

FROM

The Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED

Fort William the 13th July 1872

Refers to

the Principal's No. 299 dated 6th July.

Sir,

Before passing orders upon the case of Baluu Lucia Krishna Basu the 13th Director of the Hare School

I request the favor of your calling upon the Baliu for such defence as he may be able to give on the two charges. –

(1) that he punished a boy without the permission of the Head Master and

(2d) that he punished aright with undue severity. –

I have the honor to be,
Sir,
Your most obt. servt.
H Woodbury
Dir. & Director of Pub. Instn.

792

OFFICE MEMO.

Leave of absence for 2 (two) Months under Section 11

of the Uncovenanted Absentee Rules is granted to Baba Siv nath Bhuttacharji 3rd Pundit Hare School with effect from the 17th June 1872 and ~~of the~~ Babu Gopal chandra Bhatta charji is appointed to officiate for the absentee

No. 2483.

Copy forwarded to the Principal Presidency College

for information and guidance. with reference to his No. 278 dated 28th June 1872

H Woodrow

Offg. Director of Public Instruction.

FORT WILLIAM,

The 10th July 1872.

Extract from the Proceedings of the Government of India in the Home Department (Public), No. 1993, *under date Fort William, the* 26*th April* 1872.

READ again—

The circular issued by this department, Nos. 3986-93, dated the 31st August 1869, laying down rules relative to gratuitous medical attendance on uncovenanted Government servants.

Read also the undermentioned communications from the Financial Department, forwarding for consideration proposals made by the Public Works Department for remunerating certain medical officers for professional aid to members of that department employed in the interior of districts :—

No. 871, dated the 31st January 1872.
„ 1507, „ 29th February „
„ 1789, „ 6th March „

Read also—

A letter from the Inspector-General of Hospitals, Indian Medical Department, No. 1190, dated the 20th February last, requesting an authoritative decision as to whether medical subordinates called in to attend on ungazetted uncovenanted officers of the upper grades at their own residences should be paid their actual travelling allowances by the patients themselves.

RESOLUTION.—When the pay of civil medical officers of all grades was recently consolidated, and considerable increases made to that pay on the recommendation of the Medical Commission, it was understood that these officers were in future to undertake all the ordinary civil work of their respective charges without any extra allowance, except only travelling allowance under special circumstances.

2. The papers forwarded by the Financial Department under their endorsement dated 6th March 1872, No. 1789, raise the broad question—What is "ordinary civil work?" It certainly includes attendance on the ordinary civil or quasi-civil officers; on all the civil establishments; on all strangers passing through the district, if in Government employ in some other district; and on all isolated officers or small parties of officers employed in, or travelling about, the district. Thus, if a party of convicts is sent to work at out-door labor at a distance from the jail, the civil surgeon is bound to visit them at all reasonable times without charge, except under certain circumstances for travelling allowance.

3. On this point the only rule which the Governor-General in Council is able to lay down is, that the civil surgeon of a district cannot claim extra remuneration for any duties appertaining to his charge, except those for which a special allowance may have been separately sanctioned, and His Excellency in Council is averse to any increase in the number of special allowances which are now granted. When the civil surgeon's presence may be required beyond a distance of five miles from the limits of his station, he will in future draw travelling allowance.

4. It, however, seems questionable whether attendance at a distance of five miles should in all cases be required of a medical officer. His Excellency in Council is of opinion that service of this nature should not be considered compulsory, except under extraordinary circumstances, and that, where journeys of this distance are frequent, provision should be made for the services of a sub-assistant surgeon.

5. As regards the question raised by the Inspector-General of Hospitals, Indian Medical Department, the Governor-General in Council is pleased to rule that when an uncovenanted officer requiring medical aid lives at a distance of more than two miles from the official residence of the medical subordinate,

and the latter has to hire a conveyance for the journey, the expense so incurred should be defrayed by the officer concerned.

ORDER.—Ordered, that a copy of the above resolution be forwarded to the Financial Department, with the remark that the applications submitted by the Public Works Department should be negatived under the orders now issued.

No. 1995.

Government of Bengal.
" North-West Provinces.
" Punjab.
Chief Commissioner of Oudh.
" Central Provinces.
" British Burmah.
" Mysore and Coorg.
Resident at Hyderabad.

Ordered also, that a copy of the above resolution be forwarded to the Governments and Administrations marginally noted for information and guidance, in continuation of circular letter Nos. 3986-93, dated 31st August 1869.

Ordered further, that a copy of the above resolution be forwarded to the Governments of Madras and Bombay for information, in continuation of endorsement No. $\frac{3996}{3995}$, dated 31st August 1869, and to the Inspector-General of Hospitals, Indian Medical Department, with reference to his letter dated the 20th February last, the enclosures of which are returned as requested.

No. 1953.

COPY forwarded to the General Department of this Office for information, and communication to the authorities under that department.

By order of the Lieutenant-Governor of Bengal.

A. MACKENZIE,

Junior Secretary to the Government of Bengal.

CALCUTTA:
JUDICIAL DEPT.,—*Medical.*
The 10*th May* 1872.

No. 9

Copy forwarded to the Principal of the Presidency College for information and guidance, with an intimation that Copies have been forwarded to all Committees of Public Instruction.

Fort William, 2
The 13th July 1872. 3

H. Woodrow
Offg. Director of Public Instruction

W. E. B.

No. 1719 T.

CALCUTTA, THE 27TH MAY 1872.

OFFICIAL MEMORANDUM.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

In reply to your No. 1062, dated 15th March.

THE Library and Prize allowances which are to be applied in meeting the charges incurred by the Secretary of State in the purchase of books to be sent out to this country, should not be drawn at all. The payments made in England will be debited to the grant of the year in which they are communicated to this office, and it will then be ascertained whether the undrawn allowances are sufficient to cover the expenditure.

(Sd.) H. A. MANGLES,

Offg. Accountant General,

Bengal.

No. 6.

COPY forwarded to the Principal of the Presidency College for information and guidance.

FORT WILLIAM,
The 18th June 1872.

H. WOODROW,

Offg. Director of Public Instruction.

745

No. 2303.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 5th July 1872.

GENERAL DEPARTMENT.
Education.

SIR,

I AM directed to acknowlege the receipt of your letter No. 2111, dated the 17th June, and in reply to inform you that the Lieutenant-Governor is pleased to allow the Christian colleges two years before the rule requiring knowledge of a vernacular language from candidates for a scholarship comes into force. After that period the rule must be enforced.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

No 2570
Copy forwarded to the Principal Presidency College for information & guidance. —

Fort William
the 18 July 1872

H Woodrow
offg Director of Public Instr.

W. F. C.

746

(*RESOLUTION.*)

JUDICIAL DEPARTMENT.

JUDICIAL.

Calcutta, the 20 June 1872.

IT has come to the notice of the Lieutenant-Governor that practically no rule is observed in regulating the grant of leave of absence to Government servants who are summoned by private parties to give evidence in civil suits before courts of justice; that in the High Court at Calcutta they receive an allowance from the parties requiring their attendance, but that no deduction from their pay is made on account of their absence from duty, and indeed that such absence is never reported to the office of the Accountant-General.

2. His Honor is pleased to lay down the following rules on the subject, and desires that they should be strictly observed:—

1. If Government servants are summoned from a distance to attend as witnesses in any civil courts of justice at the instance of private parties, they must report the fact to Government if they are gazetted officers, or to the heads of their departments if they are ministerial officers: the Government or the head of the office will decide whether the witness should be allowed casual leave, or whether he should have leave without pay, and whether a substitute should be entertained.

2. The heads of all offices must take care to see that when Government servants attend a court in their own districts on being summoned by a private party, the public service does not suffer and the witness benefit.

3. The allowances other than travelling expenses paid to such witnesses should in all cases be either used to provide a proper substitute for the performance of their duties during their absence, or should be credited to Government.

ORDERED that a copy of the above be forwarded to all heads of offices and departments under this Government for information and communication to their subordinates.

Ordered, also, that a copy be forwarded to the Revenue, General, Appointment, Political, and Public Works Departments of this Office.

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Junior Secretary to the Govt. of Bengal.

Circular No. 31.

COPY forwarded to

for information and communication to his subordinates.

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Junior Secretary to the Govt. of Bengal.

CALCUTTA,
The 20 June 1872.

No 10
Copy forwarded to the Principal Presidency College for information & guidance —

A Rowlands
Offg Director of Pub Inst

F. P.

Fort William
the 16 July/72

747

1872

EDUCATIONAL DEPARTMENT.

REGISTER No. { Office of Receipt / Office of Issue } 95.B

FROM

THE HEAD MASTER,
HIGH SCHOOL, SAGÁR, C. P.

TO The Principal Pres.y College
Calcutta

Dated Sagar 15th July 1872

Received

Forwards a Transfer Receipt for Rs 25/- on account of Ambica Charan Dey's Scholarship for June 1872. An acknowledgement will oblige.

Geo. Thompson
Head Master

747

G.
No. 764.

From,

The Offg. Junior Secretary to the Government of Bengal.

To,

The Offg. Director of Public Instruction.

Calcutta the 10th July/72.

Appointment Department

Sir,

I am directed to acknowledge the receipt of your Memo: No. 2410 dated the 8th Instant, and to inform you in reply that the Lieutenant-Governor has been pleased to grant to Mr. C. A. Lawney M. A. Professor in the Presidency College five months leave of absence from the 10th August next on urgent private affairs, together with one week's subsidiary leave.

2. I am desired to request that before Mr. Lawney quits the Country he will be so good as to report himself to the Accountant General Bengal, who will furnish him with a Certificate, stating the nature and period of his leave, the allowance which he will

will be entitled to draw during such leave, and other particulars which will enable him to draw pay in England.-

He will forward this Certificate to the Under Secretary of State for India, together with a Copy of this letter.-

3. He is further requested to report the date of his departure from India to the Account-ant General who will furnish him with a form for that purpose.-

4. With reference to the arrangements pro-posed for the conduct of Mr. Lawney's duties during his absence, I am desired to say that the Lieutenant-Governor does not approve of changing incumbents of several colleges for so short a time as that for which the leave is required.- You should make the best arrangements you can within the Presidency College.- On Mr. Bebers' return, the present acting Officer will be available.- You are accordingly requested to submit a revised proposal for carrying on Mr. Lawney's duties.-

I have &c.

W. J. Ware Edgar

Offg. Secy. Govt. of Bengal

Mr.

No. 2563 749

Copy forwarded to the Principal of the Presidency College for information and guidance with a request that he will suggest suitable arrangements for carrying on the absentees duties in accordance with the orders of Government.-

Fort William
The 18th July/72

H Woodrow
Offg: Director of Pub: Instruction

750

No. 748G.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 11*th July* 1872.

APPOINTMENT DEPT.

SIR,

I AM directed by the Lieutenant-Governor to request that you will call the attention of the Principals of Colleges concerned (as named on the margin,) and of the Head Master of the Cuttack School, to the notifications dated respectively the 2nd and the 9th July, published in the *Calcutta Gazette* of the 3rd and the 10th idem, prescribing text books and other details for the instruction of candidates for civil employ in the subjects of botany, chemistry, drawing, surveying, engineering, &c.

Principal, Presidency College.
" Hooghly "
" Dacca "
" Patna "

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No. 2578

Copy forwarded to the Principal of the Presidency College for information and guidance

Fort William
The 19th July 1872

H Woodrow
Offg. Director of Pub. Instn

W. E. B.

75/

No. 1902, dated Fort William, the 25th April 1872.

Endorsed by the Government of India, Home Department.

COPY of the correspondence forwarded to the Government of Bengal for information.

No. 1899, dated Fort William, the 25th April 1872.

From—E. C. BAYLEY, ESQ., C.S.I., Secy. to the Govt. of India, Home Department.

To—The Chief Commissioner of Oudh.

I AM directed to acknowledge the receipt of your letter No. 3980, dated the 28th August last, on the subject of the ruling by which uncovenanted officers are prohibited from borrowing money from natives of the districts in which they are employed, and in reply to state as follows.

2. What the Government of India intended in the orders of the 28th October 1869 by the words "uncovenanted officers" was generally all officers to whom the Uncovenanted Service Leave and Pension Rules are applicable, including members of ministerial establishments. And such a definition is no doubt better than the one suggested in paragraph 3 of your letter, viz. officers whose names appear in the Oudh Civil List. Such a limit would exclude from the operation of the rule many Uncovenanted officers whom it is expedient to subject to it. That subordinate officers employed in the Revenue Settlement should consider themselves exempt from the general prohibition would be anomalous and possibly mischievous.

3. It is so difficult to fix a limit, including some and excluding others of the uncovenanted class, that the Governor-General in Council considers it right to maintain the rule as applicable to all to whom the Uncovenanted Pension and Leave Regulations apply. But it should be clearly understood that this will not interfere with the discretion of the head of an office in allowing his subordinate ministerial officers to borrow in exceptional circumstances from persons with whom transactions would under the rule be ordinarily inadmissible.

Circular No. 18.

COPY forwarded to the
for information.

By order of the Lieutenant-Governor of Bengal,

T. J. CHICHELE PLOWDEN,

Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA:
GENERAL DEPT.,—*General.*
The *May* 1872.

No. 11

Copy forwarded to the Principal Presidency College for information and guidance —

[illegible]

Offg. Director of Pub. Inst.

W. E. B.

Fort William
The 11 July 1872

752

No 1863

Rec'd 24th July 72

To

The Principal of the
Presidency College

Sir

By direction of the Agent of Government Consignments I have the honor to forward the accompanying 2/ Cases noted in the Margin and that you will be so good as to receive them, and grant me a Receipt for the same –

No 8430/32, 8456, 8464/65

The Cases were imported on the Steam Ship "James C. Stevenson"

I have the honor to be
Sir
Your Most Obedt. Servant

Fort William
N.S. Ware Office
The 20th July 1872

[illegible]
Warehouse Keeper

Rendency College
July 20 1872

My dear Mr Sutcliffe

Referring to the late L.C.E. Examination in Drawing with which I was entrusted, I wish to submit to your consideration the desirableness of the 'Regulations' regarding the Test subjects of Examination being more clearly defined than they at present appear, in order that there may be a fixed agreement between the subjects of Study and those of Examination.

Under the head "Drawing" (I quote from page 70 of the University Calendar for 1869) the three first subjects named are - Geometrical Mechanical and Engineering -

Now there is a branch of Orthographic Projection which may be regarded as connected with the first of these subjects, and known as "Orthographic Projection on inclined planes" which, until two years ago, was not included amongst the subjects for the L.C.E. Examination - nor did it exist in the studies of this College - At the period referred to, however the Examiner in Drawing introduced it into the L.C.E. Examination and in consequence, the Candidates upon that occasion not being prepared therein failed -

Finding this the case the subject was immediately introduced into the Course

of instruction in this College, and thus by a further division of the Students time, the proportion given to other Drawing studies already so limited, was necessarily diminished.

The importance or otherwise of this particular Orthographic study in a practical point of view, though I doubted I have not hitherto taken upon myself openly to question; but whilst the importance of other, more practical subjects, is being urged upon your attention, enquiries from the Profession of Engineering have led to the apprehension that the utility of the Orthographic Study I refer to, is confined to its service as drilling exercise to the mind.

Under these circumstances considering the shortness of time and the number and pressure of the Studies I would venture to suggest that this branch of Orthographic Projection be expunged from or not included in the L.&E. Examination, and that the nature of the "Geometric Drawing" be defined to be "Orthographic Projection as applied to Engineering Structures"

The time thus saved could be far more profitably applied in drilling to familiarity in that thoroughly practical and useful branch of Study <u>Isometrical Drawing</u> which in reality is true "Projection

on the inclined Plane", but with the striking advantage which the other does not possess, of combining the Geometrical proportions of ordinary Plans and Elevations, with capability of much practical effect and rapidity of execution.

Familiarity with this highly illustrative mode of Drawing can compensate in a very large degree for the absence of skill in free hand drawing with the practice of which the want both of time and suitable accommodation in this College has hitherto seriously interfered.

Yours
(signed) C Grant

To J Sutcliffe Esq
Principal Presy College

Forwarded to the Registrar of the Calcutta University with a request that Mr Grants suggestion may be submitted to the Syndicate for consideration.

(signed) J Sutcliffe
Principal

24 July 1872

755

755

MEMO. No. 2602

FROM

The Director of Public Instruction,

Bengal,

To The Principal, Presidency College

DATED

Fort William the 22nd July 1872

Refers to the Principal's Semi-official letter dated 12th July -

Sir,

The Government
by you [illegible]
Principal [illegible]

to Colleges in which the Collegiate Schools have no seperate contingent allowance.—

I have the honor to be,
Sir,
Your Most obedient Servt.

H Woodson

Esq: Director of Public Instn.—

756

756

MEMO. No. 2607

FROM

The offg Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED

Fort William the 22d July 1872.

Refers to

the Principal's demi official letter dated 12th July.

Sir

If surveying grants are given to aided schools we shall have in a few months some 50 schools bitte

with surveying blanks
and if 20 sets of printing
copies and geometrical dia-
grams are allowed for each,
we shall want 1000 of copies
of all of every form.

I have given orders
to each Institution to have
the plates properly
mounted on card boards.

I have the honor to be
Sir,
Your Most Obd Servt

[illegible]

Asst Director of Ord Ind.

(*RESOLUTION.*)

GENERAL DEPARTMENT.

EDUCATION.

Calcutta, the 6th July 1872.

READ—

Letter No. 2302, dated the 20th May 1872, from the Officiating Director of Public Instruction, on the subject of the means to be adopted for the introduction of technical instruction into the schools below the Entrance Standard.

The Lieutenant-Governor has seen reason to think that there is an immediate necessity of adopting measures for effecting an improvement in the handwriting of the young men educated in the State colleges and schools and employed in the public service. Of late years His Honor observes there has been a serious falling off in this respect. It has been decided therefore that ability to write English and vernacular in a good, clear hand must be made a *sine qua non* for all scholarships and educational rewards of every kind; and the same rule will be rigorously laid down for all candidates for the public service of every degree. All candidates must be able to write their own vernacular well, in a thoroughly good and legible hand, and all those who go up for scholarships, or for appointments requiring English, must also write English well, in a good, clear hand. All public officers are required to take especial notice of this resolution, and to appoint no one to any post requiring writing who does not write a thoroughly good hand. No one is to be promoted to the higher posts who is not well qualified in this respect.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

Circular No. 20.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

CALCUTTA,
The 6th July 1872.

Memo No. 1167

From -

The Executive Engineer
Mymensingh Division

To -

The Principal of the Presidency
College Calcutta

Mymensingh 24th July 1872

The undersigned has the honor to forward the inclosed application received from the Magistrate of Mymensingh in his Docket No. 907 of the 19th Current and to state that the applicant is desirous of sitting the Examination for the grade of an Overseer.

2 The undersigned will feel obliged by the Principal furnishing a list of questions to this office when the same will be given to the Candidate in undersigned's presence and the Answers will be sent by return of Post.

+ Bejoy Gopee Das Dutt

Lt Colonel
Executive Engineer Mymensingh

To

The Magistrate of Midnapore

Sir

I beg respectfully to offer myself a candidate for appearing at the ensuing Examination for overseerships to be held in August next and request the favor of your forwarding this petition to the Executive Engineer with a recommendation that I may be examined in Midnapur.

2 The usual medical certificate will be produced so soon my application is granted.

3 In forwarding this application I beg you will kindly make a note about my character.

I am
Sir
Your most obedt servt
[illegible]
Clerk

Midnapur Jury
the 19th June 1872

Memo No. 907

Forwarded to the Executive Engineer for his favourable consideration.

It would cause considerable inconvenience if the Candidate were kept away from this Office longer than can be avoided.

The Candidate bears an excellent character in all respects, & has testimonials both from Magistrates & other Magisterial Officers & from the Educational Department in which he formerly served as Head Writer.

Midnapore
19. July. 1872.

[illegible]
Jn. in Charge

Write referring Civil Collector — Office by return mail transmitting Bonds for Rs 10 & a memo in Ground a memorial for Rs 10 for admission to the Department — Act Accounts Circular Number 6 of 1871 of your order [illegible] the Collector [illegible] Officer [illegible] Dec. [illegible] Jan. [illegible]

No. 790 G.

From,

J. Ware Edgar Esqre.,
Offg Junior Secretary to the Govt.
of Bengal.

To,

The Principal of the Presidency College.

Calcutta the 20th July 1872.

Appointment Dept.

Sir,

With reference to the accompanying copy of a letter from the Secretary to the Central Examination Committee, No. 405 dated the 11th Instant, suggesting the proposal of reducing the rates of remuneration, paid under existing rules, to the Professors of the Presidency College, for the examination of Officers in the Staff Corps, I am directed by the Lieutenant Governor to request that you will be good enough to say whether, with reference to the very small number of persons to be examined, there would be any objection in your opinion, to reduce the allowance for the preparation of questions from 100/ to 50/ for each paper, the fee for examining the answers being raised from Rupees 10 to 20 for each examinee.

I have the honor to be,
Sir,
Your Most Obedt. Servt.,

J. Ware Edgar

Offg Junr. Secy to the Govt. of Bengal.

No. 405.

From,

J. B. Lane, Esqre.
Secretary to the Central Examination Committee.

To,

The Secretary to the Government of Bengal.
Revenue Department.
Calcutta.

Dated Fort William, the 11th July 1872.

Sir,

I am directed by the President of the Central Examination Committee to request that the propriety of revising the orders marginally noted may be considered, in regard to the preparation of questions for Officers in the Staff Corps and the fees paid to Examiners.

* From the Secretary to the Government of Bengal to the Director of Public Instruction No. 612 dt. 1st Feby 1866.

2nd. During the last two years and the present year, two Officers only have been examined under the above orders.

3rd. In the first half yearly examination in 1870 one candidate was examined, and fees to the amount of 330/- were paid to the several professors of the College who were engaged.

4th. In the Second half yearly examination of 1871, the papers were prepared, but none of the three candidates liable to examination took them up. Rs. 300/-

were

were again paid to the College professors.

5th In the first half yearly examination of 1872, just past, four Officers were named as liable to examination, but only one took up the papers, the others declining to do so. It has thus cost Rs 60/- to pass two Officers under the Government order of 1866, in the years 1870 to 1872.

I have the honor to be &c:
Sigd) T. B. Lane.
Secretary to the Central
Examination Committee.

True Copy.

Rajendra Nath Mitra
Head assistant.
Asst. Department.

40

No. 1300 G

762

From

The Accountant General,
Public Works Department.

To

The Principal
Presidency College,
Calcutta,

Simla, 22nd July 1872.

Sir,

I have the honor to request the favor of being informed whether it is customary to grant Certificates of qualification for entrance into the subordinate Accounts Branch of the Public Works Department to persons who have passed the University Entrance and First Arts Examinations, and if, so, whether this is done under any rule or authority of Government or from this office.-

I have the honor to be
Sir,
Your most obedient Servant,

R. Tonnell Lt. Col. R.E.
Offg. Accountant General.

763

763

OFFICE MEMO.

Leave of absence for three Months under Section 11

of the Uncovenanted Absentee Rules is granted to Babu Nil Mani Chatterjee 2nd Master of the Hare School. The following officiating arrangements are also sanctioned to carry on the absentees duties with effect from the 8th July 1872.

of the Babu Hristo Chunder Roy 3rd Master to officiate as 2nd master

Babu Haro Lall Roy 4th Master to officiate as 3rd master

Babu Jagendra Nath Ghosh M.A. to officiate as 4th master on Rs. 55/- a month No. 2689

Copy forwarded to the Principal of the Presidency College

for information and guidance. With reference to his No. 306 dated 9th July 1872

Offg Director of Public Instruction.

FORT WILLIAM,
The 25th July 1872.

Dear Sir

764

764

No. 2429.

FROM

THE OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION,

TO

THE ~~SECY. LOCAL COMMITTEE OF PUBLIC INSTRUCTION~~
Principal of the Presidency College.

Dated Fort William, the 9th July 1872.

SIR,

I HAVE this day received from His Honor the Lieutenant-Governor directions that it is not his wish that a general reduction of salaries should be made throughout the school in order to carry out the orders of the 24th May 1872.

The contingent allowance will be reduced, but the masters will not have their pay cut; every opportunity will, however, be taken to reduce expenditure, and on the occurrence of every vacancy arrangements will be made by which the cost of the establishment may be reduced.

I have the honor to be,

SIR,

Your most obedient servant,

H. WOODROW,

Offg. Director of Public Instruction.

[Bengal Secretariat Press—W. H. D'C.—100—20-7-72.]

No. 2292.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

GENERAL DEPARTMENT.
Education.

Calcutta, the 4th July 1872.

SIR,

I AM directed to forward to you the accompanying copy of the report* of the committee appointed to submit a scheme for the establishment of a civil service department at the Hooghly College. I am at the same time to draw your attention to the resolution passed by the Lieutenant-Governor on the subject, and published in the *Calcutta Gazette* of the 3rd July.

* Dated 25th June 1872.

2. The Lieutenant-Governor will leave it to your discretion to obtain for the Hooghly College the best man you can find to teach drawing, surveying, and engineering, his salary being regulated according to his qualifications at any amount from Rs. 100 to Rs. 250 per mensem. It appears to His Honor that probably an assistant on Rs. 50 or Rs. 75 per mensem would then suffice, instead of an independent teacher on Rs. 100, as proposed by the committee, to enable him to teach the school as well as the college classes. The Lieutenant-Governor will leave it to you in concert with the Principal of the College, to arrange this matter to the best advantage, the school teaching not being neglected.

3. The Lieutenant-Governor also sanctions the entertainment of a qualified person from the Medical College on a salary of Rs. 200 per mensem, to teach the elements of botany and chemistry, and of a competent Batchelor-of-Law on Rs. 100 per mensem to teach the criminal, revenue, and general law required for the examination for civil appointments.

4. With reference to paragraph 35 of the committee's report on the proposed new hostel for Hindus, &c., I am to say that His Honor will thank the Principal of the Hooghly College to submit through you a proposal on this head in greater detail.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No 212

Copy forwarded to the Principal of the Presidency College for information

Fort William
The 22. July 1872

S Woodrow
offg. Director of Pub. Instr.

J. A. R.

Report of the Committee appointed under Government orders of the 24th May 1872, to consider and report on the establishment of a Civil Service Department at Hooghly College.

1. THE general plan of a Civil Service Department has been sketched out in paragraph 18 of the resolution of the 24th May 1872, and in the notifications of the 27th September, the 3rd October 1871, and the 20th March 1872.

2. The resolution of the 24th May last at paragraph 18 says,—"His "Honor's view would be to admit to the Civil Service Department students "who have passed in the First Arts Examination or the Entrance Examination "in one of the first two divisions, and who have also qualified in drawing, "surveying, and physical geography, to the extent to which those subjects "may be taught in Government schools. He would require those candidates "who have not passed the First Arts Examination to attend the English and "mathematical classes of the college, and he would have a teacher to instruct "them in engineering, in the elements of practical chemistry, and botany, and "in physical geography, more advanced than the course taught in schools. "There should also be a lecturer to teach the Penal and Criminal Procedure "Code, and the laws and rules required for the Executive Service of Govern-"ment; facilities would also have to be provided for the students practising "gymnastics and riding. The Lieutenant-Governor would be disposed to try "a department of this kind at the Hooghly College to begin with, if competent "instructors can be found."

The notification of the 27th September 1871 gives in greater detail the subjects of examinations, especially under the heads of drawing, surveying, and engineering. The resolution of the 20th March 1872, which establishes the subordinate civil service at sub-divisions, also recites what qualifications are required for posts in that service.

3. In accordance with these instructions we submit for His Honor's consideration definite proposals on the course of study, the appointment of teachers, the selection of books, and the cost of carrying out the scheme.

Language of the lectures.

4. English should be the medium of instruction in the new college, and the lectures should be delivered in that language. It is therefore essential that at as early a time as possible the lectures should be clearly and readily comprehended. But since it is a fact that college students in their first two years after passing the Entrance Examination have some difficulty in following the words of the lecturer, students of the same standing in the Civil Service College would also be obliged to devote a substantial portion of their time to the study of English.

Length of the course.

5. The course of instruction should be spread over four years, and should ordinarily conform in English and mathematics to the scheme in the general colleges, not only on the ground of economy of teaching power (for the same professors would teach both sets of students), but because it is desirable that students of the Civil Service College should be able to compare themselves with general college students who are estimated by a known standard. In subjects other than English and mathematics the course would be different.

Advantages of a complete modern course in the University.

6. If in respect of students, who have a love of science but no taste for language, the University were to be pleased to allow in the First Arts course an option similar to that given for the B. A. standard, it is probable that the course in the Civil Service College would be found closely to approximate to that which would be adopted in general colleges, and a further economy of teaching power could be effected by using the same staff for both colleges.

7. On first opening the Civil Service Department, it would probably be found that students of various degrees of knowledge in English and mathematics would apply for admission, most of them ignorant of the other subjects of the course. Hence the students in English and mathematics would be able to attend classes in different years; but in physics, chemistry, and botany, in drawing, surveying, engineering, and perhaps in law, they would probably have all to begin at the very rudiments. Carrying out the principle indicated by His Honor of excluding students of attainments below the average, we would arrange, the original students in four classes. The first year class would consist of undergraduates who have passed in the first or second division of the Entrance Examination, and of those who having passed in the third division, have spent one year in a college and made satisfactory progress. The second year class would consist of undergraduates who have passed the Entrance in the first or second division, and who bring certificates from their respective colleges of having studied for one year with more than average industry and success. It would also contain students who have passed the First Arts in the third division, or have failed to pass that test. These two classes would attend the lectures of their respective years in English and mathematics at the general college, but would form one class in the special course of the Civil Service college during the first session.

Organization of classes.

8. The third class would consist of students who have passed the First Arts Examination in the first or second division, or who have failed to pass that examination in Sanskrit only, but are found by the Principal of the Hooghly College on a test examination, or otherwise, to possess distinguished merit in English and mathematics. This class would read applied mathematics with the third year class in the general college, and would study a separate course in English. The fourth year class would consist of students who have finished their third year course with distinguished credit, or who have passed the B.A. or M.A. Examinations. These students must learn or know the amount of astronomy required by the University, and would devote their time to the new subjects only. A class would be formed of third and fourth year students, who, by giving nearly double the time to practical and scientific subjects, would be able to take up twice as many subjects as the other Civil Service class; while their higher general education would enable them to make quicker progress. The first batch of fourth year students also would receive special assistance from the lecturers, and would at the end of the first session pass an examination to test their progress and to prove their eligibility for employment in the public service.

9. Promotion from each class to the next would be determined by a strict examination in all the subjects of study, and students who might fail to pass this examination would be remanded for another year or removed from the college altogether.

Weeding of incompetent students.

10. Junior scholarships might be held in the Civil Service College for two years, subject to stringent conditions of progress and good conduct. Senior scholarships of any circle could also be made tenable at the Civil Service College. The examinations at the end of the first and third years would be rendered stringent by the transfer of scholarships from idle to industrious students. At the end of the second and fourth years, the examinations would determine the award of senior scholarships and the issue of certificates of eligibility for the Subordinate Civil Service. The number of senior scholarships awarded should be one for about every five students, and their amount Rs. 20 each per month.

Scholarships.

11. When instruction in practical science had made some progress in zillah schools, a knowledge of drawing and surveying might be required before admission, and the college standards in these subjects raised.

12. The number of students who may attend the Civil Service course cannot at present be estimated with any accuracy. If, from the novelty of the institution, students be at first slow to attend, the instructive staff, we

recommend, may be disproportionately large. If, on the other hand, students come freely, and any class be inconveniently crowded, sections may be established and additional lecturers entertained, as is occasionally done in the Presidency College.

13. Though the number of withdrawals in the Civil Service College may probably be much less than occurs in general colleges and in Normal Schools, yet still from various causes, such as ill-health, inability to pay the fee, or failure at the strict annual examinations, there will be some withdrawals. If twenty-four passed students of the fourth year were required for the public service yearly, the class, in order to allow for casualties and weeding at the final examination, ought ordinarily to contain thirty-six students; the third year class would then have, as its highest limit, forty-eight students; the second sixty, and the first year class seventy-two.

Those who could not pass the whole course, but who yet were industrious and fairly efficient, might be selected for employment in the ranks of the Subordinate Native Civil Service, as described in the Bengal Government resolution of the 20th March 1872.

Fees per month.

14. The fee should be Rs. 5, the same as in the general branch of the Hooghly College, and no extra payment should be required for instruction in riding, gymnastics, and other subjects foreign at present to our general course.

15. Mussulmans should be admitted to the Civil Service classes on the payment of a fee of one rupee; the difference between this fee and that paid by Hindoos being debited to the Mahomed Mohsin Endowment Fund in a monthly bill. Without the restraint of some small fee paid by themselves, Mussulmans have been found irregular in attendance, and irregularity involves repetition of past lectures and a needless waste of time to the whole class. We anticipate that before long the Civil Service Department will be much sought after, and that admission thereto will be highly prized. When this is the case, regularity of attendance should be very strictly enforced on all students under penalty of rustication or removal for continued irregularity.

Course of study.

English.

16. Civil Service students should attend the college classes in English up to the First Arts standard. Beyond that standard their instruction should be in composition and *precis* writing.

Mathematics.

17. Civil Service students might attend college lectures in mathematics up to the First Arts, and the lectures in applied science and astronomy after that standard.

18. The Principal of the college should be requested to arrange for supplementary lectures in mathematics beyond the limit of the University standard. These lectures should be delivered either by himself or by the lecturer on engineering, and in them a practical bearing should be given to the general mathematical lectures, and care should be taken that time might not be wasted in going over the same ground in two different sets of lectures. For example, supplementary to the study of geometry and trigonometry would be lessons on the use and construction of scales, and the mensuration of surfaces and solids. Supplementary to the general instruction in statics would be lectures on friction, cranks, rolling-contact, sliding-contact, machines, buttresses, strains, thrust of beams, &c.; supplementary to the lectures on dynamics, would be instruction on the mechanism for modifying motion and on the use of the fly-wheel and governor, &c. The study of pneumatics and hydrostatics might be followed by lessons on the steam engine, wind-mills, water-wheels, pumps, turbines, &c.

19. In optics enough should be taught to enable the students to understand the principle of the formation of images by simple and compound lenses,

the eye, prismatic compass, sextant, telescope, and the microscope. Just sufficient conic sections should be taught to explain the elements of astronomy, and after the lectures on astronomy, the construction of sun-dials and the useful parts of the Hindu almanac should be discussed.

Vernacular language.

20. Translation or composition once every week would suffice to keep up the student's knowledge of his mother tongue. The Pandits and Moulvies of the college would examine and correct these exercises.

Engineering and surveying.

21. The teacher in surveying and engineering would take the classes of the college and Civil Service Department; but the Civil Service students would in some branches of the subject learn a higher course than the college students. Surveying with the chain only, and with the chain and plane table, and with the chain and prismatic compass, would be taught in both departments. Surveying with the prismatic compass would be taught, as it is very convenient for route surveys and for the filling in of small fields, but the compass cannot be depended on for accurate survey. After the first year the Civil Service classes should have instruction in surveying with the theodolite. They should also attend lectures for one session on the use of materials, the preparation of bricks, tiles, mortars, and cements, and the preservation of timber.

Drawing.

22. Drawing might be taught to both departments together. A teacher of drawing, surveying, and engineering, on a salary of Rs. 100, has been allowed for the collegiate school; but we consider that for the Civil Service Department a teacher of somewhat higher qualifications on Rs. 250, rising to Rs. 400 a month, would be necessary. One good theodolite for the teacher's use in verifying the work of his class, and two smaller instruments for class use, with a supply of models, surveying instrument, and articles for mapping, will be required for the equipment of the engineering class at a probable cost of Rs. 2,000.

Botany.

23. Botany should be introduced into the course in order to direct the attention of the future members of the Subordinate Executive Service to the importance of developing the vegetable resources of India. Without a knowledge of botany, they will not be able to give an intelligent opinion on the preservation and production of timber in the jungly districts, on the suitability of the soil for new crops, on the absolute necessity of more attention being paid to manures, on the introduction of new cereals, on the rotation of crops, on the advantages of successive selection of seed, on the growth of new fruit trees, or on the propagation by grafting of improved sorts of old fruit trees, as well as on a number of similar subjects. Within a generation tea and jute have risen from nothing to rival indigo and silk as the staple exports from Calcutta. It is certain that valuable productions, such as new dyes, gums, and fibres, abound in our neglected jungles, and that they would amply repay attention if intelligently inquired after and placed before the commercial world. If the executive authorities of districts had a knowledge of these subjects, and gradually influenced the leading members of their neighbourhood to pay attention to the improvement of their lands and the development of the resources of their forests, there would arise an increase in the material prosperity of the country. Hooghly College at present has no chair of botany. We propose therefore that a young sub-assistant surgeon, who has obtained honors in botany, be selected for the post, that his salary be Rs. 200, rising by annual increments of Rs. 25 to 300 a month, and that he should be bound to give his whole time to the work. Dr. Smith, the Principal of the Medical College, concurs in this view.

Practical chemistry, physical science.

24. Another sub-assistant surgeon with the same salary would be required for practical chemistry and physics. These subjects need not be taught deeply, being so vast that the time of the students would not admit of extended instruction in them.

25. To start the lectures on botany, physics, chemistry, and physical geography, an assignment of Rs. 2,000 each for physics and chemistry, and of Rs. 1,000 each for botany and physical geography, would be required, and instruments from the Director's museum might be borrowed. Physical geography should be taught by these two lecturers, each taking the portions most connected with his own special subject.

26. For instruction in the Penal Code, Criminal Procedure Code, Jurisprudence, and the Executive Service Rules, a separate lecturer must be appointed. The present law lecturer makes, it is said, more than a thousand rupees a month by his practice in the courts. His official connection with the college proved a valuable introduction to the courts. It is believed by Mr. Thwaytes that among the young B.L.'s of the Hooghly courts two or three men might be found, any one of whom would be well fitted for the post of assistant law lecturer: If the times of instruction were so arranged as to leave the teacher free to practise at the courts, there would be no difficulty in obtaining an efficient teacher for Rs. 100 a month.

Penal Code.
Criminal Procedure Code.
Executive Service Rules.
Jurisprudence.

27. Riding, gymnastics, and swimming, are necessary qualifications of a civil servant. We understand that the native commandant of His Honor the Lieutenant-Governor's guard will find a rough rider who will give instruction in riding, and will provide a couple of horses, or more if necessary, for a moderate consideration. We suggest that the riding master's salary be Rs. 15 a month, and that Rs. 30 a month be allowed for each horse. The riding master will find horses, saddlery, &c., but stables will be provided for the animals at the college, so that the horses may be kept for the riding school alone. As the students increase, the number of horses may have to be increased; but we would begin with two horses, which must be passed by the Principal as fit for the work.

Riding.
Gymnastics.
Swimming.

28. It is believed that many up-country students will know how to ride, and most Bengalee youths will be able to swim. For the civil service it is desirable that all students should be proficient in both these exercises. It would also be expedient that their attention should be directed to rowing, sailing, and shooting; and if prizes were given, the students would of themselves take to such pursuits; and they would do so the more readily if any of the European or Native professors were to join in these sports.

29. The old soldiers who used to live in Hooghly have disappeared, some difficulty therefore may be found in obtaining regular instruction in gymnastics. Still, for a consideration, a sergeant might be obtained from Barrackpore to give instruction in gymnastics once a week. In Prussian and French schools gymnastics are a regular part of the school routine.

Gymnastics.

30. The lectures on botany would require a hortus siccus and a piece of ground to grow specimens, with the services of an intelligent malli on Rs. 10 a month to cultivate the plot of ground, and to bring in from the country such plants as may from time to time be required to illustrate the lectures. The lecturer on chemistry and physics would also require a skilful assistant on Rs. 12 a month, to help him in the preparation of the lecture. The drudgery of getting up a lecture without some assistance is very great.

31. We append three forms,—the first shews the present hours of study in the general college classes; the second, the classes which the civil service students would attend; and the third shows the weekly time table for the four classes of the civil service college during the first session. From this time table it is seen that in the first two years the bulk of the student's time would be given in the general college classes to English and mathematics, and in special classes to drawing and surveying. In the last two years the special civil service subjects

require three-fourths of his time. The number of subjects to be studied unavoidably reduces the time available to each. It is hoped that the superior ability of the third and fourth year men will enable them to advance in their work more rapidly than would be possible for the other classes.

32. The length of the study in the subjects of the special course being different for different years, the standard of the examination for the fourth year should be raised by three successive steps. The full college course cannot come into complete operation until the year 1876, when there will be separate classes for the four years. For the first session we think that the fourth year's class would not be able thoroughly to learn and digest more than the primers on chemistry and physics by Roscoe and Balfour Stewart.

33. In the 1st and 2nd years' classes Roscoe's Lessons on Elementary Chemistry and Balfour Stewart's Lessons on Elementary Physics might be used. For physical geography, Professor Huxley's book may be used as a beginning; and for botany, Oliver's Manual of Indian Botany. The fourth year's student would not be able to get through more than half of Oliver's Manual.

34. In surveying, the book now being published by Mr. Scott, Professor of the Engineering College, and in engineering the course adopted in the Presidency civil service classes, should be used.

35. In order to provide adequate accommodation for the students, a portion of the present barracks should be given up as a boarding-house or hostel, and an establishment of a cook, bhistee, three mehters, and durwan, at a cost of Rs. 40 a month, should be entertained. It is hoped that two masters of the college may be induced to take charge of the hostel and to reside there. Two are mentioned, that the students may not be left without supervision in the holidays, when it may be expected that one or other would naturally require leave of absence. The resident masters or tutors should receive rooms free of charge, and be paid by Government head-money of four annas a month for each boarder. Unless some inducement is held out, it will be difficult to get trustworthy men for the post of resident tutor.

36. The grounds around the barracks afford sufficient room for a play-ground, and the river opportunities for swimming and for boating.

The officers' barracks at Hooghly would be a complete and suitable building for the civil service college, and the accommodation for students and masters in lodging and class rooms would be excellent; but if the residents of the place require rooms in it, part of the hospital or of the large barracks could be taken. In the latter case, however, a considerable sum must be spent in putting up partitions and in fitting the place for a boarding-house. It is highly desirable, if not absolutely necessary, that the college and the civil service classes should be under one roof. By making some slight alterations in the college building, accommodation can be found for all the classes for some time to come; when more accommodation be necessary, the officers' barracks will be more convenient than the hospital.

37. Again, there is this drawback to the use of the soldiers' barracks, that they can only be occupied on sufferance, *i.e.* so long as they are not required for troops. Should an epidemic break out among the troops in Fort William, Dum-Dum, or Barrackpore, the barracks and hospital would at once be brought into requisition, and the classes turned out at a moment's notice; so that it is by no means desirable that any great expense should be incurred in making alterations which may have to be undone as soon as they are completed. On a previous occasion in 1849 or 1850, when the barracks were handed over for the use of the college, the classes had not occupied the rooms three months before notice was received that they must quit them, and restore them to their former condition. We would suggest that the officers' barracks be given for the use of the Civil Service College.

38. The cost involved in these recommendations is as follows:—

For College Staff, &c.

	Monthly Salaries.		
	Rs.		Rs.
Teacher of drawing, surveying, and engineering ...	250	rising to	400
Lecturer on botany	200	„	300
Lecturer on physics and chemistry ...	200	„	300
Allowance for chemicals, &c.	25		25
Lecturer on law	100		100
Malli, Rs. 10, and compounder Rs. 12 ...	22		22
Riding master	15		15
Riding horses	60	rising to	120
Teacher of gymnastics	40		40
Tutors of the hostel, head-money	50	rising to	75
Servants of the hostel	40		40
Total ...	1,002		1,437
Contingencies for the college and boarding-house	25		25
Senior scholarships, say six of Rs. 20 each monthly	120		120
Total ...	1,147		1,582
Average expenditure			1,350 a month.

For Educational Apparatus, &c.

	Rs.
Apparatus for lectures in drawing, surveying, and engineering ...	2,000
Apparatus for lectures for mechanics and the steam engine	2,500
Apparatus for lectures for pneumatics, hydrostatics, and heat; the electric telegraph and electricity, and chemistry	2,000
Apparatus for lectures for botany	1,000
Apparatus for lectures for physical geography	1,000
Fitting up barracks for a hostel	1,000
Fitting up a gymnasium and play-ground	500
Cost of alterations for additional accommodation	1,200
School furniture—desks, forms, black boards, &c.	1,500
Total ...	12,700

39. We fear that the Civil Service College cannot be opened till January 1873. Several of the subjects of study require apparatus, which under recent orders may not be purchased in this country, and delay will ensue in obtaining it through the India House. The scheme requires time to become known throughout the country, and parents will object to change their sons' college in the middle of the academical year. The college classes for the present session have more than half finished their course, and it would be inexpedient to disturb them. The details of the scheme would not suffer from ventilation in the newspapers, and useful amendments on our proposals may be brought to notice.

C. BERNARD.
H. WOODROW.
R. THWAYTES.

The 25*th June* 1872.

GENERAL COLLEGE.

Time Table for the year 1872, *with names of the Professors who take each lecture.*

Class.	Day.	10—11.	11—12.	12—1.	1—2½.
IV.	M.	Philosophy, Parry	Sanskrit, Sanskrit Prof. ...	Mathematics, Principal	English, Lethbridge.
	T.	Philosophy, Parry	Ditto ditto	Ditto, ditto ...	Ditto, ditto.
	W.	Sanskrit, Sanskrit Prof. ...	Philosophy, Parry	Ditto, ditto ...	Ditto, ditto.
	T.	Philosophy, Parry	Sanskrit, Sanskrit Prof. ...	Ditto, ditto ...	Ditto, ditto.
	F.	Sanskrit, Sanskrit Prof. ...	Philosophy, Parry	Ditto, ditto ...	Ditto, ditto.
	S.	Philosophy, Parry	Sanskrit, Sanskrit Prof. ...	Ditto, ditto ...	Ditto, ditto.
III.	M.	Sanskrit, Sanskrit Prof. ...	Mathematics. Principal ..	English Lethbridge ...	Prose, Dé.
	T.	Sanskrit, ditto	Ditto, ditto	Ditto ditto ...	Philosophy, Parry.
	W.	History, Dé	Ditto, ditto	Sanskrit, Sanskrit Prof	Ditto, ditto.
	T.	Sanskrit, Sanskrit Prof. ...	Ditto, ditto	English, Lethbridge ...	Ditto, ditto.
	F.	History, Dé	Ditto, ditto	Sanskrit, Sanskrit Prof.	Ditto, ditto.
	S.	Sanskrit, Sanskrit Prof. ...	Ditto, ditto	English, Lethbridge ...	Prose Dé.
II.	M.	Mathematics, Principal ...	English, Lethbridge	Prose, Parry	Philosophy, Parry.
	T.	Ditto, ditto	Ditto, ditto	Philosophy, Parry ...	Sanskrit, Sanskrit Profr.
	W.	Ditto, ditto	Ditto, ditto	History, Dé	Ditto, ditto.
	T.	Ditto, ditto	Ditto, ditto	Philosophy, Parry ...	Ditto, ditto.
	F.	Ditto, ditto	Ditto, ditto	History, Dé	Ditto, ditto.
	S.	Ditto, ditto	Ditto, ditto	Prose, Parry	Philosophy, Parry.
I.	M.	Mathematics, Dvarkanath ...	English, Dé.	English, Dé	Sanskrit, Head Pundit.
	T.	Ditto, ditto ...	Ditto, ditto	Ditto. ditto	Ditto, ditto.
	W.	Ditto, ditto ...	Ditto, ditto	Sanskrit, Head Pundit	History, Dé.
	T.	Ditto, ditto ...	Ditto, ditto	English, Dé	Sanskrit, Head Pundit.
	F.	Ditto, ditto ...	Ditto, ditto	Sanskrit, Head Pundit	History, Dé.
	S.	Ditto, ditto ...	Ditto, ditto	English, Dé	Sanskrit, Head Pundit.

CIVIL SERVICE COLLEGE.

Time Table showing the lectures which would be given by the Professors of the General College.

Class.	Days.	10-11	11-12	12-1	1-2½
IV	M.				
	T.	... ...	... ...	Astronomy, Principal	Composition,&c.,Lethbridge
	W.				
	T.				
	F.	... ...	... ...	... ...	Composition,&c.,Lethbridge.
	S.				
III	M.				
	T.	... ...	... ...	... ...	Composition, &c., Parry.
	W.				
	T.				
	F.	... ...	... ...	... ...	Composition, &c., Parry.
	S.				
II	M.	Mathematics, Principal ...	English, Lethbridge ...	English, Parry.	
	T.	Ditto ditto ...	Ditto ditto		
	W.	Ditto ditto ...	Ditto ditto		
	T.	Ditto ditto ...	Ditto ditto		
	F.	Ditto ditto ...	Ditto ditto		
	S.	Ditto ditto ...	Ditto ditto ...	English, Parry.	
I	M.	Mathematics, Dvarakanath	English, Dè ...	English, Dé.	
	T.	Ditto ditto ...	Ditto ditto ...	Ditto ditto.	
	W.	Ditto ditto ...	Ditto ditto		
	T.	Ditto ditto ...	Ditto ditto ...	English, Dé.	
	F.	Ditto ditto ...	Ditto ditto		
	S.	Ditto ditto ...	Ditto ditto ...	English, Dé.	

The drawing lessons of the Civil Service classes would be given after 2½ if necessary. Law lectures would be given from 8½ to 9½.

Lectures by the special staff of the Civil Service College would be given at the hours left blank in this table.

770

Course for the First Session.

Subjects read with General College Classes.

I. Year.	II. Year.	III. Year.	IV. Year.
English ... ... 10 hours.	English ... ... 8 hours	English ... ... 1 hour	English ... ... 1 hour
Mathematics ... 6 „	Mathematics ... ... 6 „	Hydrostatics, &c. ... 2 hours	Popular Astronomy 1 „
Total ... 16 hours	Total ... 14 hours	Law ... ... 3 „	Law ... ... 3 hours
		Total ... 6 hours.	Total ... 5 hours

Subjects not read with the College Classes as at present arranged.

	These subjects will this session be generally read with 1st year class.		Some of the subjects will this session be read with III. year.
Vernacular ... ½ hour	Vernacular ... ... ½ hour	Law ... ... 3 hours.	Law ... ... 3 hours
Drawing ... ... 4 hours	Drawing ... ... 4 hours	Drawing ... ... 2 „	
Surveying ... ... 3 „	Surveying (Scott) ... 3 „	Surveying ... ... 3 „	Surveying ... ... 3 „
Plotting and Book work (Scott) ...	Engineering as in Presidency College, Civil Service Class ... ... 2 „	Engineering as in Presidency College, Civil Service Class ... 3 „	Engineering ... 3 „
Physics ... ... 3 „	Physics ... ... 3 „	Physics and Chemistry 4 „	Physics & Chemistry 4 „
		Botany ... ... 3 „	Botany ... ... 3 „
Physical geography 1 hour	Physical geography ... 1 hour	Physical geography 3 „	Physical geography 3 „
Total ... 11½ hours	Total ... 13½ hours	Total ... 21 hours	Revision and special instruction ... 3 „
Grand total ... 27½ hours	Grand total ... 27½ hours	Grand total ... 27 hours	Total ... 22 hours
			Grand total ... 27 hours

Subjects taught out of College.

Riding and gymnastics ... ... 3 hours	Riding and gymnastics ... 2 hours	Riding, gymnastics, and swimming, as required.
Surveying and field work ... ... 3 „	Surveying and field work ... ... 3 „	Field work in surveying and engineering as time admits.

F. P.

No. 2338.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal

in the General Department,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 6th July 1872.

GENERAL DEPARTMENT.
Education.

SIR,

I AM directed to acknowledge the receipt of your letter No. 2302, dated the 20th May, submitting a plan for the introduction of practical science into schools below the entrance standard; and to communicate to you His Honor the Lieutenant-Governor's thanks for the care and attention which you have devoted to the subject, and for the valuable report which has been the result.

2. His Honor very much agrees with you, and accepts fully all that you say in regard to the importance of drawing and technical science as a branch of elementary education. But there is another art, the precursor and, as it were, the elder sister of the art of drawing, which His Honor would like to see cultivated with more assiduity than it at present appears to receive,—namely the art of writing. The two go hand in hand and assist one another. In former days Bengalees were celebrated for their English handwriting. For very moderate salaries excellent men used to be procurable to go to the farthest parts of India, who wrote hands which left nothing to be desired. The old native caligraphers, especially those who also used the Persian character, were perfect in their way. No art could be carried to greater perfection.

3. Now-a-days His Honor is led to believe that in many or most schools writing is not regularly taught as an art at all, but is picked up any how. His Honor does not see a writing master among the staff of most schools; and he finds that many highly paid native employés in our offices write extremely bad hands. His Honor is almost afraid that our educated men have come to think writing an art not sufficiently intellectual. Wherever there is any neglect of this kind, there must be immediate reform. In every considerable school a competent master must be given up to the systematic teaching of writing, and the inspector must see that he is competent, or find some one else who is. To write a good hand must be made a *sine qua non* for all scholarships and rewards of every kind; and the same rule will be rigorously laid down for all candidates for the public service of every degree. All candidates must be able to write their own vernacular well, in a thoroughly good and legible hand, and all those who go up for scholarships or for appointments requiring English, must also write English well, in a good clear hand. That should be the first of the technical sciences taught in our schools.

4. Similar arrangements should be made for teaching drawing to the boys who have learned to write tolerably. His Honor will thank you to propose details of arrangements for giving effect to your views regarding drawing.

6. When we come to more elaborate physical science and technical instruction, no doubt the language difficulty to which you allude stands in the way. Under the present system, all the boys who go even moderately high in the scale of education must and do learn English, and learn it far more fully and perfectly than English boys at English schools learn any classical or

foreign languages; and it must be a heavy burden to them to learn up to a high standard another and very difficult classical language. His Honor has always declared that while he will give every reasonable facility and encouragement to the real study of Sanskrit, he will not allow it to be compulsory in any of our institutions. Still we no doubt have the difficulty that the University, though not making it compulsory for the Entrance nor for the final B. A. Examinations, as yet does make Sanskrit compulsory for the middle or first arts stage; and our educational authorities say the standard is so high as to require six years' teaching. His Honor's own impression is, that so heavy a burden of languages is incompatible with the efficient study of science and art by our boys, and that they must choose between a course of classical languages and literature on the one hand, or one of technical and practical instruction, superadded to vernacular and English, on the other. Following the distinction between the classical and the real school so clearly explained by you, His Honor sanguinely hopes that the University will before long recognize this distinction, and admit other alternative tests in lieu of the second language in the single examination which prevents our introducing a *real* course in harmony with the arrangements of the University. Meantime we must do the best we can.

7. If His Honor is correct in thinking that students must choose between a classical and a *real* course, it will be of less importance to the technical question at what exact stage the classical language is taught. But with reference to your views, and having regard to the presence of Sanskrit words in the modern Bengalee, (a matter which has been separately discussed), His Honor is willing to receive any new plan you may wish to submit as to the classes in which Sanskrit is taught to those who wish it, provided that, as you say, the prescribed policy is loyally observed, and pundits are not allowed again to make practically compulsory the old-fashioned teaching to which they naturally cling.

8. His Honor will be glad then if you will submit complete courses for our *schools* based on the division suggested by you. His Honor would have the vernacular, writing, and arithmetic for all, and English for all Bengal schools which aim at an advanced education. Then from a certain point there should be a division into a literary and a technical course: the former to comprise Sanskrit and English literature (as distinguished from the practical knowledge of the language, which all must have), and the latter to comprise, with practical English, drawing, surveying, and the elements of engineering, physical geography, and perhaps the popular rudiments of the sciences of botany, chemistry, &c. The institution of a science course, parallel to the ordinary art course, can be tried to begin with at a few selected collegiate, high, and zillah schools.

9. His Honor will be very glad to entertain favorably any scheme for inducing our school-masters to qualify themselves in the elements of technical and scientific instruction, such as are required for ordinary schools.

10. A reasonable expenditure for the necessary apparatus, such as diagrams of physical geography and of rudimentary science, will also be sanctioned. Teachers of drawing and surveying are already being provided; and His Honor will be ready to incur some expense for efficient teachers of the other technical subjects in the principal schools if they can be found.

11. While thus providing technical instruction for the higher schools, we must not neglect the teaching of bread-winning arts in the lower schools through the vernacular, and the possible introduction of the higher branches of professional arts for higher pupils must also be kept in mind; but this pertains more to the subject of artizan schools, into which His Honor will not enter at present. The teaching of sciences at colleges is not touched upon in this letter, being abundantly discussed elsewhere.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

W. E. B.

No. 2487
Copy forwarded to the Principal of the Presidency College for information and guidance.
A. Woodrow
Offg. Director of Public Instruction
No. 24 Calcutta

No. 91

772

From,

The Secretary Local Committee of Public Instruction Balasore

To

The Hon. Director of Public Instruction Fort William

Dated Balasore the 11th July 72

Sir,

I have the honor to acknowledge the receipt of your letter No. 2225 dated the 24th June 1872 forwarding 18 copies of printing excercises and not 20 copies as mentioned therein, and to request you will be good enough to send a few copies of drawing excercises noted marginally for the use of the Surveying Classes.—

5 copies of small Statics containing the alphabets only.
Geometric figures, 3 plates of Projection Scales.
Some plates of carpentry showing different kinds of joints.
Some plates of brickwork showing different kinds of Bond.
Plates showing how to draw various kinds of arches, drain bridges + culverts.
Plates of simple buildings + bridges.—

I have &c.,

S. V. Richards.

Secretary Local Committee of Public Instruction Balasore

No. 2691.

Copy forwarded to the Principal of the Presidency College with a request that he will be so good as to supply the Balasore School with the Drawing exercises applied for.

Fort William, the 25th July 1872.

H Woodrow
Offg. Director of Pub. Instn.

773

773

(CIRCULAR No. 8.)

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION, BENGAL,

To

THE PRINCIPAL OF THE Presidency COLLEGE.

Dated Fort William, the 11th July 1872.

SIR,

WITH reference to the Government Resolution of 24th May 1872, directing the reduction of expenditure in Government institutions, I have the honor to inquire whether you wish that your indents for library and prize books should be forwarded to the Secretary of State. No such indent has yet been sent to England owing to a doubt about the form in which the Secretary of State directed a general indent to be submitted. That doubt has now been removed.

An early reply is requested.

I have the honor to be,

SIR,

Your most obedient servant,

Offg. Director of Public Instruction.

[Bengal Secretariat Press—W. F. C.—80—10-7-72.]

774

Dear Sutcliffe,

The orders of the Secy of State about the Calcutta School Book Society have not arrived & therefore the letter of the Govt. of Bengal No 2717 dated 6 Sept 1837 remains in force. Any circular was addressed solely

both reference to the
colleges & schools
affected by the
education order &
as your institutions
are not touched,
the circular does
not affect you except that
you had better report that you want your incident to go.

Yours truly

H Woodlow

24 July.

474

Memo. No. 357 2487.

From The Executive Engr
Arrah Division

To J. Sutcliffe Esq. M.A.
Principal Presidency
College.

Arrah, 30 July 72

Has the honor to acknowledge receipt of the 2 sets of examination papers forwarded with his No 357 of 25 Inst.

The undersigned presumes from the figure (the date first drawn the back of the

Envelope) that the
Candidates will have
to pass their examin-
-ation on the 5th
of August /72 -
Request notice if
this date is incorrect
as that on the En-
-velope is not
very clearly written.

Jno Seymour Capt USA

Ex. Engr

Corrected Date

776

778

MEMO. No. 2778

Can you supply these?

B

If this protractor was do we could supply 1000 copies 5 days after receipt of order. The scales can be constructed if we are informed what scales are required - Scales 10 ft. 20 ft. or what number of ft. to an inch.

1.8.72

FROM

Offg.
The Director of Public Instruction,
Bengal,

To The Principal of the Presidency College

DATED

Fort William the 30th July 72

Refers to

Sir,

I request the favor of being informed if we can have 1000 cardboard

Scales and 1,000 of Protractors.

I have the honor to be,

Sir,

Your Most Obedient Servt.

J. Woodlow

Wm. Director of Pub. Instr.

777

777

F

OFFICE MEMORANDUM.

Fort William, the 16th July 1872.

Babu Jagadis Chundra Basu B.A. 6th Master English Department Calcutta Pathsala is appointed ~~Extra~~ Master of the Hare School on a salary of Rupees 30/- per month.

No. 2532

Copy forwarded to the Principal of the Presidency College for information and guidance. in supersession of this office order No. 2468 dated 11th July.

H Woodrow

Offg Director of Public Instruction.

Seen Gloch

778

778

MEMO. No. 2770

FROM

The Director of Public Instruction,

Bengal,

To

The Principal of the Presidency College

DATED

Fort William the 30th July 72

Refers to the Principal's No. 328 dated 17th July

Sir

I quite approve of your suggestions about the preparation

of two Medals to be
awarded in the name
of His Highness the
Maharajah of Scindiah
and should feel obliged
by your carrying them
out.—

I have the honor to be
Sir,
Your Most Obedt. Servt.
H. Woodrow
Offg. Director of Public Instn.—

779

No.

MEMORANDUM.

Rupees 121-5-3 on account of Salary of Babu Nilmani Chakerbarti for July 1872 retrenched for a Monthly Return agreeably to the Form prescribed in Sec 15 (b) 1 Supplement E of the Civil leave Code published in the Calcutta Gazette of the 20 ma[illegible] last.

Accountant General, Bengal.

TREASURY BUILDINGS, CALCUTTA,
1 Augt 1872

To the Principal Presidency College

G. P.—No. 1007/A. G.—15-3-72—1,000

780

(RESOLUTION.)

GENERAL DEPARTMENT.

GENERAL.

Calcutta, the 2nd July 1872.

READ again the following papers:—

Circular orders of this department, No. 11, dated 28th February 1872.
Circular orders of this department, No. 12, dated 26th March 1872.
Memorandum No. 2851, dated 31st May 1872, and enclosures, from the Officiating Secretary to this Government in the Public Works Department, containing a plan and estimate for making additions and alterations to the lock-up at Serampore.
Letter from the Judicial Department of this Office, No. 2632, dated the 24th April 1872, containing the orders on the above subject.

OBSERVATIONS.—The Lieutenant-Governor desires that all officers under this Government will take special care in future to submit all applications for the erection of new buildings, repairs, alterations, &c., to the proper civil department, with full explanation as to the necessity in each case. Where the work is a minor one, or where there can be no doubt of its being sanctioned, a plan and estimate can be obtained from the Executive Engineer before coming up to Government; but in case of large works and expenditure, or where there is a chance of Government refusing sanction, a detailed and explanatory application should be sent up without regular plans or estimates, but with such rough plans and suggestions as to cost as can be supplied by the officers themselves, or as the local works officers may be able to give. If the work is approved by this Government, steps will be taken to get regular estimates and plans.

2. In sending up plan and estimate, it must always be stated why the works are required.

ORDER.—Ordered that the above resolution be furnished to the undermentioned authorities for guidance, and for distribution to their subordinates:—

1. Board of Revenue (Commissioners have been supplied with copies for magisterial officers).
2. All Commissioners of Divisions.
3. Civil and Sessions Judges.
4. First Judge, Small Cause Court, Calcutta.
5. Commissioner of Police, Calcutta.
6. Sanitary Commissioner, Bengal.
7. Inspector-General of Hospitals, Indian Medical Department.
8. Inspector-General of Police, Lower Provinces.
9. Director of Public Instruction.
10. Inspector-General of Registration, Bengal.
11. Master-Attendant.
12. Protector of Emigrants.
13. Superintendent of Labor Transport, Calcutta.
14. Superintendent of Labor Transport, Kooshtea.
15. Conservator of Forests.
16. Accountant-General.
17. Mofussil Small Cause Court Judges.

ORDERED that a copy of this resolution be forwarded to the Judicial, Political, and Revenue Departments of this Office.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

Circular No. 12.

COPY forwarded to the Director of Public Instruction.—

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

CALCUTTA,
The 2nd July 1872.

W. E. B.

No. 2812

~~the~~ Copy forwarded to the ~~Principal~~ of Presidency College for information and guidance.

Fort William
The 29th July 1872

H Woodrow
offg. Director of Pub. Instn.

781

781 No. 1153 D

Fort William Arsenal Office,

3rd August 1872

From

THE COMMISSARY OF ORDNANCE,

To

The Officer in Charge of Presidency College Calcutta

Subject one Case Ex S.S. "James C. Stevenson" Missing

Reference Nil

The undersigned solicits information if a case No 15/284 containing War Office Patterns Ex: S.S. "James C. Stevenson" has been taken delivery of by you - as there is no trace of the case either on board or in the Custom House -

Some cases were given over to you by Dr Daly

Fred. A. Major R.A.

Commy of Ordnance

Dept. of the Arsenal

O. S. G. P.—No. 4 C. O.—18-5-72.—500.

Memo No. 1249 782

From —

The Executive Engineer
Mooradpore Division

To —

The Principal of the
Presidency College

Dt. 6th August 1872

In returning herewith the Examination Papers received with his No. 369 of the 30th ultimo undersigned begs to forward a Letter received from the Candidate Bolu Gopye Das Dutt who attended this office for the purpose of being examined.

6/8/72

It appears that the Candidate has not read all the Subjects and is therefore unable to reply to the Questions.

Gopye Das Dutt is a Candidate for employment in the Subordinate Executive Branch and not [illegible] that Candidates have to apply to the

the examination required for the grade of an Oversear - The Candidate further states that according to P.W.D. Chapter II Section II Para II such subjects as Trigonometry, Mensuration - Statics and Dynamics are not entered - He therefore requests to be informed - more fully than the Code explains (copy of which is annexed) of the subjects required to pass the examination required for the Grade of an Oversear

An early reply will be returned a favour -

J. Joseph Lutt Hall
for Engineer India Pos d

783

783

To
Recommended
J. Sutcliffe Esq: M. A
Principal. Post Office.

Dear Sir,

I beg most respectfully to inform that I have been suffering from an attack of Chronic dysentery for some years. I therefore humbly solicit the favor of your granting me leave of absence for three months to enable me to recover my health. Babu Gurudas Chandra Roy will act as my Substitute during my absence.

I

I remain Sir

Your most obt. Servt

Sampson Lander Jne

12th Lancoln

Mare School
Feb. 12th August 1872

J. Sutcliffe Esq: M.A.
Principal
Presidency College
Calcutta

785

785

7th August 1872
Calcutta

Certified that Babu Jagat Ch. Das Teacher Dow School has been suffering from chronic dysentery and general debility and has placed himself under my treatment. I believe that about three months leave of absence from his duties is indispensable & necessary for his recovery.

Yours Cloud Haldane L.M.S.
Medical Practitioner

786

Read 7 Aug 72

No. 2612.

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION, BENGAL,

TO

THE PRINCIPAL OF THE Presidency COLLEGE.

Dated Fort William, the 16th July 1872.

SIR,

IN the absence of a proper supply of instruments it will be necessary at first to make interim arrangements for the Surveying class, and I believe that a course of drawing geometrical figures, free hand drawing, printing and plotting will be the most feasible arrangement.

I have recommended that the time allowed be three hours a week of school time; but His Honor the Lieutenant Governor thinks this too little, though till the classes are duly organized it may be all that can with advantage be given. It will therefore be necessary to make arrangements that the Surveying Master shall have three hours a week for each group of boys. It will be for you to decide whether two classes can or cannot be conveniently grouped together for teaching purposes.

If the boys of the Entrance class do not wish to learn Surveying, they are not this year to be required to attend; but it is His Honor's wish that all should attend. If the 2nd Years' College class wish to be exempted from attendance, a special application should be made.

I have the honor to be,

SIR,

Your most obedient servant,

H. Woodrow

Offg. Director of Public Instruction.

[Bengal Secretariat Press—W. F. C.—12—25-7-72.]

787

Price List of Instruments at the Roorkee Work-shops.

SURVEYING INSTRUMENTS.

	Rs.	As.	P.
20-inch Y levels, complete, with extra strong tripod and box	300	0	0
14 „ Y ditto ditto ditto	250	0	0
10 „ Y ditto ditto ditto	200	0	0
20 „ gravatt or Ganges canal pattern	300	0	0
14 „ gravatt level	275	0	0
10 „ ditto	250	0	0
A level or clinometer, for laying out hill roads	35	0	0
Prismatic compasses, with stand and leather case	45	0	0
Surveying compass and stand	15	0	0
Magnetic compass, pocket	0	8	0
Beam compass, with pen and pencil-points	25	0	0
Magnetic compass, circular, for plane table	4	8	0
Ditto rectangular	6	0	0
Plane tables, each	6	0	0
Wooden right for plane tables	0	8	0
Brass ditto ditto	1	8	0
Compass or dividers	2	0	0
Brass scales, 6 inches	0	12	0
Chains, measuring, iron, with brass handles, 100 feet	10	0	0
Ditto ditto ditto 82½ „	9	0	0
Ditto ditto ditto 72¼ „	8	8	0
Ditto ditto ditto 66 „	8	0	0
Ditto ditto ditto 50 „	7	0	0
Ditto steel, ditto 100 „	15	0	0
Ditto ditto ditto 66 „	12	0	0
Rulers, parallel rolling, brass, 2 feet long	30	0	0
Ditto ditto 1 foot 6 inches long	20	0	0
Ditto ditto 1 foot long	15	0	0
Ditto electrum, 2 feet long	45	0	0
Ditto ditto 1 foot 6 inches long	30	0	0
Ditto ditto 1 foot long	22	0	0
Rulers, flat ebony, with bars 2 feet long	8	0	0
Ditto ditto 1 foot 6 inches long	6	0	0
Ditto ditto 1 foot long	3	0	0
Ditto ditto 6 inches..	2	0	0
Staves, levelling, gravatts 12 feet	10	0	0
Staves, telescopic, 14 „	30	0	0
Straight edges, brass, 3 „	7	0	0
Ditto ditto 2 „	5	0	0
Ditto ditto 1 foot 6 inches	4	0	0
Ditto steel, 5 feet	8	0	0
Ditto ditto 4 „	6	0	0
Ditto ditto 3 „	5	0	0
Ditto ditto 2 „	4	0	0
Ditto ditto 1 foot 6 inches	3	0	0
Ditto ebony 4 feet	4	0	0
Ditto ditto 3 „	3	0	0
Ditto ditto 2 „	2	0	0
Ditto ditto 1 foot 6 inches	1	8	0
Ditto ditto 1 foot	1	0	0

[Bengal Secretariat Press—W. H. D'C.—100—3-8-72.]

No. 2713.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secy. to the Govt. of Bengal,

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 1st August 1872.

GENERAL DEPARTMENT.
Statistics.

SIR,

THE Lieutenant-Governor has directed me to inform you that he has remarked with surprise, on looking over the educational and administration reports for past years, that no general returns of any kind have been submitted either with the former or for incorporation in the latter. I am now to convey to you the following instructions for the preparation of the statements for last year's administration report.

2. Form B, Education, 1—The university, should be filled up in communication with the university authorities, and His Honor anticipates neither delay nor difficulty in the matter. A copy of the statement is annexed.

3. The form of general statement of educational institutions, as amended in Government order of the 6th June, will stand; but you will be so good as to confine columns 14—25 to aided schools, and repeat columns 14 to 19 and 23—25 for unaided schools, omitting in the latter columns 20 to 22—income, as shown in the copy annexed.

4. An additional form, education No. 3, is annexed for educational institutions below the grade of colleges in the several districts of Bengal.

5. The form (copy annexed) of return for C1, Scientific and Literary Societies, has been furnished to your office, but it has hitherto been very imperfectly compiled. His Honor now requests that every effort may be made to render the information entered in it as complete as possible through the agency of inspectors and deputy inspectors.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

Forms enclosed.

B. Education—
1. University.
2. General statement of educational institutions.
3. District school and patshala returns.

C. Scientific and Literary—
1. Scientific and Literary Societies.

F. P.

No. 2857

Copy with enclosures forwarded to the Principal Residency College for information & guidance in continuation of previous orders. —

Fort William
The 5th August 1872

H Woodrow
Offg Director of Public Instr.

EDUCATION—3.

Return showing Educational Institutions below the grade of Colleges in the several Districts of Bengal.

District.	Government Higher and Middle Schools.				Higher and Middle Schools Aided and Unaided.				Primary Vernacular Schools.						Total schools.	Total Schoolars.	Total populations.	Scholars per 1,000 of population.
	English.		Vernacular.		English.		Vernacular.		Government.		Aided.		Unaided.					
	Schools.	Average attendance.	Schools.	Average attendance.	Schools.	Average attendance.	Schools.	Average attendance.	Schools.	Average attendance.	Schools.	Average attendance.	Schools.	Average attendence.				

C.

Scientific and Literary.

1.—*Scientific and Literary Societies.*

Names.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.
		From Government.	Endowments.	Subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		

B.

EDUCATION.—1.

THE UNIVERSITY.

Result of the Examinations of the University of *for the year*

NATURE OF EXAMINATION.	Number of affiliated Colleges.	Number of their students.	Number of candidates.	Average age.	EDUCATED IN		RELIGION.				PASSED.		Net cost to State.	REMARKS.
					Government schools.	Private schools.	Christian.	Hindoo.	Mahomedan.	Other.	First Division.	Second ditto.		
Entrance Examination...														
First Examination in Arts														
B. A. Examination														
M. A. ditto														
B. L. ditto														
L. L. ditto														
L. M. S., First Examiuation														
L. M. S., Second Examination														
B. M. Examination														
M. D. ditto														
Total ...														

Already furnished

B.—EDUCATION, No. 2.

General Statement of Educational Institutions in the Province of in the year .

Class of Institution.	Government Institutions.												Private Institutions, Aided.									Private Institutions, Unaided.									Grand total schools.	Grand total average attendance.	Proportion of attendance to population.
					Teachers.		Income.			Number of persons instructed through			Class.						Income.			Class.						Number of persons instructed through					
	Number.	Number of students on roll.	Average attendance.	Average age.	Christian.	Other.	Public funds.	Fees, &c.	Total.	English.	Vernacular.	Both languages.	General.	Hindoo.	Mahomedan.	Christian.	Total.	Average attendance.	From endowments and subscriptions.	From fees.	From Government grants.	General.	Hindoo.	Mahomedan.	Christian.	Total.	Average attendance.	English.	Vernacular.	Both languages.			
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
Colleges—																																	
Arts																																	
Professional ...																																	
Schools—																																	
Higher																																	
Middle																																	
Lower																																	
Girls' Schools—																																	
Higher																																	
Middle																																	
Lower																																	
Normal Schools—																																	
For Masters ...																																	
For Mistresses ...																																	
Total ...																																	

791

OUTLINE OF EXAMINATION FOR ASSISTANT ACCOUNTANT. *4th Grade.*

Subjects.	*Full Marks.*
ARITHMETIC	250 *
MENTAL ARITHMETIC	100
WRITING	75
DICTATION	75
	500

full marks
fear marks
45 or 50

To obtain a Certificate the candidate must gain at least 300 marks, and not less than half marks in each subject.

RULES FOR THE EXAMINATION.

1. The examination papers are sent in a sealed packet, not to be opened till the examination commences. The several papers to be given out singly. The exercises to be worked out by the candidate in presence of the examiner, without assistance from books or otherwise.

2. The *question* need not be written out by the candidate, but the answer or solution only in full, with the number of the question prefixed. The answer may be first worked out on a slate or waste paper. The neatness and cleanness of the candidate's papers will be taken into consideration in assigning values to his work. The papers should be of uniform size, with the candidate's name, and the date, also the title of each subject at the head of the paper. No second copying should be allowed. The solutions to be transmitted to Calcutta, with the examination papers in original, in a packet by themselves, as received from Calcutta.

3. Questions remaining unsolved at the close of a sitting cannot be taken up again. A fresh paper of questions to be given out at the next sitting. The time occupied by the candidate with each set of questions to be stated on the back of his paper of solutions.

4. In Mental Arithmetic, the Officer in charge of the examination is to read the questions to the candidates, and write down their answers, stating the exact number of minutes (not to exceed five) occupied in the solution of each.

5. In Writing and Dictation no papers are sent; the Candidate will write some sentences from Dictation, and this paper as first written without alteration or correction to be transmitted to Calcutta.

6. The examiner is requested to certify that the above rules have been strictly followed, or to specify any accidental or unavoidable deviations.

* These marks I have left for the Examiner to award.

Printed at the School-Book Press.

strictly adhered to — His replies to the Mental Arithmetic questions were very quick and each reply was written down at once — With reference to the Dictation Examination there are several mistakes but some I think are from merely misunderstanding the word and its application

All the papers are herewith returned

C S Meyhart
Ex Engineer
Tirhoot District

Form No. 4b, Correspondence, P. W. D., Bengal.

793

MEMO. No. 2566.

Dated Arrah 6th August 1872.

FROM

THE EXECUTIVE ENGINEER,

Arrah DIVISION,

To The Principal
Presidency College
Calcutta

SUBJECT.

I do the honor to return the Examination Papers in a separate sealed cover to his address, as the Candidates wishing to pass the examination have not owing to unavoidable circumstances been able to reach the Office

794

Memo No. 1252

From

The Executive Engineer
2nd Calcutta Divn.

To,

The Principal
Presidency College

Calcutta 6th Augt. 1872

Engineer Students

Undersigned has the honor to return herewith the two Bills for the Paped students for the month of July 1872

Countersigned

on the 5th Instant, and it is supposed that the papers are now useless.

J. Wagner Capt R.E.
Exp. Engineer Canada Div.

countersigned & accom-
-panied by a Medical
certificate :-

[illegible]

C.E.

Executive Engineer
2nd Calcutta Div.

785

Form No. 4b, Correspondence, P. W. D., Bengal.

795

MEMO. No. 1461

Dy. Dinapore 6th Augt. 1872.

FROM

THE EXECUTIVE ENGINEER,

Eastern Zone DIVISION,

To

J. Sutcliffe Esqr. M.A.

Principal Presidency College

SUBJECT.

In reply to his No. 352 of 25th ult: to the address of the Ex: Engineer Baroon Dn (now amalgamated with this division) has the honor to inform him that Mr. Eyre, the accountant for whom the examination is intended has been transferred to the office of the District Engineer Jarkool District Monghyr & Purnea —

2

2. As the rate has pas-
-sed on which the examin-
-ation should have taken
place, the undersigned
thinks it probable that
the same paper of ques-
-tions will not now suit
the enclosures to his letter
under reply are accordingly
returned herewith —

J. M. McLeod Capt. R.E.
Ex: Engr. C. S. Dwn.

796

796

MEMO. No. 2916

FROM

The Director of Public Instruction,

Bengal,

To *The Principal of the Presidency College*

DATED

Fort William the 7th August 77.

Refers to

the Principal's No. 307 dated 9th July

Sir,

I have the honor to forward herewith duly endorsed in your favor a bill for the Senior Scholarship allowance of

for Aughor nath Chattopa-
dhyay now a Student
in the Edinburgh Univer=
sity from 1st May to
31st December 1871 amounting
to Rupees 200/-

Be good enough to acknow=
ledge the receipt of the bill

I have the honor to be
Sir
your most obdt Servt
H Woodcock
Offg Director of Pub: Instn

797.

GOVERNMENT OF BENGAL.

PUBLIC WORKS DEPARTMENT.

20, DALHOUSIE SQUARE, (WRITERS' BUILDINGS.)

Calcutta, 8th August 1872

797

Sir

I have the honour to inform you that the Student Babu Kali Chandra Choudhuri joined his office on the 30th June last.

I am &c

William H. White

L. Sutcliffe Esq. &c &c

798

Memo. No. 263.

798

From

The Principal of the College of Mahomed Mohsin.

To

J. Sutcliffe Esq.
Principal of the Presidency College
Calcutta.

Dated Hooghly the 9th Augt 1872

Refers to his — No. —
dated — 1872.

The undersigned begs that the Principal will be so good as to furnish him with a statement of attendance from 1st July to 5th August 1872, of Bijay Krishna Bandyopadhyay lately transferred from the Presidency to the Hooghly College.

[illegible]
Principal

No. 1386.

From,

The Accountant General,
Public Works Department.

To,

The Principal, Presidency College
Calcutta

Simla 5th August 1872.

Sir,

I have the honour to forward herewith the answers by the persons noted in the margin to the examination questions for appointment as Accountants 4th Grade.—

Appointed hereupon
Mr. A. Grossman.

2.— I would feel obliged by the result of the examination being communicated to this office.—

I have the honour to be,
Sir,
Your most Obedt Servant

[illegible]
Offg Asst Accountant General, P.W.D.

800

800

MEMO. No. 2728

FROM

The Offg: Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED

Fort William the 8th Augt 1872

Refers to the Principal's No. 292 dated 2d July

Sir,

There will probably be great changes in the course of countersignatures

of Bills, and till these changes are made I do not wish to sanction any alteration in the present practice of the countersignature of Minor and Vernacular Scholarship Bills by the Inspector of Schools.

I have the honor to be,
Sir,
Your Most Obedt. Servant,

J. Hargrave

Effg. Director of Pub. Instn.

801

GOVT. OF BENGAL, P. W. D.	EXECUTIVE.	No. 11.

801

MEMO. No. 88

Calcutta 12th Augt. 1872

FROM

THE EXECUTIVE ENGINEER,
4th Calcutta DIVISION,

TO

The Principal of the Mdsy College

SUBJECT.

With reference his No. 403 of 8th Inst: the undersigned has the honor to inform the Principal of the Mdsy College that the Poor students Mr. Brenner and Mr. Grelue joined this Div. on the 11th July and 5th Augt. /72 respectively.

A H Tyndall Capt
Ex. Engr 4th C. Div

Recd

802

No. 839G.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE SECY. TO THE CENTRAL EXAMINATION COMMITTEE.

Calcutta, the 1st August 1872.

APPOINTMENT DEPT.

SIR,

I AM directed to acknowledge the receipt of your letter No. 405, dated the 11th July, and in reply to say that the Lieutenant-Governor agrees in the view expressed by the committee, that the expenses now incurred in the examinations of military officers under the rules laid down by the Government of India in the Home Department on the 5th October 1864 are out of all proportion to the number of officers examined.

2. The expenses are chiefly caused by the allowances to the examiners, being a sum of Rs. 100, for the preparation of each paper of questions, with a further allowance of Rs. 10 for each paper examined. It appears to the Lieutenant-Governor that the proper course under the circumstances would be to reduce the former allowance and to raise the latter. From the nature of these examinations the system of remunerating the examiners must probably be continued.

3. Accordingly, His Honor directs that instead of the rates heretofore in force under the sanction of the Government of India, (communicated to the Sub-committee of the Board of Examiners by memorandum from this Government, No. 613, dated the 1st February 1866,) the gentlemen who will in future conduct the examinations in question shall receive an allowance of Rs. 50 for each set of papers on each subject, and a further fee of Rs. 20 for each candidate examined.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No. 417

Copy forwarded to the Professor of Political Economy Presidency College for his information.

Twaites
Secretary Central Exam Committee

F. P.
Calcutta
the 10 Augt 1872

803

No. 839G.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE SECY. TO THE CENTRAL EXAMINATION COMMITTEE.

Calcutta, the 1st August 1872.

APPOINTMENT DEPT.

SIR,

I AM directed to acknowledge the receipt of your letter No. 405, dated the 11th July, and in reply to say that the Lieutenant-Governor agrees in the view expressed by the committee, that the expenses now incurred in the examinations of military officers under the rules laid down by the Government of India in the Home Department on the 5th October 1864 are out of all proportion to the number of officers examined.

2. The expenses are chiefly caused by the allowances to the examiners, being a sum of Rs. 100, for the preparation of each paper of questions, with a further allowance of Rs. 10 for each paper examined. It appears to the Lieutenant-Governor that the proper course under the circumstances would be to reduce the former allowance and to raise the latter. From the nature of these examinations the system of remunerating the examiners must probably be continued.

3. Accordingly, His Honor directs that instead of the rates heretofore in force under the sanction of the Government of India, (communicated to the Sub-committee of the Board of Examiners by memorandum from this Government, No. 613, dated the 1st February 1866,) the gentlemen who will in future conduct the examinations in question shall receive an allowance of Rs. 50 for each set of papers on each subject, and a further fee of Rs. 20 for each candidate examined.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No 418
Copy Forwarded to the Professor of Indian History Presidency College for his information
[illegible]
Secretary Central Exa Committee

Calcutta
10th Augt 1872

F. P.

No. 1089.

From

The Assistant Controller of P.W. Accounts
Assam.

To

J. Sutcliffe Esqre. &c. &c.
Principal, Presidency College.

Dated Gauhatty 5th August 1872.

Sir,

I have the honor to return herewith the examination papers as per margin, received with your memo: No. 347 dated 25th ultimo, together with the papers and descriptive Roll of the Candidates who underwent the examination.

Arithmetic ——— 7 papers
Mental Arithmetic 2 papers
——— Memo: ———
Writing and Dictation were given from Vol. II of Macaulay's Essays, page 116 – "Lord Clive."

I have the honor to be
Sir,
Your most obedient Servant

S. Wilson
for
Assistant Controller of P.W. &c
Assam.

805

805

Form No. 4b, Correspondence, P. W. D., Bengal.

MEMO. No. 1026.

Nowgong 7th August 1872.

FROM

THE EXECUTIVE ENGINEER,
Central Assam DIVISION,

TO The Principal, Presidency College, Calcutta.

SUBJECT.

With reference to his Memo No 371 dated the 30th ultimo forwarding question papers for Baboo Shidlessur Bose, the undersigned has the honor to return them with the answers of the Baboo in a written form. As there is no prospect of his

his passing the examination successfu
the undersigned did not consider it nece
to continue the examination on in the other

J. Macaulay
Executive Engine
Central Assam

806

806

MEMO. No. 2968

FROM

The Director of Public Instruction,

Bengal,

To J. Sutcliffe Esqr.
Principal, Presidency College

DATED Fort William the
9th August 72.

Refers to
the Principal's No. 238 dated
1st June.

Sir,

I have the honor to
inform you that I sanction
the acceptance by the
Engineering College of the
Steam

Steam Engine offered by
Babu Khetra Mohan
Bose B.A. Executive
Engineer and I request
that the best thanks of
the Department be offered
to him for his liberal
and acceptable present.

I have the honor to be
Sir,
Your Most Obedt. Servant.
H. Woodrow
Offg. Director of Pub. Instruction.

807.

807

No. 2892

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

TO

C. H. Tawney Esqre
Professor Presidency College

Dated Fort William, the 3rd August 1872.

ADVERTING to section 1(*b*) and schedule A of the new Civil Leave Code, and the order of His Honor the Lieutenant-Governor concerning it, Mr. C. H. Tawney is requested to give the fullest particulars regarding place and date of his birth, place of education, time of coming to India, occupation (if any) before entering the Government service, offices filled under Government, and long leave already enjoyed by him.

A Woodlaw

Offg. Director of Public Instruction.

Bengal Secretariat Press—W. H. D'C.—16—5-8-72.

808

Circular No. 36.

REVENUE DEPARTMENT.

FINANCIAL.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

To

Calcutta, the 8th July 1872.

SIR,

IN continuation of circular orders Nos. 2, 3, and 19, dated the 26th January, 5th February, and 16th May, respectively, I am directed to invite your attention to clause 4 of section 69 of the new Civil Pension Code, and to request that you will have the goodness to realize the price of the new service books from persons to whom they may be given. The Superintendent of the Alipore Jail Press reports that the cost price of the book, including paper, printing, &c., amounts to one anna and one-half pie per copy.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No. 3004

Copy forwarded to the Principal of the Presidency College for information and guidance.

Fort William
the 3rd August 1872

H Woodrow

Offg: Director of Pub: Instruction

F. P.

809

809

OFFICE MEMO.

Leave of absence for three Months under Section 11

of the Uncovenanted Absentee Rules is granted to Babu Jagadish Chandra Basu 12th Master, Hare School with effect from 7th August and Babu Prasanna Chandra Ray is appointed to officiate for the absentee.

No. 3030

Copy forwarded to the Principal of the Presidency College.

for information and guidance. with reference to his No. 399 dated 7th August.

W. S. Atkinson
Director of Public Instruction.

FORT WILLIAM,
The 13th August 1872.

Oudh Public works Department

810

— No 578 of 1872-73 —

From

A. J. Waring Esqre

Assistant Engineer

Sultanpore Oudh

To

The Principal of Presidency

— College

Calcutta

Dated 13th August 1872 }
Received }

Subject —

Copy of Certificate No 460 of 2 March

— 1870 —

Has the honor to request the favor of his sending a duplicate Copy of Certificate of qualifications No 460 dated 2nd March 1870 — of Cursee — Golock Nath Sein in my Sub Division — who has lost the same with all his other properties

A J Waring

Assistant Engineer

Form No. 4b, Correspondence, P. W. D., Bengal.

811

MEMO. No. 849

Burrakur 15th August 1872.

FROM

THE EXECUTIVE ENGINEER,

Burrakur DIVISION;

TO The Principal
Presidency College
Calcutta

SUBJECT.

Sir

I regret to find from your No. 414 of the 13th Current that there has been a mis=apprehension regard=ing the proposed

present of a Model Steam Engine. It is property of Government and I have been waiting permission of my Superiors to it over to you

I have the honor to be
Sir
Your Most Obedient
Arthur Richardson
Offg. Executive Eng
Burrakur Coal

812

No. 910

OFFICE MEMORANDUM.

CHIEF ENGINEER'S OFFICE.

Irrigation Department.

Dated Fort William, 15th August 1872.

To

THE

The Principal of the Presidency College

His No. 324 dated 16th July last

Forwards, as requested, Postage stamps for annas eight being the price of the copy of the out lines of Examination supplied

A Hutton C.E.

Assistant Chief Engineer
Bengal
Irrigation Branch

F. N.

813

813

MEMO. No. 3763.

FROM

The Director of Public Instruction,

Bengal,

To The Principal of the Presidency College.

DATED Fort William the 9th August 18

Refers to

the Principal's No. 300 dated 29th July.-

Sir,

I have the honor to request that you will be good enough to state the period up to which Lieu-

nate

natte Datta drew his
Scholarship stipend before
he left for England.—

I have the honor to be
Sir,
Your most Obedt. Servant
H Woodrow
Offg: Director of Public Instn.—

814

814

MEMO. No. 3040

FROM

The Offg. Director of Public Instruction,

Bengal,

To

The Principal of the Presidency College

DATED

Fort William the 9th Augt. 1892

Refers to the Principal's No. 392 dated 5th Augt. —

The 3rd Grade Junior Scholarship gained by Bijay Krishna Bandyopadhyay at the last Entrance

which was made terrable
at the General Department
of the Presidency College
is transferred to the
Hooghly College, at the
request of the holder — with
effect from 1st. July —

J T Woodrow
Offg. Director of Pub. Instruction

A414 815

14/8/72

From

J Sutcliffe Esqr M A

Principal Presidency College

To.

Babu Khetter Mohun Basu B A

Offg Executive Engineer

Burrakur Division

Sir Presidency College the 13 August 1872

I am desired by the Officiating Director of Public Instruction to convey to you the best thanks of the Department for your liberal and acceptable present of a Working Model of a Steam Engine for the use of the Engineering Department. Perhaps you would be kind enough to despatch the Engine by the East India Railway to my address at the College

I have the honor to be

Sir

Your most obedt Servt

J Sutcliffe

Principal Presy Coll

816

816

Form No. 4b, Correspondence, P. W. D., Bengal.

MEMO. No. 864

Burrakur 17th August 1872.

FROM

THE EXECUTIVE ENGINEER,

Burrakur DIVISION;

To The Principal
Presidency College
Calcutta

SUBJECT.

Ltr No 422 of 16/8/72

Begs to return ....
herewith his letter
No 414 of the 13th Instant
as requested

Hunter [illegible] B.A.
Offg Exe Engineer
Burrakur Division

With reference to your letter
No. - &c. I have the honor
to inform you that ~~the~~ I
now learn from Baboo Kheetter
Chobey Bose that the model
Engine in his possession
belongs to Govt. & not to
himself as I understood
from his first letter to
me on the subject. Under
these circumstances it is
unnecessary to convey to
the Baboo the thanks of
the Govt.

817

817

MEMO. No. 3062

FROM

The Offg. Director of Public Instruction, Bengal.

To The Principal of the Presidency College.

DATED Fort William the 9th August 1856

Refer

Mrs to Mr. Pearce's No. 379 dated 1st August.

Sir,

I have the honor to request that you will be good enough to direct Mr. Sedgfield to supply

the Office with 1000 copies
of Protractors and 1000
copies of each of the two
or three Scales used in
the Engineering College.
I have the honor to be
Sir,
Your most Obedt. Servt.
[illegible]
Offg. Director of Pub. Instn.

Her Majesty's Mint, Calcutta.

No. 537 Dated 7th August 1872.

FROM J. F. Shakespear Esqr. M.D. B.A. 818

~~LIEUT.-COLONEL H. HYDE, R. E.,~~

Offg. Master of the Mint,

TO

J. Sutcliffe Esqr.
Principal Presidency
College,

Sir,

I have the honor to acknowledge the receipt of your letter No 381 of date the 2nd August 72, & in reply to submit for approval design for a reverse die for the Gwalior medal the obverse being struck from the existing University medal die: The cost of the new die will be ——— Rupees 70—"

Cost of a Silver medal

Silver 5 Tolas ——— Rupees 5—"—"

Striking & Case ——— Rupees 2—"—"

Engraving 2 to ——— " 3—"—" 10—"

80—"

The cost of a Gold medal will be

Gold 5 Tolas @ 15/- ——— Rupees 75—"

Striking, case & engraving ——— 5—"

80—"

[illegible]

[illegible]

[illegible]

819

819

No. B 316

CALCUTTA:

20th August 1872

Official Memorandum.

To

THE Principal of the Presidency College.

In reply to your Memo: No. 401, dated of the 8th Instant, the undersigned has the honor to intimate that the amounts as per margin have been credited on account of Mohargul Scindeah's donation of Rs. 2,000 to the Presidency College in the Bank of Bengal's Account rendered to this Office up to June 1872, and that the disbursements appear to have been made to the end of that month.

5th Febry/72. 35th half year's Interest - -	39-10-0
4th Febry/72. Accumulated Interest	138-8-1
29th June/72. 36th Half year's Interest - -	39-9-0
	217-11-1

Ben Mangles

Offg: Accountant General, Bengal

Office Supdt. Govt. Printing.—No. 1043 A. G.—17-5-71.—5,000.

No. 3177.

From, The Director of Public Instruction

To

The Secretary to the Government of Bengal, General Department

Dated Fort William the 10th August 1835.

Sir,

With reference to your Office No. 2795 dated 9 August I have the honor to request that the Package intended for the Education Department may be forwarded to the Principal Presidency College.

I have &c
Sd/ W. S. Atkinson
Director of Public Instr.n

No. 3178.

Copy forwarded to the Principal Presidency College for information.

Fort William
The 10th August 1835

W. S. Atkinson
Director of Public Instr.n

No. 3804 821

To

The Secretary to the Government of Bengal

Financial Department Sir,

I have the honor to forward two packages superscribed as per margin* which have been received from the Naval Storekeeper. The cases were opened in this office with the view of ascertaining in the absence of any letter of advice, for what Department they were intended, and the accompanying list was found in the second case immediately under the lid. This list was taken out of the box without disarranging its contents. No list was found in the other box.—

1 Case No. 1955	Address Stationery Dept. I. S. D. S. S. "Orchis" Suez Canal Calcutta
1 do No. 8388 Commissariate Dept. I. S. D. For Educational Dept. S. S. "Orchis" Suez Canal Calcutta Philosophical Instruments Fragile	

Fort William
The 7th August 1872

I have
&c.
Hugh Sandeman
Offg Comptroller
General for Financial
Secretary

No. 2795

Copy with the list in original forwarded to the Director of Public Instruction with an intimation that the Cases have been received in this Office. —

By order of the Lieutenant Governor of Bengal

Calcutta
General Dept.
Education
The 9th August 1872

Sd/ T. Jones.
Asst. Secy to the Govt of Bengal

822

No. 839G.

FROM J. WARE EDGAR, ESQ.,

Offg. Junior Secretary to the Govt. of Bengal,

TO THE SECY. TO THE CENTRAL EXAMINATION COMMITTEE.

Calcutta, the 1st August 1872.

APPOINTMENT DEPT.

SIR,

I AM directed to acknowledge the receipt of your letter No. 405, dated the 11th July, and in reply to say that the Lieutenant-Governor agrees in the view expressed by the committee, that the expenses now incurred in the examinations of military officers under the rules laid down by the Government of India in the Home Department on the 5th October 1864 are out of all proportion to the number of officers examined.

2. The expenses are chiefly caused by the allowances to the examiners, being a sum of Rs. 100, for the preparation of each paper of questions, with a further allowance of Rs. 10 for each paper examined. It appears to the Lieutenant-Governor that the proper course under the circumstances would be to reduce the former allowance and to raise the latter. From the nature of these examinations the system of remunerating the examiners must probably be continued.

3. Accordingly, His Honor directs that instead of the rates heretofore in force under the sanction of the Government of India, (communicated to the Sub-committee of the Board of Examiners by memorandum from this Government, No. 613, dated the 1st February 1866,) the gentlemen who will in future conduct the examinations in question shall receive an allowance of Rs. 50 for each set of papers on each subject, and a further fee of Rs. 20 for each candidate examined.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

No. 841G.

COPY to Director of Public Instruction, with reference to the Junior Secretary's letter No. 612, dated 1st February 1866.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal,

CALCUTTA,

The 1st August 1872.

Dft. 3108.

Copy forwarded to the Principal of the Presidency College [illegible]

F. F.

Fort William
The 14th Aug [illegible]

823

823

MEMO. No. 3205

FROM

The Offg Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED Fort William the 9th August 1872.

Refers to

the Principal's No. 202 dated 22nd June

The Junior Scholarships referred to are cancelled.

H Woodrow

Offg Director of Public Instn

824

824

MEMO. No. 3206.

FROM

The Offg Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED Fort William the 9th August 1872.

Refers to

the Principal's No. 331 dated 22d July.—

Sir,

I have the honor to inform you that I sanction the recommendation made in

In your letter under reply viz

Babu Bilanath Basu 14th
Master to be 13th Master
on Rupees 25/ a month

Babu Premnath Basu 15th Master
to be 14th Master on Rupees
25/ a month. –

Babu Brajanath Ray 16th Master
to be 15th Master on Rupees
20/ a month. –

Babu Sil Krishna Basu 13th
Master to be 16th Master
on Rupees 20/ a month.

I have the honor to be
Sir,
your most obd Servt

H Woodrow
Offg Director of Public Instn

No. E 896

826

FROM

THE ACCOUNTANT GENERAL,
BENGAL,

TO

The Principal Presidency College

Dated the 22 August 1872.

SIR,

In reply to your Memo No. 350 of 26 Ultimo, I am directed by the Accountant General to say that the explanation given regarding the Chattah kept for your use, the charge for repairing it has been passed.

I am to point out also, that details of all charges included in contingent bills are required to enable this Office to exercise a proper check over them; vide the Accountant General's Circular No. 7/247 dated 29 June 1871. The rule has not been enforced in respect to the petty contingencies of your office, but I am to request that effect may be given to it in future.

I have the honor to be
Sir
Your most obedt Servt

[illegible]

Asst to the Accnt Genl Bengal

CIRCULAR No. 208.

FROM

THE ACCOUNTANT GENERAL,
BENGAL,

To

THE

Calcutta, the 27th December 1870.

The following Circular is published in supersession of this Office Circular No. 39, dated 3rd December 1865:—

1. Officers incurring petty expenses which require to be disbursed as the occasion for them arises, and before the money for paying them can be obtained in the usual detailed contingent bill, are allowed Permanent Advances at the rates authorized by Government. Out of this sum all petty charges should be paid, and the amount recovered by presentation at the Treasury, of abstracts fortnightly or weekly as the case may be. Permanent Advances.

2. These abstracts (Form C of Circular No. 24) of contingent charges, which together go to make up the monthly contingent bill, may from time to time be presented for payment to the Treasury Officer, who will after payment forward them with his List of Payments. The number of each voucher must be entered in the proper column. The cash thus received will re-imburse the Officer to the extent of the payments made by him out of his Permanent Advance. Each Officer must, however, be careful to present an abstract at the Treasury on the last day of the month, so that all payments made out of his Permanent Advance during the month will appear in the abstract as well as in the detailed contingent bill of the month. Contingent bills.

3. There should be a separate abstract and detailed contingent bill for each main head of service.

4. As payments will be made on abstracts, the detailed contingent bill, of which there must be only one for the payments of the whole month, should not be presented at the Treasury, but should be forwarded by the Officer incurring the charge to the Controlling Officer of his Department, who should immediately examine, countersign, and transmit it to the Accountant General for comparison with the charge in the Lists of Payments and for recovery of any retrenchment which the Controlling Officer may have noted in the bill. To facilitate reference in the Office of the Accountant General, the detailed bill must give the date of the several abstracts upon which payment was made, and the detailed bill must quote the numbers of the sub-vouchers included in the abstract, which should be in a monthly consecutive series.

5. It is to be understood that the presentation of these abstracts at the Treasury during the month is optional, and is allowed merely for the convenience of Officers who are obliged to incur petty charges from time to time and for which their Permanent Advance does not suffice. In all other cases one abstract for the whole month should be presented and cashed on the last working day of the month at the Treasury. When this is done, the abstract will correspond with the detailed bill in the amount charged. When the signature of the Controlling Officer can be obtained to a detailed bill before payment, the countersigned bill may be cashed and used as a voucher and the abstract dispensed with.

H. A. MANGLES,

Offg. Depy. Accountant General, Bengal.

Office Supdt. Govt. Printing.—No. 10420 A. G.—26-3-72.—150.

828

828

No. $\frac{T}{2476.}$

CIRCULAR MEMO.

FROM

THE ACCOUNTANT GENERAL, BENGAL,

TO

THE

Calcutta, the 29 *June* 1871.

Please strike out the following words from my Circular No. 208, dated 27th December last:—

In para. 2—"but no detailed particulars need be given."

In para. 5—"The details alone being wanting in the former."

Full details are in future to be given.

Please return this memo. to me after certifying at the foot that the alteration has been made by you.

H. A. MANGLES,
Offg. Accountant General, Bengal.

Returned to the Accountant General, the Circular having been amended as above directed.

Office Supdt. Govt. Printing.—No. 1937 A G.—27 6-71.—500.

829

officers must content themselves with the comparatively small change in well known names required by column IV of the "Proper Names" pamphlet, and must not indulge in changes according to their own ideas.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 2552A.

COPY forwarded to the Director of Public Instruction for information and guidance. The special attention of all education officers should be directed to these orders.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

CALCUTTA,
The 22nd July 1872.

No. 13.

Copy forwarded to the Principal of the Presidency College for information and guidance

W. S. Atkinson
Director of Pub: Instn.

Fort William
The 13th August 1872

W. E. B.

No. 2552.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal

in the General Department,

TO THE SECY. TO THE BOARD OF REVENUE, L.P.,

IN THE LAND REVENUE DEPARTMENT.

GENERAL DEPARTMENT.
Statistics.

Calcutta, the 22nd July 1872.

SIR,

I AM directed to invite the attention of the Member in charge to the fact that in letters which have recently issued from the Land Revenue Department of the Board's office, a new and in some cases an outlandish, if not wholly incorrect, mode of spelling familiar Indian names has been adopted; and I am to express the Lieutenant-Governor's hope that the Member in charge may see fit at once to discontinue such a practice.

2. By this office circular No. 14, dated 13th April last, were forwarded the orders of the Government of India regarding the transliteration of Indian names, together with a Guide to Proper Names compiled by Dr. Hunter. The adoption of the new orthography was enjoined for the Gazetteer, but no orders were issued for the general adoption throughout Bengal of a new system of transliterating Indian names. At any rate, even if any officer saw fit to adopt the new system of spelling, it was incumbent on him to adhere to the spelling laid down in column IV of the "Indian Proper Names" Guide above alluded, which column shows the "practical spelling to be adopted." The Board's letters however, to which I am inviting a reference, have gone far beyond the changes of spelling adopted in column IV; *e.g.*, for the well known name "Dacca," the Board's letters use the word "Dháká;" whereas the "practical spelling to be adopted by Government" is (see name No. 466) "Dacca." In another case the Board's letter embarked on a new spelling of its own, and put "Chitagaon" for "Chittagong;" whereas Government, according to the pamphlet, is content with the generally recognised spelling "Chittagong;" at any rate "Chitagaon" is not the spelling adopted in any of the columns of "Proper Names" pamphlet.

3. His Honor the Lieutenant-Governor hopes the Member in charge will agree with him that it is expedient for all Departments of this Government to stick to the old and generally recognized spelling of familiar Indian names so long at least as a new spelling is not prescribed for general adoption. Should such a decision be authoritatively given—and the Lieutenant-Governor for his part would deprecate such a step—then Government

No .863G.

FROM C. BERNARD, ESQ.,

Officiating Secretary to the Government of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION,

Calcutta, the 6th August 1872.

APPOINTMENT DEPARTMENT.

SIR,

I AM directed to request that the accompanying revised explanation of the rules relating to the Civil Service classes and the examinations of candidates for civil appointments, may be substituted for the one sent with my letter No. 859G, dated the 5th August.

2. A revised copy of the explanation has also been forwarded to the Principal of the Hooghly College.

I have, &c.,

C. BERNARD,

Offg. Secy. to the Government of Bengal.

Students may be admitted to the Civil Service classes and examinations, whether they are or are not eligible for the higher civil appointments.

They may qualify by degree or service whether before or after the special examinations.

E.G., A. B. has passed the First Arts examination but has not served Government: he attends the Civil Service classes and passes the examinations in full. He is not at once eligible for an appointment on a salary exceeding Rs. 100 per mensem, but he is eligible for an appointment of Rs. 50 per mensem, and after serving a year in that he is eligible for any appointment.

C. BERNARD,

Offg. Secy. to the Government of Bengal.

No. 3003.

COPY forwarded to the Principal Presidency College for information and guidance.

FORT WILLIAM,
The 9th August 1872.

Offg. Director of Public Instruction.

[Bengal Secretariat Press—W. H. D'C.—25—16-7-72.]

831

831

MEMO. No. 33022

FROM

The Offg. Director of Public Instruction,

Bengal,

To The Principal Presidency College

DATED

Fort William the 9th Augt 1872

Refers to

The attention of the Principal is drawn to this Office No. 2234 dated 25th June 1872

Regarding regulations for periodicals from England.

but he is requested to
furnish an early reply
on the subject.

J. Woodbridge

Office Superintendt of Public
Instruction.

832

Pundit Shubnath Bhattacharjy, is still very weak & is not in a state to move about. I have advised him to keep himself at home for two months more for the restoration of his health.

Satyaj Pitt
Graduate Med Coll

Calcutta
25 Aug 1872

833

833

W. J. Lutcliffe Esqr M.A
Vicar & Principal of Training College
Rangoon

Sir

As I feel myself still too weak to be fit for work, I solicit the favor of your kindly granting me leave of absence for two months more commencing from this day.—

I further beg to enclose a medical certificate for your kind inspection

the 26th August 1877

I have the honorable Sir
Your most obedt Sevt
[illegible] Burma

834

834

MEMO. No. 3345

FROM

The Director of Public Instruction,

Bengal,

To The Principal of the Presidency College

DATED

Fort William the 27th August 1872.

Refers to

the Principal's No. 426 dated 17th August. –

The Principal will be so good as to submit for the Director's countersignature a

A bill for the scholar-
ship stipend due
to Srinath Datta-
now of University
College, London. -

W. S. Atkinson
Director of Pub. Instr.

835

835

No. 5288T.

Official Memorandum.

Calcutta, the 15*th August* 1872.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

[In reply to your No. 2874, dated 5th instant.]

FEES for the transfer of scholarships should always be paid into the nearest Treasury, and the Treasury Officer's receipt forwarded to the Inspector of Schools.

Stamps should not be used.

(Sd.) H. A. MANGLES,

Officiating Accountant-General, Bengal.

No. 3367

Copy forwarded to the Principal of the Presidency College for information and guidance.

W. S. Atkinson

FORT WILLIAM,
The 23*rd August* 1872.

Director of Public Instruction.

Bengal Secretariat Press—W. H. D'C.—20—23-8-72.

836

836

MEMO. No. 3340

FROM

The Director of Public Instruction,

Bengal,

To *The Principal of the Presidency College*

DATED *Fort William the 23 Aug/72*

Refers to *the Principal's No. 420 dated 15th August*

The Principal will be so good as to submit a Bill for Papers n/- for the thousand copies of

the explanatory Terms
which accompanied
Geometrical Drawing
Plate No 5/ –
It is required for the
Accountant General as
a Sub Voucher –

W. J. Atkinson

Director of Sub Instr.

No. 3306, dated Calcutta, the 30th July 1872.

From—J. WARE EDGAR, ESQ., Offg. Junior Secy. to the Govt. of Bengal.

To—The Superintendent of Stationery.

I AM directed to acknowledge the receipt of your letter No. 1737, dated the 23rd July, and subsequent reminder,* and in reply to say that in modification of orders No. 3012, dated the 13th July, the Lieutenant-Governor is pleased to rule that the price of the service books should be fixed uniformly at the rate of one anna per copy for the sake of facility of calculation and payment.

* No. 1796, dated the 27th July 1872.

2. With reference to paragraph 2 of your letter under reply, I am to observe that neither section 69 of the new Civil Pension Code nor the letter from the Government of India, No. 876, dated the 5th July, copy of which was forwarded to you with orders No. 3012 quoted above, contemplate cost of carriage (which will differ according to distances) being included in the price.

Circular No. 44.

COPY forwarded to

for information and guidance, in continuation of circular orders No. 36, dated the 8th July.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

CALCUTTA,
The 30th July 1872.

No. 3336

Copy forwarded to the Principal of the Presidency College for information and guidance in continuation of the office No. 3004 dated 3rd August.

Fort William

W. E. B.

The 21st August 1872

Director of Pub. Instr.

838

Circular No. 25.

GENERAL DEPARTMENT.

GENERAL.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal
in the General Department,

To

Calcutta, the 22nd July 1872.

SIR,

THE Lieutenant-Governor desires me to call your attention to the inconvenience and delay to ordinary telegrams which is caused by the unnecessary use of the term "confidential" in respect to service messages.

2. When a message is marked "confidential" and tendered at a telegraph station for transmission, it is opened by the head of the office, who allows no one else to see it, and sends all the signallers out of the room while he himself signals it towards its destination. Thus all traffic on the wire is stopped until the transmission of the "confidential" message is completed.

3. I am therefore to request that every care and attention may be taken not to resort unnecessarily to the practice complained of.

4. As examples of the kind of telegrams for which the term "confidential" was unnecessarily employed, the Lieutenant-Governor desires me to mention the following,—the one intimating that a certain appointment had been conferred on a certain officer, the other requesting a Post-Master to open a mail bag himself.

I have the honor to be,
SIR,
Your most obedient servant,
C. BERNARD,
Offg. Secretary to the Govt. of Bengal.

No. 15

Copy forwarded to the Principal of the Presidency College for information and guidance.

F.P.
Fort William
The 9th August 1872

H. Woodrow
Offg. Director of Pub. Instr.

839

Circular No. 46.

APPOINTMENT DEPARTMENT.

FROM C. BERNARD, ESQ.,

Offg. Secretary to the Govt. of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 9th August 1872.

SIR,

I AM directed to inform you that the Lieutenant-Governor has been pleased, pending orders of the Government of India, to pass the following rule for the grant of special leave of absence for attending examinations for civil appointments:—

"Deserving and capable public servants desirous of appearing at the examination of candidates for civil appointments may be allowed by the head of their office leave of absence for a reasonable time, in addition to any privilege leave which may be due to them at the time. For the period of such absences they will draw full pay, or such portion of their full pay as the head of the office can spare after providing for the efficient discharge of their duties during their absence.

2. I am to request that the rule may be communicated to all officers subordinate to you.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

Offg. Secretary to the Govt. of Bengal.

No. 16

Copy forwarded to the Principal of the Presidency College for information and guida

Fort William — F.P. The 21st August 1872

Director of Public In

840

All communications should be addressed to the Secretary.

No. 1048 E. G.

GOVERNMENT OF INDIA.

PUBLIC WORKS DEPARTMENT.

ESTABLISHMENT.

General.

To

The Principal
Presidency College
Calcutta.

Simla 28th August 1872.

Sir,

With reference to your letter No. 333 of the 18th ultimo, reporting that of certain students who had passed the necessary examination for a License in Engineering five had received scholarships of 50 Rs each tenable for two years and that five others were qualified for employment in the Public Works Department I am directed to enquire what the difference is between the two classes and why one should receive Scholarships and the other [illegible]

declared qualified for employment.

I have the honor to be

sir,

Your Most Obdt Servt

W B Campbell

Under Secy to the Govt of India

841

Form No. 6, Correspondence, P. W. D., Bengal,

841

No. 155

Cuttack 28th August 1872.

To

The Principal
Presidency College

The undersigned has the honor to draw the attention of the Principal Presidency College to his Office No. 153 of 26th March last with a request that the Examination papers therein ~~and to request an early reply thereto~~ alluded to be sent out at an early date.

G. W. Macdonald
Executive Engineer,
Mahanadi Sub-Division.

refer him to my memo. we as the rice for not being a fee of Rs 10 was called for but as no reply was received the name was neither registered nor papers sent

DML

No. 31/7

From,

The Accountant General
Bengal

To

The Director of Public Instruction

Dated the 20th August 1872.

Sir,

It appears from the Bank of Bengal's accounts rendered to this Office, that two separate donations were made by His Highness the Maharajah Scindeah G.C.S.I. to the Presidency College, one for Rupees 5,000 and another for Rupees 2,000, and that both of these are invested in Government Securities at 5 per Cent.

The interest on the latter donation of Rupees 2,000 is stated in Bengal Government Gazette No. 1429 of the

17th May 1870 is intended to be devoted to the purchase of a silver Medal to be presented annually to the Student in the Presidency College who passes the best Examination in the First Arts test of the Calcutta University, but the object to which the interest accruing on the former donation of Rupees 500/- is to be devoted, does not appear to have been communicated to this Office — I have the honor to request that you will be good enough to furnish the information, if available in your Office.

I request also that you will inform me whether the interest of the two separate donations should be credited under the distinct heads on my books, or the principal

of the Presidency College has asked me to state the amount of interest available on account of the donation of Rupees 2,000/- only.

I have &c.,
(Sd.) H. A. Mangles
Offg. Accountant Genl.,
Bengal.

No. 3399.

Copy forwarded to the Principal of the Presidency College for any recommendation he may wish to make as to the appropriation of the donation of Rupees 500/-.

Fort William,
The 28th August 1872.

Attested

849

849

No.——

MEMORANDUM.

Bill for Rs 1529-9 — detained for a monthly return agreeably to the form prescribed in the appendix F Section 15 (b) 1 of the Civil Leave Code.

Please furnish this Office with Certificates of health from the new Employers agreeably to the orders of the Fin. Department No 2620 of 10 August 1871 published at Page 1542 of the Calcutta Gazette of 30 August 1871 in this Group for next month cannot be passed without them.

Accountant General, Bengal.

TREASURY BUILDINGS, CALCUTTA,
2d Sept 1872

To J. Satcliffe Esq. Principal Tracy Collector

O. S. G. P.—No. 10071 A. G.—15-3-72.—1,000.

No. 3574

845

From

J. Ware Edgar Esqre

Offre Junior Secretary to the

Government of Bengal

To

The Director of Public Instruction

Calcutta, the 14th August 1872

Rev. Dept Land Revenue

Sir,

I am directed to forward herewith copy of a Manual of Surveying used in the Presidency of Madras, by the Revenue Survey Department at that place, and to request, that you will have the goodness to forward the same to Mr J. Medolleton Scott, Professor of Civil Engineering in the Presidency College at Calcutta, for his inspection and for an expression of his opinion on the merits of the book. Mr Scott should also be asked, as to what progress he has made in the compilation of his Land book on Surveying, which he was instructed to prepare about three months ago.

I have &c

J. W. Edgar

Offg Secy to Govt of Bengal

No. 3459

Copy, together with the Annual referred to, forwarded to the Principal of the Residency College with a request that he will call on Mr. Scott to report, as required by Government

W. S. Atkinson

Director of Public Instruction

For William
The 24th August 1832

No. 909

From

E. B. Powell, Esquire, C.S.I.
Director of Public Instruction

to

The Director of Public Instruction
of Bengal.

Sir,

I shall be obliged by your informing me what encouragement has been held out in your Presidency to advanced students in Civil Engineering, such as Bachelors of your University in that Faculty, and also what the effect of such encouragement has been.

2. I believe that, among other advantages, certain higher class appointments in the Public Works Department, such as Assistant Engineerships were formerly guaranteed to graduates in Civil Engineering. Perhaps you will be kind enough to let me know whether any, and if so, how many such appointments

now available annually, and what success has followed the young men who obtained such appointments in past years. I shall also be glad to learn the total number of graduates who have up to this time received employment in the Public Works Department.

3. In this Presidency, Native graduates in Civil Engineering have received little or no encouragement; in fact young men, possessing Engineering Degrees and Diplomas, have been compelled to look elsewhere for employment, only very inferior posts, such as that of an Overseer, being offered for their acceptance in our Public Works' Department.

4. Beside the injury done to the country generally, this course has naturally operated to the disadvantage of that Department of our Civil

Engineering

Public Works, Bengal.

Calcutta, 1/6/ 1871.

Dear Sutcliffe

The L. G. desired me to look into the matter of the education from P.W. people in Poona Engineering College - compared with the education in General Society. He is, I think, anxious to encourage

Mr. Engineering Student

Can you let me
have the papers showing
what each Dédé has
to learn before leaving
you. I mean those
who pass out higher.

I shall then never
have a talk with you
since day if you will
allow me.

Yours by
H. Leon

Bengal Secretariat,

The 29 1872.

Dear Mr. Satchelle,

If you will send me a draft notice about the new Engineering & Surveying classes from Lower Bengal, I will publish it with one of my own calling attention to it

Yours truly

[illegible]

42 Free school St.
Calcutta
10th July 1871

To
J. Sutcliffe Esq: M.A.
Presdt. Civil Engineering Co.

Sir, I am anxious to have my name registered as an applicant for employment in the Forest Dept. Before doing so, it is necessary to show a certificate of qualification in Surveying. The following is the form of certificate.

To be informed that out-students can attend the Engineering course, or any part of the course on payment of a fee of 60$ for the course. The Surveying course will commence on the first November. Certificates of proficiency can be granted only to ~~the~~ persons who pass the ~~regular~~ ~~Bulletin~~ & regular College examination or that for the P.W.D.

PRESIDENCY COLLEGE.

No. .....

Cetified that Mahmed Lutfullah Alam 4th year Genl Department has paid Schooling Fee for the month of Sept & Oct 1886

Calcutta, Rupees. 24/.

The Sept 1 1886

Entd.

Due on or before the 15th

Asst Secy. Presidency College