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MADRAS GOVERNMENT.

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NO. XVII.

REPORT

ON

PUBLIC INSTRUCTION

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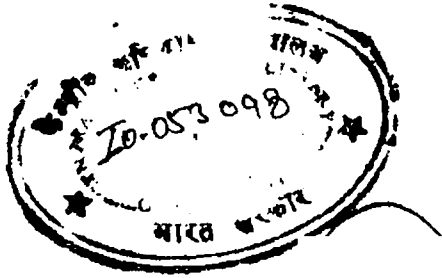
MADRAS PRESIDENCY,

FOR

1854-55.

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Madras, 29th August, 1855.

No. 32.

FROM A. J. ARBUTHNOT, Esq.,

Director of Public Instruction,

TO T. PYCROFT, Esq.,

Chief Secretary to Government, Fort St. George.

SIR,

1. With reference to the Extract from the Minutes of Consultation under date the 27th March last* No. 418, I have the honor to submit for the consideration of the Right Honorable the Governor in Council my report on the state and progress of education in this Presidency, during the official year ending on the 30th April last.

2. I propose to divide my report under two heads, one relating to the state and progress of general education during the past year, and the other to that more special or professional education which is given in the institutions specified in the second para of the Extract from the Minutes of Consultation now under reply; and as this will be the first report of a general character that has yet been made on Education in this Presidency, it has occurred to me that it will be convenient for purposes of future reference that I should premise my observations on each branch of education, by a brief summary of its past history and of the various measures that have been undertaken or proposed previously to those actually in operation during the year under review.

* Directing the submission of a report on all Educational Institutions supported or aided by Government.

3. In what may be termed the department of general education, I shall confine myself to adverting very briefly to the measures which have been carried out, referring for a more detailed history of those measures, and of the discussions which have taken place regarding them, to the memorandum of the proceedings of the Madras Government in the department of Public Instruction compiled by me in the course of last year, which, together with the more important papers recorded on the subject, has lately been published among the selections from the records of the Government.

General Education.

4. The history of the measures taken by this Government for the extension and advancement of General Education may be very shortly summed up. In the year 1826, under the Government of Sir Thomas Munro, a Board was appointed at the Presidency to organize a system of public instruction, with authority to establish two principal Schools in each Collectorate, and one inferior School in each Talook, and to enquire and report on the measures to be adopted for the general advancement of education. During the two years that this Board continued in existence, 14 Collectorate Schools and 81 Talook Schools were set on foot together with a Central School at the Presidency, the main object of which was to provide teachers for the Collectorate Schools. In all these Schools the instruction was of a very elementary character, and the qualifications of the teachers generally were very low. In all, the vernacular language of the District was the medium of instruction, a very elementary knowledge of English, merely as a language, being imparted in a few of the Collectorate Schools. In 1836, the scheme was pronounced a failure; all the Schools in the Provinces were abolished, and the Board of Public Instruction was superseded by a new Board, under the designation of a "Committee for Native Education," who were directed to organize a Normal School for training teachers with a view to the eventual establishment of

English Schools in different parts of the country ; a resolution, passed in 1835 by the Governor General in Council, to the effect that the great object of the British Government ought to be the promotion of European Literature and Science, and that all the funds appropriated for the purposes of education would be best employed on English education alone, having been construed by the Madras Government as involving the entire exclusion of the vernacular languages as the media of instruction.

5. In the correspondence which had taken place between the Honorable Court of Directors and the local Government on the subject of native education, the attention of the latter had been more than once drawn by the Home Authorities to the necessity of providing a more liberal standard of education for the higher classes of the community, than was available in the elementary Collectorate and Tahsildaree Schools which had been established in this Presidency, and it was a recommendation to a similar effect, in reply to a reference made to the Supreme Government regarding certain measures proposed by the original Board of Public Instruction, that had led to the abolition of the Collectorate and Tahsildaree Schools.

6. The Supreme Government had suggested that the aid rendered to these Schools should be withdrawn, and that all the funds available should be applied to the establishment of an English College at Madras, and in the event of there being a surplus, to providing English Schools at some of the principal Stations in the interior. The measures submitted by the Committee of Native Education for carrying out this object not being approved of, they in their turn were superseded by the late University Board, which was constituted by Lord Elphinstone for the government of the Collegiate Institution then established at Madras under the designation of the "Madras University," and for the organization of a limited number of Provincial Schools to be connected by Scholarships with the Presidency Institution.

7. I need not enter at any length into the past history of the Madras University, or of the proceedings of the Board appointed for its management, which are fully stated in the memorandum I have already adverted to. It is sufficient to observe that*from the date of the abolition of the Collectorate and Tahsildaree Schools in 1836 up to May 1853, when the first of the present Provincial Schools was organized, the educational operations of this Government were almost entirely confined to the Institutions at the Presidency ; the only exception being the establishment of an English School at Negapatam, at a trifling cost, for the instruction of a limited number of children of European descent ; the establishment of a few elementary Schools in the Hill Tracts of Goomsoor and Chinna Kimedey for the instruction of the Khonds ; and the payment of

Chingleput, North Arcot, Nellore.	certain annual sums in the Districts noted in the margin, amounting in the
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aggregate to about Rupees 4,000 per annum. The object of these disbursements will be stated in a subsequent part of this report.

8. Lord Elphinstone's scheme for the establishment of an University provided for its division into two departments, upon the plan followed in the Scotch Universities,—a High School for the cultivation of English literature and the vernacular languages and the elementary departments of philosophy and science, and a college for the higher branches of Literature, Philosophy and Science.

9. The High School was opened in April 1841, and it was not until January 1853, that the standard of instruction in the institution was considered by the Government sufficiently advanced, to justify the organization of a Collegiate department ; nor was it then, until after considerable discussion, that sanction for the measure was obtained by the University Board. A Primary School, which formed no part of the original plan, was at the same time incorporated with the institution.

10. In the year immediately preceding, the University Board had been invested with the functions of a Board of General Education, and the amount of the grant at its disposal had been increased from Rupees 50,000, the sum originally sanctioned by the Honorable Court to provide for the expenses of the Collectorate and Tahsildaree Schools established by Sir Thomas Munro, to Rupees 100,000 per annum. A moiety of this sum was appropriated for the expenditure of the Madras University; and of the remainder, Rupees 30,000 was appropriated to the establishment of five Provincial Schools, Rs. 20,000 being reserved for disbursements in Grants-in-Aid, with a view to the improvement and extension of private Educational Institutions--the introduction of the Grant-in-Aid system being deferred, pending the orders of the Hon'ble Court.

11. Of the five Provincial Schools sanctioned, one was established at Cuddalore in 1853, and one at Rajahmundry at the commencement of the following year. [At the commencement therefore of the period comprised in this report, with the exception of the trifling sums expended in the Districts of Chingleput, North Arcot, Nellore, and Tanjore, and in the maintenance of those Elementary Schools in the Hill tracts of Ganjam, to which I have already alluded, and which were not brought under the superintendence of the Board of Education, the operations of the Government in the Educational department were confined to the Collegiate Institution, under the designation of an University, at Madras, and to the two Provincial Schools at Rajahmundry and Cuddalore. During the past year these operations have been extended by the establishment of three additional Provincial Schools at the Stations of Combaconum, Calicut and Bellary, and of two Elementary Vernacular Schools at, and in the immediate neighbourhood of, Cuddalore.] Towards the close of the year, the sanction of Government was granted for the establishment of a limited number of Vernacular Schools in the three Delta Talooks of the Sub-Division of the Rajahmundry District, under the su-

perintendence of the Sub-Collector Mr. G. N. Taylor, as well as among the Oorya and Khond population of the Hill tracts of Ganjam, where the want of such Schools has been lately brought to notice in an interesting report from Lieutenant McDonald, the Assistant Agent in Ganjam. A grant was also made to a private Training Institution at Madras in anticipation of the introduction of the Grant-in-Aid system.

12. I propose to notice the progress of the measures which have been taken by Government for the advancement of general education during the year under review in the following order.

1st. The Madras University.

2nd. The Government Provincial Schools at Cuddalore, Rajahmundry, Combaconum, Calicut and Bellary.

3d. The Vernacular Schools in South Arcot.

4th. The Vernacular Schools sanctioned for the Subdivisions of the Rajahmundry District.

5th. The Vernacular Schools sanctioned for the Hill Tracts in Gaujam.

6th. The expenditure in Chingleput, North Arcot, Nellore and Tanjore, irrespectively of the disbursements made by the University Board.

7th. The Grant to the Training Institution at Madras. And to the above must be added

8th. The examination of Candidates for Government Rewards and Certificates held in March last on which it is necessary that I should offer a few remarks.

Madras University.

13. The report made by the Principal on the state and progress of this Institution during the year, of which a copy is appended, makes mention of the principal matters that appear to call for notice. The circumstance of the senior class of the Collegiate Department having been broken up at the end of

1853 by the successful competition of some of its most promising members for apprenticeships under the Madras Railway Company, to which reference is made in the 3d para of this report, was noticed in the last annual report of the late University Board. It is only necessary for me to add, that I fully concur in the Principal's remarks. In the 4th and 5th paras of this report, Mr. Powell adverts to certain deficiencies in the instruction given in the School department, which have resulted in a want of solid grounding in elementary subjects on the part of the pupils, when promoted into the College classes. Two defects he observes are to be met with in the High School (as he believes they are in almost every educational institution at the Presidency,)—*a want of distinctness of ideas, and an inaccuracy of language in replying to the questions of the teachers.* “If,” he remarks, “from the Junior class of the Primary School up to the most advanced in the High School, no obscure half-developed thought were allowed to pass,—no ungrammatical phrase received, the senior students would certainly derive much greater profit than they have hitherto done from the subjects to which they direct their minds, and their English composition would better stand comparison with that of the most highly educated youths in other parts of India.” The above observations call for serious attention on the part of the junior teachers. The progress of the Primary School appears to have been satisfactory.

14. In the 10th and 11th Paras of his report, the Principal notices the appointment of Mr. Joyes to act as Superintendent of the Tamil Classes. Mr. Joyes' attention has been hitherto devoted to superintending and improving the system and routine of instruction in the Tamil Classes, and to the instruction of a Translation Class. Upon favorable testimony borne to his services by Mr. Powell, the recommendation that he should be confirmed in his appointment has been carried out.

15. In the 12th para, the Principal calls attention to a proposition submitted by him to the late University Board for

the formation of two Vernacular Normal classes to be placed under charge of Mr. Joyes. The Principal's plan was to establish two separate classes, one for the training of teachers of the Vernacular languages for employment in the Government Anglo-Vernacular Schools; the other for training teachers for elementary village schools. The students in the first of these two classes were to be persons possessing a moderate knowledge of the vernacular and a slight colloquial acquaintance with English. The students in the latter class were also to be tolerable vernacular scholars, but their training was to be directed to the acquirement of those elementary branches of knowledge which would form the subjects of instruction in the Vernacular Schools. In both cases, the art and method of teaching were of course to be especially attended to. The University Board, upon receiving the Principal's letter, confined their attention to the first part of his project; for, they were not in a position to hold out any definite prospects of employment to candidates for the situation of master in village schools, nor were they satisfied that the Presidency was the best locality for undertaking such a measure. In regard to the proposed class of candidates for employment, as teachers of the vernacular languages in the Anglo-Vernacular Schools, they were disposed to doubt whether much advantage would be gained by the establishment of such a class possessing the very slight amount of acquaintance with the English language the Principal proposed to demand. The great difficulty all along had been, to procure as teachers of the vernacular languages competent vernacular scholars, who were at the same time possessed of a sufficient knowledge of English to enable them to revise the translations of their pupils; and this want, the Board were disposed to think, would not be supplied, if the persons to be trained were to be required to possess no more than a rudimentary knowledge of the English language. They were at the same time sensible of the difficulty, in the present state of education, of inducing competent English scholars to accept situations as teachers of the vernacular languages; and after some discussion they authorized the Principal to carry

out his plan, but to abstain from issuing any official notification of the measure, until they should have had some opportunity of judging of its working. These orders resulted in both measures being deferred at the time; and since assuming charge of the educational department, I have not deemed it advisable, with the agency at present available, to carry them out. The objections which weighed with the late Board, in reference to the projected class for training vernacular teachers, were indeed suggested by myself as Secretary to that body, and I do not see how under present circumstances they are to be overcome. The Government are aware of the great difficulty which is experienced in this Presidency, of inducing well educated Natives to enter the educational department at all; and it is scarcely necessary to observe, that this difficulty is still greater with reference to that which, so long as the two branches of the instructive department are kept separate, must always be the worse paid of the two. The course then that I would advocate, is, that the duty of teaching the vernacular languages in the Anglo-Vernacular Schools, should as far as possible be entrusted to the English Teachers, from whom a sound knowledge of the vernacular language of the District should be demanded. The adoption of such a rule, and the rigid enforcement of a certain fixed standard in the Vernaculars, as well as in the English studies, which shall entitle boys to promotion from class to class, will, I am confident, do more to promote the cultivation of the vernacular languages by the alumni of a school, than any other measure that can be devised. When I speak of English teachers, I of course refer exclusively to Native English Teachers; for it would clearly be out of the question to make such a rule applicable to the European masters, although in their case the attainment of such a sound knowledge of the vernacular language, as may enable them to judge of the degree of efficiency with which it is taught by their subordinates, should be invariably demanded. This latter rule, as I shall have occasion to mention presently, has

been already laid down in regard to the European masters of the Provincial Schools.

16. For the foregoing reasons, I have thought it advisable to defer the establishment of a separate class for training teachers of the vernacular languages, until it can be ascertained whether provision cannot be made for carrying out this object, in immediate connexion with a Normal School for training English Teachers under a qualified Training Master, which I trust will be brought into operation very shortly.

17. The objections above adverted to, with reference to the separate establishment of a Normal Class for training teachers of the vernacular languages, do not apply to the several parts of the Principal's proposition viz., the formation of a class for training teachers for village vernacular schools; but this is a measure which can only be undertaken with a fair prospect of success, by a person who has been thoroughly instructed in the art of training; and for this reason I am disposed to defer it until properly qualified persons shall have been trained for the duty in the projected English Normal School. This latter institution must first be brought into operation, before any effectual measures for training up an improved class of elementary teachers can be carried out.

18. It will be observed that the English Normal Class, which was organized at the beginning of 1853, has now been reduced to two pupils. One of the causes of its failure, viz. the very low attainments of the only pupils who were induced to enter it, was adverted to in the last report of the University Board. The class will be merged in the new Training Institution, with a view to the establishment of which, steps have been taken for procuring an efficient training master from England, whose time will be devoted to the duty of training teachers.

19. In accordance with the Principal's recommendation, the study of Mahratta has been discontinued, and the pupils in that department transferred to the Tamil and Telugu classes. It was a measure which had long been contemplated, and the

recent orders, for discontinuing the use of the Mahratta language in the Revenue accounts of this Presidency, rendered it desirable that it should be no longer delayed.

20. The only point which it remains for me to notice in connexion with the Presidency Institution, is the alteration that has been made in its designation since the Principal's Report was written. It will in future be styled the "Presidency College." The arrangements which have been made coterminously with the change of designation, involving the extension of the senior department by the establishment of a branch for legal instruction in connexion with it, will be noticed in my next report.

21. When submitting the arrangements for reorganizing the institution, I had much satisfaction in bringing to the special notice of Government the valuable services rendered by the Principal Mr. Powell, during the fourteen years which have elapsed since his appointment to his present situation. I need only add that the opinion I ventured to express on the occasion has been most cordially responded to by the Right Honorable the Governor in Council.

22. Of the five Provincial Schools now in operation, those at Combaconum, Calicut and Bellary have been established during the past year; those at Cuddalore and Rajahmundry having been founded previously, the one in 1853, and the other at the commencement of 1854. I will notice them briefly in the order of their establishment.

Cuddalore School.

23. The progress of the Cuddalore School appears to have been satisfactory, both as regards the number of pupils who have resorted to it, and their advancement in their studies. The Committee state the result of the annual examination which was held at "Christmas, to have been extremely satisfactory" and to "have reflected great credit on the Head Master, Mr. Armour, for the manner in which he has trained and instructed the scholars in the institution, as well as on the Assistant Masters and

“ the pupils themselves.” The Committee express some disappointment at the failure of their expectations, that the first class would furnish a number of young men for the survey, now going on in the district; only one who was at all qualified having accepted employment in that department. They state that the pupils in the first class “ do not seem to wish for employment “ in the survey, chiefly because there is an impression among “ them that there is little chance of rising in it, and that how- “ ever skilful they might become, they would always be paid at “ a low rate, not sufficient to compensate for the drawbacks at- “ tendant on frequent locomotion and continued hard work in “ the fields. Another reason, operative at least for the present, “ is, that the senior students wish to stay longer at school and “ are not immediately anxious for employment of any sort.”

24. I cannot but think, that, considering the very short period which has elapsed since the opening of the school, the expectations which the Committee appear to have formed were somewhat premature. It could scarcely be expected, that within the very limited space of barely two years, and considering the very small amount of knowledge which the most advanced pupils brought with them when entering the Institution, that any of them would have attained the standard which the Committee had laid down as the foundation for the professional training it was proposed to impart to them,—or in other words, that they would have acquired a sound knowledge of English Geometry, Arithmetic, History and Geography. The attainment of a sound knowledge of the English language and of History, in itself, presents no inconsiderable difficulties to a Native student, irrespectively of the other studies to which his attention is directed; and although it is not improbable that it was the intention of the Committee to lay down a somewhat lower standard than the words made use of would seem at first sight to imply, I am satisfied that the amount of instruction, which it is the object of the school to impart, could not have been acquired by any of the pupils within the time that has elapsed since its

establishment. The inclination therefore which has been manifested by the senior pupils to remain at the school, in preference to accepting immediate employment, appears to me to promise well for the advancement of the school; for it is the reverse of this feeling, which has hitherto proved one of the most serious obstacles to the advancement of education in this country. The number of pupils in attendance has gradually increased from 126, the number entered in the report of last year, to 198,—the actual number in attendance at the close of the period embraced in the present report.

Rajahmundry Provincial
School.

25. The Committee of the Rajahmundry School report favorably of its progress during the past year. It is still, however, in respect of number, considerably behind the other Provincial Schools. As regards the course of instruction, the Committee report that it has been necessarily of a very elementary character; partly owing to the fact that many of the Scholars had, on admission, but a very imperfect knowledge of even their own language, and partly because the fluctuations in the admissions and attendance of pupils have given a somewhat unconnected character to the different classes. One of the principal causes of the slow increase of numbers, viz. the hostility of a portion of the Native community to the admission of low caste boys,—was adverted to in the last report of the University Board. From the supplementary report of the local Committee this opposition seems to be gradually giving way, in consequence, probably, of the very wise resolution which has been recently promulgated by the local authorities, not, after a certain date, to admit into the public service any party, either in the Courts, or Cutcherries, without their being first subjected to an examination, and furnishing a certificate of having been educated at some school providing a certain curriculum of instruction.—A similar resolution was some years back adopted by Messrs. Findlay Anderson and F. N. Maltby at Mangalore, and has recently, I understand, been declared by the authorities at Bellary and Calicut. I need hardly observe that the most beneficial results would ensue, both as

regards the advancement of education and the efficiency of the public service, if a similar course were generally adopted by the dispensers of official patronage.

26. The amount of the school fee, 8 annas per mensem for each pupil, is referred to by the Committee, as one of the causes which is assigned by the Natives for the comparative paucity of scholars. It is not stated whether this is the opinion of the Committee; but I am convinced that any reduction of the fee would be impolitic.

Provincial Schools at Com-
baconum, Calicut, and Bel-
lary.

27. The Reports on these Schools have been made by the Head Masters, it having been considered inexpedient, with reference to the changes which have recently been made in the Educational Department, to constitute local Committees of management as had been done at Cuddalore and Rajahmundry. At each of these Stations, however, the Collector and the Judge have been appointed visitors, and have been requested to aid the Head Masters by their co-operation and advice.

28. The Head Masters appointed to these Schools were all selected in England. Two of them Messrs. Fortey and Hubbard are graduates of the University of Cambridge. They both obtained high honors on taking their degree—and from the manner in which they have entered upon their present duties, I see every reason to hope that they will fully justify the expectations that have been formed of them. Mr. Neale, the Head Master of the Bellary School, was a student in the Government Training College at Kneller Hall, and brought with him an excellent testimonial from the Principal of that Institution.

29. So short a time has elapsed since the Establishment of the Schools,—that at Combaconum, which was first opened, not having been brought into operation till the latter end of October 1854, while the school at Bellary was not opened till the end of January,—that it is impossible in this report to form any very accurate estimate of their progress. The attendance

in all of them is very satisfactory, especially at Calicut, where at the date of the Head Master's report the School numbered 238 Scholars. In each of the Schools, with the exception of that at Rajahmundry, the number of Vernacular Masters has been increased to three. At Rajahmundry the number of Scholars is still so limited, that no addition to the vernacular establishment has been deemed necessary.

30. The following instructions in regard to the course of study to be pursued were furnished to the Head Masters on their appointment.

“ A scheme of the course of instruction in the English Department, which should be adopted at the commencement is annexed. It includes instruction in the English language, in general Geography, in Elementary English and Indian History, Arithmetic, Euclid, Algebra, Plane Trigonometry, Mechanics, the Elements of English Literature, English composition and Mensuration. In the Vernacular department, the instruction is to be confined to a grammatical study of the Malayalum* language, and translations from and into English.”

“ The English course may be extended hereafter to the higher branches of literature and science, as the attainments of the Scholars advance; but at first it will probably be found impossible to form a class in the higher parts of the course, specified in the present scheme; and it is hardly necessary to observe, that any attempt at the formation of classes in the more difficult subjects, until the Scholars are thoroughly well grounded in the more elementary subjects, would be altogether premature. The Board would especially desire to impress upon you the necessity of enforcing a good grammatical and idiomatic knowledge of the English language, as a necessary qualification for admission into the highest of the classes specified in the present scheme.”

“ In regard to the Vernacular department, you will be compelled, for the first year or so, to rely on your Moonshees

* This has reference only to Calicut.

“ to a considerable extent, but the Board trust you will lose no
 “ time in qualifying yourself to undertake the supervision of this
 “ very important department of the Institution under your charge.
 “ Whether, as regards the success of the Scholars in the employ-
 “ ments they may betake themselves to in after life; or their future
 “ usefulness as instructors of their countrymen, which is one of
 “ the main objects of the superior Government institutions,
 “ it is obviously most important that the scholars should be well
 “ instructed in the language, in which they have been accustom-
 “ ed to speak and think, which will be their only medium of
 “ communication with the majority of their countrymen, which
 “ is the language of all official business in the Provinces, and
 “ which most of them will be under the necessity of using habi-
 “ tually in the transactions of every day life. Impressed by these
 “ considerations, the University Board have resolved that all
 “ the masters in the Provincial Schools under their superintend-
 “ ence, if unacquainted with the language of the District in
 “ which the School is situated, shall be required within two
 “ years from the date of the appointment, to pass such an exami-
 “ nation as may afford a test of their fitness to superintend the
 “ vernacular department in their respective schools. The qua-
 “ lifications required will be as follows,—ability to translate
 “ into the language a passage selected from a standard English
 “ author; to construe passages selected from the text books
 “ used in the higher classes of the school; to answer questions
 “ on point of idiom and grammar; and to converse intelligibly
 “ with a native unacquainted with the English.”

31. A similar rule, in regard to qualifying in the vernacular, had been laid down in the case of Messrs. Armour and Black on their appointment to the Head Masterships of the Cuddalore and Rajahmundry Schools.

32. I have authorized Mr. Fortey to carry out his proposition of commencing a course of Popular Astronomy with the senior Students, provided he is satisfied that they are sufficiently prepared to profit by instruction in that science. I have

also instructed Mr. Neale to introduce lessons on objects as suggested in the 5th para of his report.

33. It will be observed from the report on the Combaconum School that the difficulties resulting from caste prejudices which have been found so serious an impediment to the progress of the Rajahmundry School have been felt in some measures at Combaconum. In reply to a reference made on the subject by Mr. Fortey, he was informed that no deviation from the rule of free admission to all classes of the community could be permitted, and I trust that in my next Report I shall be able to state that these difficulties have been overcome at Combaconum as they have been at Cuddalore, and as the report of the Rajahmundry Committee seems to show they are gradually being overcome at Rajahmundry.

34. The great difficulty which is at present experienced in connexion with the Provincial Schools is that of procuring competent junior teachers. It is a difficulty which I fear will cause considerable embarrassment for some time to come, and which can only be removed by the establishment of efficient Training Schools, and by holding out prospects of advancement in the Educational department equal to those offered in other branches of the Public Service.

35. I have already adverted to the Vernacular Schools in South Arcot. scheme of vernacular instruction organized by Sir Thomas Munro, and to the Tahsildarce Schools established in pursuance of it, which, after having been in operation some 10 years, were abolished in 1836. The history of these schools and the causes of their failure are given at length in the memorandum to which I have before referred, and it will be seen on reference to that document that, for many years subsequent to the abolition of the schools in question, the Government of this Presidency had abandoned all attempts at the education of the masses and confined their efforts to the formation of an educated class from among those possessing leisure to prosecute their studies beyond the mere rudiments of learning. Of late years however it had begun to be felt that, to enable the educated few to exercise any beneficial influence over their country-

men, the elementary instructions of the masses must be attended to; and, although no formal instructions on the subject were issued to the University Board, they were given to understand, when the Board was re-organized in 1852, that the adoption of measures for the extension of elementary education came within their functions, and it was on this understanding that they submitted their proposition for the introduction of the Grant-in-Aid system, which has lately received the sanction of the Honorable Court. While this proposition was pending before the Home Authorities, a suggestion was made by Mr. Edward Maltby, their Collector of the District of South Arcot, (at the head quarters of which the first Provincial School had been recently opened) that as a temporary measure, and pending the introduction of a more general scheme, a small sum from certain surplus chuttrum funds which the inhabitants of the District had requested might be applied to educational purposes, should be expended in the establishment of Elementary Vernacular Schools at four of the principal towns of the District. The sum named by Mr. Maltby was Rs. 1,000, which he calculated would be sufficient for the maintenance of four good schools for a period of two years, a portion of the expences of the schools being defrayed by the monthly fees of the pupils. Mr. Maltby's proposition was approved by Government; but, as it was determined that the instructions should be gratuitous, with the exception that the pupils should be required to pay for their school books, the sum authorized was deemed insufficient for the establishment of more than two schools. The Committee of the Provincial School at Cuddalore were accordingly instructed to take measures for the establishment of two schools at Old Town, Cuddalore, and Punrootty, a town about 15 miles distant, these towns being selected on account of their proximity to the Provincial School and the facilities thus afforded for their occasional inspection by the head Master of the latter institution. The first of the two schools was opened at Old Town, Cuddalore, in September last. That at Punrootty had only been commenced a few days previous to the date of the Committee's report.

36. Every precaution seems to have been taken by Mr. Armour for the selection of efficient Masters, the two appointed having been selected from among the most efficient of the Native Teachers. The report however is very discouraging, and renders it questionable whether it would not have been wiser to defer the establishment of the schools until adequate means of inspection had been provided. It will be observed that the Committee advert to the apathy of the Native Community on the subject of vernacular education, in explanation of the very small number of pupils who have resorted to these schools. This feeling I am aware is very prevalent in other parts of India, especially in Bengal, and more especially in the immediate neighbourhood of Calcutta; and the failure of the vernacular schools established in that Presidency by Lord Hardinge is, I understand, in a great measure attributed to it. Another cause which has been very generally assigned for the failure of the vernacular schools established by Government, is the jealousy of the private school masters, who naturally look upon the Government vernacular schools as rival Establishments, and use all the influence they possess (which in many instances is by no means inconsiderable) to prevent their neighbours from sending their children to them. This, I believe, is the main cause of the ill-success of the two schools now under notice in attracting the number of pupils, which it might reasonably have been expected, would resort to them, considering that the instruction is nearly gratuitous and that the school masters have been selected for their superiority above their fellows. It is a difficulty which has not been overlooked in the Court's Despatch, where the impolicy of any measures which might provoke the hostility of the village School Masters is expressly adverted to, and the expediency of devising measures for the improvement of this class of teachers, in preference to superseding them by a new agency, is urged. At the same time it must be borne in mind that any measures, that may be devised for the improvement of the existing class of teachers, must of necessity be very slow in their operation; that, under the most

favorable circumstances, the number of these persons who are likely to benefit by such measures must be comparatively small ; that it is only in the case of the younger members of the profession that any measures for their improvement are likely to be attended with success, and that unless model vernacular schools are established by Government, which may serve as examples of what an elementary vernacular school ought to be, the prospect of raising the character of the village schools generally is almost a hopeless one.

37. Under these circumstances, whatever course may be determined on for the improvement of the indigenous school masters, it seems necessary that some more effectual means than have hitherto been resorted to should be devised for adding to the popularity of the Government vernacular schools. Much no doubt may be done by an active system of inspection ; for when the people perceive that the Government are in earnest in their endeavours to improve schools of this description, the value of the schools will naturally rise in their estimation. The Native Inspectors, moreover, will have constant opportunities of explaining to them the advantages of the instruction imparted in the Government schools. But there is another, and as it appears to me a very legitimate mode of encouraging a resort to the Government vernacular schools, viz., to take advantage of the desire for an English education where it exists, and to superadd instruction in the rudiments of the English Language to the course of instruction in those schools. The objection that the schools are too purely vernacular for the feelings of the people will then be obviated, and the Talook school, in which all the substantive instruction will be given in the vernacular, and English will be taught merely as a language, will form a step between the purely vernacular village school and the English Zillah school, in which the English Language will be the principal medium of substantive instruction. In the statements of extra establishment, which I have recently laid before Government, provision is made for the gradual organization of 100 schools of this class.

System of Vernacular
Schools sanctioned in the
Sub-Division of the Rajah-
mundry District.

38. In connexion with the subject of vernacular education, it is proper that I should advert to an interesting experiment which was sanctioned by Government towards the close of the year to which this report relates, on the recommendation of Mr. G. N. Taylor the Sub-Collector of Rajahmundry. Early in 1853 Mr. Taylor established an Anglo-Vernacular school of an elementary character at Nursapoor, the head quarters of his Sub-Collectorate, and subsequently three branch schools of a similar character at three large Towns in the neighbourhood; all of these, it appears, are maintained by local subscriptions, the greater part of which however has hitherto proceeded from Mr. Taylor himself. These schools having attracted the attention of the inhabitants of many of the neighbouring villages, and of substantial farmers who frequent the markets of the towns in which they are located, or repair on business to the Court and Cutcherry at Nursapoor, numerous applications were made to Mr. Taylor for the establishment of primary vernacular village Schools, the inhabitants proposing to defray the cost of maintaining the Schools by a fixed annual addition to the revenue demand on their village, which was to be made at the annual settlement, and was to form a permanent allowance like those of the village officers and to be applied solely to educational purposes. A list of the villages from which the above applications were received, was submitted by Mr. Taylor to the Commissioner in the Northern Circars, with a recommendation that the proposals should be complied with, and that in those cases in which the amount subscribed might be insufficient to provide a separate school for each village, the most central of a knot of villages should be chosen, and their combined funds assigned for the support of one School for the use of all. After some correspondence Mr. Taylor was authorized to carry out the scheme in the three Delta Talooks of the sub-division, and sanction was granted for the appointment at the Government expense of a limited number of masters of a superior grade, who are to have charge of a school in the largest of

a circle of villages, and to inspect in turn all schools within a certain range. Authority has also been granted for the appointment of a Native Inspector to superintend the whole, on a salary of Rupees 100 per mensem, likewise to be defrayed by Government. The experiment is nearly similar to that which for some time past has been in operation in some of the Districts of the North West Provinces, where Central schools in Circles of villages, under the designation of Halkahbandee schools, have been established by a voluntary cess upon the land. In both cases the schools are established mainly for the benefit of, and by the contributions of, the agricultural branch of the population, and in both Government confines itself to providing the means of supervision and to the preparation and circulation of useful school books. It is worthy of note that the villages in which this scheme originated in Rajahmundry were those which were among the first to benefit by the irrigation works connected with the annicut over the Godavery.

Schools in Goomsoor and
Chinna Kinedy

39. In the years 1850 — 51, seven elementary schools were established in the Goomsoor Khond country, for the instruction of the Khond population of those tracts: the records of my office do not contain any very clear history of the circumstances which led to the establishment of these schools, but I gather from the papers before me that they were established in connexion with the measures undertaken for the suppression of the Meriah sacrifices, with the object no doubt of civilizing in some measure the barbarous tribes inhabiting those hills. The qualifications of the Teachers appears to have been of the lowest order. Of the seven employed “one only, a Meriah rescued in 1837, could “read and write with any degree of facility; the remaining six “were wholly incapable of teaching any thing beyond the mere “rudiments of the Spelling book, and that imperfectly, for their “education had gone no further.” Such was the account given of the schools by Colonel Campbell, the agent in the Hill Tracts of Orissa in March 1852, when at his suggestion they were transferred to the agent to the Governor of Fort St. George in

Ganjam, and brought upon the establishment of this Presidency, their number having been previously reduced to three; the largest number for which anything like competent instruction could at that time be procured. At the commencement of last year the three Teachers employed were dismissed by the acting agent in Ganjam for having sent a false return and continually absented themselves from their situations; the unhealthiness of the Khond Country during a great part of the year rendering it impossible for the European Officers of the District to exercise any direct surveillance over them. To remedy this state of things, and also to raise up an intelligent body of Khonds for employment in the local Sibbundy corps, Lieutenant Macdonald, the Assistant Agent, had previously recommended the establishment of a small model school at Russelcondah, in which the Teachers of the existing Schools were to receive instruction, and a limited number of Khond youths were to be educated with a view to their employment in the corps in question. Lieutenant Macdonald's proposition was to the effect that a small monthly allowance should be granted for the maintenance of a Teacher and a limited number of pupils at (his) Head Quarters (Russelcondah); that the whole of the latter should be put through a course of reading, writing, arithmetic, and drill; that the most intelligent of them should be rewarded at the expiration of a fixed period of probation with a post in the Sibbundies or in the Hill Police; and that the most promising pupils from the other Schools should be drafted from time to time into the School at Russelcondah, to compete for the vacant situations. "The hope of employment," he observed, "will give a stimulus which cannot fail to be beneficial to the other Schools. The lads who are enlisted, if efficient in other respects, will be doubly useful from their local knowledge and ability to stand the climate of the Hills, and, when circumstances require it, they may probably often be employed with advantage in communicating with the inhabitants of the mootahs to which they belong; and even those, who from want of ability or industry have failed to obtain situations,

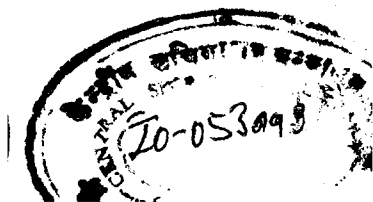
“ will it is to be hoped return to their homes less barbarous than they left them.”

40. The establishment of the school at the trifling cost of Rupees (30) thirty per mensem, was sanctioned by Government under date the 16th May 1854. The scheme however proved a failure; for, when steps were taken to set the school on foot, it was found that no prospect of employment would induce the parents to part with their children, and in January 1855, Lieutenant Macdonald was obliged to report that he had not succeeded in getting a single pupil, and that he had been compelled to abandon the measure. It appeared that a Brahmin who had been turned out of his caste in the low country, and who had established himself as a Purolut under the Patros at Nowgaum and Courtelly, had been giving out that it was the intention of Government to take away any children who commenced reading, and one or two boys were actually withdrawn from the Nowgaum School in consequence of this mischievous report. “ It was one,” the Lieutenant remarked, “ very likely to spread among these tribes who had seen numbers of children taken away formerly as Meriahs, and was calculated to do so much harm that, taking it in conjunction with the aversion which was manifested to the establishment of even local schools, he thought it would be prudent to avoid any allusion to the scheme at Russelcondah.”

41. Under these circumstances he recommended that the Government should confine their operations to improving and increasing the number of the local schools. The actual state of these schools, and the difficulties which lie in the way of any measures that may be devised for the instruction of the Khond population, may best be judged of by a perusal of the following Extracts from Lieutenant Macdonald's report.

“ I pass on to the subject of the schools which have been established in these Hill Tracts. There are two in Goomsoor and one in Chinna Kimedya, all of which I inspected—the Coormingiah School, which is the only Khond School of the

“ three, still continues in a most deplorable state. It consists of
“ 6 little children, only one of whom can be said to be able to
“ read at all; he and two other boys managed to write a few
“ words, but without exception they did not seem to be able to
“ read any thing, except a small portion of the book which they
“ had apparently learnt by heart, and the other three knew
“ absolutely nothing. There is no School-house, and the School
“ is carried on at Rettoodee, to which village the children belong.
“ The present School Master Raghoonauth Putnaik, who has
“ been there 8 months, complains that he has the greatest diffi-
“ culty in getting the children even to attempt to learn any
“ thing, and that he receives no support from their parents.
“ The Woodiagherry School consists of 6 boys (one of whom
“ was absent) of ages varying from 13 to 7. They are all Hill
“ Oriyas of the Cherwa Gowda and Goona Castes, and are, as
“ might be expected, much in advance of the children at
“ Coormingiah. The eldest boy read a short fable which I
“ selected for him, and wrote out the substance of it afterwards
“ very fairly; the two next could not do this, but they read and
“ wrote very tolerably. The other two had made less progress,
“ but all of them could read their own cadjan leaf books fluently.
“ They were evidently desirous of improving, and said the
“ little progress they had made was owing to the inefficiency of
“ their late Master Bisnoo, a person quite unfit for this situa-
“ tion, whom I replaced a short time ago by the present
“ teacher Moolee Mahunty. He has not been at Woodiagherry
“ long enough to do much, but he appears to be giving satis-
“ faction both to the parents and their children. Mahasinghee
“ School, as it is called has been always carried on at Nowgaum,
“ which is about 7 miles from Mahasinghee itself, where there
“ are I believe no children to form a class. I had an opportu-
“ nity of seeing some of the children on two previous occasions,
“ when they came down to Russelcondah; once, when they were
“ under Daniel, the former School master; and once, about three
“ months ago. On the former occasion they hardly knew the
“ letters of the alphabet, and Daniel was removed for entirely



“ neglecting his School. The reports of the present Master
 “ Jaggernauth Pradhan, who was appointed about the end of
 “ May, had for some time past been shewing an increasing
 “ number of Scholars and other signs of progress ; and during
 “ the last two months the reports of the School were accom-
 “ panied by short letters addressed to me by the children.
 “ Thirteen boys appeared for examination. Eight of them
 “ were Oriyas of the Nolobanso, Sboodo and other castes.
 “ The rest were Khonds. Three of them could read and write
 “ well ; five very fairly ; two others were rather backward, and
 “ three were beginners. The master said he had been teaching
 “ them arithmetic but it was on the Oriya system, and I could
 “ not get the children to solve the easiest problems and all
 “ that they seemed to me to have been learning was their
 “ Multiplication Table.”

“ Considering the condition in which the present master
 “ received the School from his predecessor, the progress made,
 “ small as it may seem, appears to me satisfactory. To appre-
 “ ciate it properly, it must be contrasted with that of the
 “ Coormingiah School ; and the result seems to shew, that it is
 “ only by associating Oriya and Khond boys together, that any
 “ progress can be expected from the latter. The Khonds of
 “ Nowgaum are less savage than most of the tribes around them.
 “ from constant intercourse with the Oriyas of the place, and in
 “ the present instance some of the Khond children in the
 “ School, when I asked each boy the usual question regarding
 “ his name and caste, did not like to acknowledge that they
 “ were Khonds, and tried to pass themselves off as Ghoovas and
 “ Oomayets—one of the parents whom I called into my tent,
 “ attempted the same deception, naming however a different
 “ caste from what his son had done—one of the children who
 “ had come to see me at Russelcondah, wearing nothing but a
 “ cloth round his waist and the tail, which is an unmistakeable
 “ distinction between a Khond and an Oriya, had spent a rupee,
 “ which I gave him on that occasion, in buying clothes, and was

“ now dressed like an Oriya boy with a turban, &c. From the enquiries I made, there was I believe no doubt that five of the children, one of whom had got on remarkably well, were genuine Khond.”

“ I lost no opportunity, wherever I went, of endeavouring to ascertain with prospect of success, whether the wishes of the Honorable Court of Directors, as conveyed in their Despatch No. 73 of the 9th November 1853, regarding the extension of these Schools, could be carried into effect. The Khonds of the Barah and Atharah Mootahs of Huzzioghur and Tentilghur were everywhere strenuously opposed to their introduction. The objections they brought forward were such as might be expected from savages. They had never known, they said, what learning was themselves, and could not see why it should be necessary to their children. The most absurd, and at the same time the most favourite argument was, that reading would make their eyes drop out of their sockets. The only one which had any show of reason in it was, that if their children were engaged in studying, they could not assist their parents, as they now did, in field labour and in bringing wood and water. Children from the villages round often came, attracted by curiosity, to my tent ; as soon as the subject of schools was introduced, they would immediately disappear from the crowd, and the Mobkos would gravely proceed to inform me, that, even if they wished it, no school could be established there, as there happened to be no children in that particular Mootah.”

42. On Lieutenant Macdonald's recommendation, sanction has been granted for the establishment experimentally of 9 Schools in addition to the three above referred to, and for the appointment of an Inspector on a salary of Rupees 30 per mensem. The salaries of the Teachers, which in two instances were as low as Rupees 5 per mensem, have been raised to 10 Rupees, with an additional allowance of Rupees 5 per mensem to be given to the three Masters whose Schools may be most

favorably reported on. With one exception, the language of instruction is to be Oriya, and not Khond; on the ground apparently, that persons qualified to teach in the Khond language are not at present procurable. On this point Lieutenant Macdonald observes that “ the establishment of Oriya Schools “ should precede and will eventually lead to the introduction of “ Khond Schools. All the purely Khond Schools which have “ been hitherto established, have failed from want of supervision, “ from the difficulty of finding qualified masters, and because “ the people were not prepared for them. The Coormingiah “ School was the only one of this class, which Colonel Campbell “ left; and it is obvious that the result as yet obtained has not “ been of a kind to encourage further improvements in that “ direction. On the other hand there are fewer difficulties to “ overcome in the establishment of Oriya Schools; even if they “ are attended only by Oriya children, a great benefit will have “ been conferred on one class of the community; and if some of “ them become, as may be eventually expected, mixed Schools “ for Oriyas and Khonds, a still further step will have been “ taken: and it is from pupils brought up in these Schools, that “ a future class of teachers must be expected for such Khond “ Schools as may eventually be established. At present quali- “ fied teachers can hardly be found, because the Khond lan- “ guage is not spoken anywhere below the ghauts. But to many “ of the Hill Oriyas, the Khond language is almost as familiar “ as their own, and possessing, as they do, a certain local influ- “ ence over the Khonds in their own neighbourhood, there can “ be no doubt, that, if they are willing to become Schoolmasters, “ they are much more likely to succeed with the Khonds than “ people from the plains. I spoke to some of the elder boys in “ the Nowgaum School on this subject, and they seemed to like “ the idea of obtaining situations of this kind in their own “ country; though they said nothing could induce them to accept “ employment in the plains.”

43. I hope to be able to state in my next report that Lieutenant Macdonald's very praiseworthy endeavours to pro-

vide instruction for the population of these tracts have been attended with some success.

Educational charges in Chingleput, Tanjore, Nellore, and North Arcot irrespective of those incurred under the orders of the late University Board.

44. The Government having directed that this report should embrace education of all kinds within this Presidency, during the official year 1854-55, (by which I understand education of all kinds in any way under the control or direction of the state) I applied to the Accountant General for a memorandum of all sums disbursed for educational purposes during the period in question, irrespectively of the disbursements made under the orders of the late University Board. The memorandum with which I was furnished in reply to my requisition shewed, that educational charges had been incurred in the Districts of Chingleput, Tanjore, Nellore, and North Arcot. The amount of these charges is entered in the statement of expenditure appended to this report (Appendix P.) I will state briefly the purposes for which they were incurred.

Chingleput Pulicat School.

45. In the District of Chingleput, the sum of Rupees 384 has been expended in the maintenance of an elementary School at Pulicat, upon which a report has been furnished by the Collector of the District and is entered in Appendix H. It will be observed from Mr. Shubrick's letter, that the School was originally founded by the Dutch Government; and since the cession of Pulicat to the British Government has been supported by the latter. The pupils 22 in number, of whom 14 are boys and 8 girls, are all East Indians or Native Christians. The instruction is of a very elementary character and is apparently very inefficient. There is no School-house nor is there any provision for the instruction of the pupils in the vernacular language of the District, which, considering the rank in life of those who resort to it, is a most serious deficiency. The School has been hitherto inspected by the Chaplains of Saint George's Cathedral on the occasions of their periodical visits to Pulicat. I have now arranged that it shall be inspected by one of the Govern-

ment Inspectors, and shall take an early opportunity of proposing measures for placing it in a more satisfactory condition.

Tanjore Schools established
by Schwartz.

46. In the District of Tanjore the Government have long made an allowance of Rupees 350 per mensem for the support of certain Schools established by Schwartz towards the close of the last century, and continued by his successors in the Mission. They have also since 1837 supported an Industrial School at Negapatam, which was established as a means of instructing the rising generation of Portuguese and East Indians, and enabling them to earn their own livelihood by the practice of some useful trade.

Negapatam School.

“ This class of people at Negapatam,” the Collector states, “ is sunk in the very lowest depth of poverty, and it is not unusual for a family to subsist on an allowance of $1\frac{1}{2}$ Rupee a month from the Government Protestant Poor fund.” The School is under the control of the Collector, the Judge and the Sub-Collector; the Head Assistant Collector who resides at Negapatam, and the Chaplain of Tranquebar being ex-officio Visitors. The pupils are all boarded at the expence of Government and their instruction is gratuitous. The Collector, whose report is appended (Appendix I.) speaks favorably of the Master; but adverts to the difficulty of selecting trades by which the pupils may hereafter have a livelihood, “ because in all that can be taught them, either the natives will undersell them and so obtain the market, or a stock of tools and implements is too expensive for the Government to give.” He also refers to the ill effects of the existing rule which prohibits their remaining in the School after they are 16, and this compels them to leave the School “ before they have attained the physical strength necessary for the performance of many parts of the ordinary work of a Carpenter or a Smith.” This School will now be brought under the inspection of a Government Inspector, and measures will be taken for remedying the defects adverted to by Mr. Forbes.

Nellore Yeomiahs.

47. In the Nellore District certain Yeomiahs, granted by the former Government for the instruction of Mahomedan Children, have been continued by this Government. It appears, from a return furnished by the Collector, that there are nine Schools of this description conducted by the descendants of the original grantees. The number of boys under instruction is 80 and the monthly expenditure 71 Rupees. The instruction is given in Arabic and Persian and is confined chiefly to the Koran and other religious works.

North Arcot Yeomiahs.

48. Nine other Schools, also supported by grants made by the Mahomedan rulers and continued by the British Government, are maintained in the District of North Arcot at an aggregate cost of Rupees 2,877-6-0 per annum—the number of pupils under instruction being 118, of whom 18 are girls. The amount of useful instruction imparted in these Schools is probably very small, but the grants apparently can be directed to no better purpose, so long as the grantees perform the services for which they were made.

Grant made to the Training Institution at Madras.

49. Among the items of disbursement, entered under the head of General Education in the account of receipts and disbursements appended to this report (Appendix P.), will be found a grant of Rupees 5,000 to the Training Institution, which was established in Madras early in 1853. The object of this Institution, which is supported by public subscriptions, is the training of teachers both male and female for employment in Christian Schools. The grant was made, in anticipation of the introduction of the Grant-in-Aid system, to enable the Committee to meet certain liabilities in which they had become involved; and on the understanding, that the Government would not guarantee the annual payment of a similar amount from the public treasury, that it should be open to Government to annex such conditions to the grant as they might deem fit, and that inspection of the school by an officer of Government should at all times be admitted. The grant above

referred to was followed, towards the close of the year embraced in this report, by an application for a further advance of a still larger amount as a loan. With this application, as it involved a departure from the principles upon which grants are to be made, his Lordship in Council was unable to comply.

Examination for Government
Rewards.

50. The last subject to which I have to advert, in connexion with General Education, is the annual Examination for Government Rewards, held in February last. The objects with which these annual examinations were instituted, and the discussions that have taken place regarding them, are fully set forth in the 6th chapter of the memorandum referred in former parts of this report. They were designed, as the Examiners have observed in the 15th para of their report, to give an impulse to education by holding out the prospect of employment in the public service to the educated classes, and so to improve the qualifications of the public employees. The examinations, His Lordship in Council is aware, are open to all persons not in the covenanted service of the Honorable East India Company; three pecuniary rewards of the respective sums of Rupees 500, 300, and 200, being offered, with an intimation that the names of the candidates to whom the rewards may be adjudged, and of all who shall have attained a certain standard of proficiency, will be published in the Gazette for the information of Heads of Offices. The examination is divided into two branches. In the first or what may be termed the essential branch, (for a certain knowledge of *each* of the subjects specified in this branch is essential to entitle a candidate to reward or to mention in the Gazette) the subjects laid down on the last occasion were nearly similar to those prescribed in the previous year. They involved a grammatical acquaintance with the English language, a knowledge of the leading facts of the histories of India and of England, general Geography, Arithmetic, Algebra as far as simple Equations, the 1st four books of Euclid, the leading facts in Astronomy and Mechanics, translations from and into

the Vernacular languages, and the composition of an English Essay.

51. In the second or optional branch, the only important variation from the previous course of examination was the requisition of a Vernacular Essay. All the subjects however in the second branch of the examination were entirely optional, and, as remarked by the Examiners, any candidate who succeeded in the essential subjects would have been entitled to reward, although he had not attempted, or even had failed in the optional subjects, provided the marks obtained by him exceeded those of the other candidates. This circumstance appears to have been overlooked in some quarters, where notice has been taken of the difficulty of the papers proposed in the second branch of the examination, without sufficiently distinguishing it from the first.

52. The very small number of candidates who attended the examination of 1854 was noticed in the last report of the University Board. On the late occasion the number of candidates was still smaller—only five—all of them pupils either past or present of the Government Institution at Madras. The Examiners in the 18th and following paras of their report discuss at length the causes of this very unsatisfactory result. They apparently attribute it in some measure to a misconception of the nature of the Examination; and they suggest that the special notice of the Heads and Managers of educational Establishments should be called to it, and that it should be set before them with a clearer exposition of its objects and a further explanation of its details. They also suggest some modifications of the existing standard in the essential subjects. And lastly they urge the expediency of holding out some more powerful incentive than the annual offer of pecuniary rewards, or mere honorary distinctions.

53. The alterations suggested by the Examiners in the list of essential subjects appear to me to be judicious, and will accordingly be embodied in the notification of subjects for the ensuing examinations. The course pointed out by them for

preventing the possibility of misconception as to the nature and objects of the examination will also be carried out.

54. The last and most important of their suggestions, that success at these examinations should confer a right of preference to admission into the public service, is one which has been often mooted, and on which considerable difference of opinion has prevailed. It has been urged by the advocates of the measure, that the advantages to be derived from it, in the encouragement it would hold out to a high standard of Education,—and in the improvement of the qualifications of public employees, more than counterbalance any objections that may be raised, on the score of fettering the discretion of heads of offices in the disposal of their patronage. It is argued on the other hand, that as heads of offices are responsible for the efficiency of their offices, no considerations are sufficient to justify a measure which would fetter them in the selection of their subordinates; and this would appear to have been the view adopted by the Honorable Court, as expressed in the 76th para of their late despatch, wherein they declare that they “confidently commit the encouragement of educated, in preference to uneducated, men to the different officers who are responsible for their selection,” and that they “cannot interfere by any further regulations to fetter their free choice in a matter of which they have the sole responsibility.” The question therefore which has been mooted by the examiners, so far as it involves the enactment of any peremptory rule on the subject, can hardly be considered an open one. The principle however upon which the Honorable Court desire that their servants should act, is very distinctly laid down in the paragraph of their despatch immediately preceding that in which the passage above quoted occurs. It is to the effect that “when the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not, and that even

“ in lower situations a man who can read and write be preferred
 “ to one who cannot, if he is equally eligible in other respects.”

55. The above instructions, I think, should be prominently brought to the notice of the heads of offices, with an injunction that they be strictly conformed to ; and an authoritative declaration to the same effect should be inserted in the notices issued with reference to the examinations now under consideration. These examinations, it is to be observed, will ere long be superseded by the establishment of the projected University, and it is possible that in the greater éclat which will be considered to attach to an University Degree, a stimulus will be afforded, which the present examinations have failed to produce.

56. I now proceed to offer a few remarks on the history and progress of those Professional or special Institutions, whose reports are appended, viz., the Medical College, the Revenue Board Survey School, Major Maitland's School of Ordnance Artificers, and the School of Industrial Arts under Dr. Hunter.

57. The Medical College, or Medical College.
 Medical School, as it was originally designated, was established in 1835. Previous to that period, the instruction of Candidates for employment in the subordinate grades of the Medical Department was confined to such practical instruction as they were able to pick up by attendance at the Hospitals. The Medical Subordinates were then, as now, divided into two classes ;—the first composed of persons of European descent, comprising the grades of Apothecary, Second Apothecary, Assistant Apothecary, and Medical Apprentice ;—the second composed of Natives comprising the grades of First Dresser, Second Dresser, and Medical Pupil. To supply vacancies, volunteers of both classes were enrolled, who, after a preliminary attendance at Hospitals, were brought on the establishment as vacancies occurred ; those of the European branch as Medical Apprentices, and those of the Native branch as Native Medical Pupils. When thus brought on the establishment, they were distributed to Hospitals, not as effective

servants, but merely as pupils, for the purpose of completing their practical instruction in Hospital studies. They were afterwards promoted to the grade of Assistant Apothecary and 2d Dresser ; as vacancies occurred.

58. The want of systematic instruction in the science of Medicine and Surgery having long been felt, the Government, under date the 13th July 1835, directed that a portion of the more advanced Medical Apprentices and Native Medical pupils should be placed under the Surgeon of the General Hospital at Madras, for the purpose of receiving instruction in Anatomy and the more essential branches of Medicine and Surgery. An Assistant Surgeon was at the same time appointed to the General Hospital to aid the Surgeon in the performance of this duty, and a suitable building was shortly afterwards erected in the immediate neighbourhood of the Hospital for the accommodation of the classes. The course of instruction comprised *Materia Medica* and Elementary Pharmacy, Anatomy and Physiology with dissections, Surgery and the practice of Medicine ; the English language being the medium of instruction.

59. This was the origin of the Medical School, which has since expanded into the more complete institution now designated as the Madras Medical College.

60. The School continued under the charge of the Surgeon of the General Hospital, with no other aid than that of the Assistant Surgeon, and of an Assistant Apothecary and Native Dresser, who were subsequently placed under his orders ; until 1846, when a Professor of Chemistry was appointed, who also undertook the department of *Materia Medica*. Clinical instruction in Medicine and in Surgery was at the same time added to the course. In the following year (1847) two additional Professors were appointed—one in the departments of Anatomy and Physiology, and another in those of Midwifery and Diseases of the Eye ; and on that occasion the constitution of the school, the distribution of the duties of the teachers, and the course of instruction, were remodelled ; the general direction

of the institution, the arrangement for the delivery of Lectures, and the framing of regulations, being vested in a Council of Instruction composed of the Professors, who were directed to submit to the Medical Board, for the information of Government, all regulations proposed by them previous to carrying them out. The arrangement of details connected with the interior economy of the school, the conduct of the Students and the control of the servants were left under the immediate direction of the Surgeon of the General Hospital, Mr. Harding, whose management of the school with the aid of the present able Professor of Midwifery and Diseases of the Eye (Mr. Shaw, for many years Assistant Surgeon in the General Hospital,) had called forth the repeated approval of Government and of the Honorable Court of Directors. Mr. Harding was continued as Superintendent of the School, with the powers above specified, and was also charged with the correspondence of the Council. On his retirement, the office of Superintendent was abolished; and one of the Professors was appointed President of the College Council, the duties of Secretary being assigned to another of the Professors. In 1850 the Professorial staff was increased by the appointment of a Professor of Botany. It now consists of six Professors with an Assistant to the Professor of Chemistry, a Demonstrator of Anatomy and Curator of the Museum and a Native Assistant. The course of instruction embraces Chemistry and Pharmacy; Anatomy and Physiology; Medicine and Clinical Medicine; Surgery and Clinical Surgery; Midwifery and the Diseases of women and children; Botany, Materia Medica and Therapeutics; Ophthalmic Medicine and Surgery; and Medical Jurisprudence. Under recent instructions from Government arrangements have been made for a separate course of Military Surgery in addition to the above, which will be commenced in the ensuing Session. The designation of the institution was altered from that of School to College in 1851.

61. I have alluded to the existing division of the Subordinate grades of the Medical Department into two classes—the one composed of persons of European descent and

the other of Natives. Some years ago (in 1841), the Government saw reason to question the propriety of this division; and an order was issued declaring Natives eligible as well as Europeans and Indo Britons to admission into the class of Medical Apprentices, and to promotion to the superior grades of Assistant Apothecary and Apothecary, which had been previously restricted to persons of European descent. It was also declared that the inferior appointments of Medical Pupil and Dresser should be open to Europeans and East Indians, in the event of their desiring to avail themselves of such situations. The alteration was based on the spirit of the Act of Parliament which declares that "no Natives of these territories shall be disabled by reason only of his religion, place of birth, colour or descent, from holding any place, office or employment under the Company," and it was founded on the expectation that the result would be "to infuse new vigour into an important branch of the Public Service; to awaken emulation; to afford a timely stimulus to Native improvement generally; and to the introduction of Medical Education among the better ranks of the Native Community."

62. This order however only remained in operation for one year, for on its being reported to the Court of Directors, the Honorable Court desired that "the appointments of 1st and 2d Native Dresser should be held exclusively as heretofore by Natives," and the amalgamation of the two classes of Medical Subordinates was accordingly cancelled. The measure, I should observe, had been previously objected to by the Officer Commanding the Forces, on the ground that the state of education among those classes of the Native community, who alone were willing to enter the Military Service, would prove a practical bar to the admission of Natives into the higher or what may be termed the Apothecary grade, and that even were it otherwise, "it would hardly be possible for any Native to discharge efficiently the duties of an Apothecary which involves constant employment with European Troops." It was also objected with reference to that portion

of the order, which declared the lower or Dresser Class to be available to Europeans and East Indians, that while it was not probable that Europeans or any of the better class of East Indians would be found desirous of taking advantage of the arrangement; it was to be apprehended that numbers of the lower description of Native Portuguese would thus find entrance into the Department, and to a great extent exclude both Mahomedans and Hindoos, and that the practical result of the order would consequently be disadvantageous, rather than beneficial, to the Natives; and lastly it was urged that the admission of others than Natives into what had hitherto been exclusively the Native branch of the Department, would operate prejudicially, in depriving the Natives of the aid of the only class of persons, to whom, as a general rule, they are willing to allow access to their families, which, it was observed "they rarely do, more particularly Natives not connected with the Army, to any European, East Indian or Native Portuguese."

63. The foregoing objections were at the time overruled by the Government, who were of opinion that "any great invasion of Indo Britons or even of Indo Portuguese into the lower branch of the Department" was not to be apprehended, for that "the sons of Native officers, whose abilities were equal, would always be preferred to them, and that when they were not equal such a preference was not desirable."

64. In regard to the higher branch, the Government observed, that if the qualifications of Indo Britons were superior to those of Natives who offered themselves as Candidates for Medical employment, there was no reason to apprehend such an influx of Native Hindoos or Mahomedans, as seriously to affect the supply of Indo British Apothecaries for European Regiments, and that in all other situations a Native Hindoo, Mussulman or Christian who was clever and attentive, and had proved his superiority in the Medical School "was quite as likely to be useful as an Indo Briton, who had not been able to stand the same test." The objection urged

on the score of the unwillingness of Natives to give access into their families to any other than Native Medical Officers was not noticed.

65. I have deemed it proper to state the arguments urged on this occasion for and against the abolition of the restrictions in respect to extraction ; for I am aware that the propriety of removing these restrictions, though with a different object from that with which they were removed by the Government in 1841, has been lately under discussion.

66. The object with which it has been proposed to revive the order of July 1841 is to open the grade of Native Surgeon, which has been since constituted, to the East Indian and European Candidates for employment in the Subordinate Medical Department ; and this brings me to the establishment of the grade of Native Surgeons which at present holds out greater advantages than any other branch of the Department.

67. The establishment of this grade of Medical Practitioner, under the designation of Native Apothecary, was first proposed in the letter from the Commander of the Forces to which I have already referred. It was recommended as a means of throwing open the Medical profession to the higher and better educated classes of Natives, and at the same time of conferring a most important benefit upon the whole Native community. With this view it was proposed that in eighteen of the principal Collectorates a Native Apothecary should be appointed, who should be stationed wherever his services might be most required, and besides being required to discharge the duties of his particular station, should be instructed to itinerate through the district from time to time. It was proposed that the salaries of these Native Apothecaries should be as follows :

	Rs.
Under 7 years' Service.....	50
Over 7 years' and under 14.....	70
14 and upwards.....	100

And that of the eighteen, eight should be supplied from the

permanent establishment of Dressers, and the remaining ten left open to public competition. The suggestion was not noticed at the time; but some years later (in 1847), it was taken up by the Government of the Marquis of Tweeddale, and was carried out on a more liberal scale than that originally proposed, and a class of Native practitioners under the designation of Native Surgeons was constituted, who commence with salaries of Rupees 100 and after a service of seven years receive an increase of Rupees 50, and a further increase of a like amount after a service of 14 years. The objects sought in the establishment of this class of practitioners being, to hold out inducements to the better classes of the Native Community to enter the Medical Profession, and to produce among the Native Community generally a confidence in European remedies, it was provided that the appointments should be restricted to persons of pure Native descent. Ten Stipendiary Studentships were at the same time established in the Medical School, for the support of Candidates for the Native Surgeoncies during their scholastic course.

68. About the same time provision was made for the admission of private Students into the School; and these, with the Stipendiary Students, and the holder of a Scholarship founded some years back in honor of the memory of the late Mr. Lane, a distinguished Member of the Medical Service of this Presidency, form what may be designated the Civil branch of the College. The number of Civil Students however is very limited, and the College is essentially a Military one in its main character and design, in this respect differing from the sister Institutions at Calcutta and Bombay, where the instruction of Candidates for employment in the Military Department forms a very subordinate feature in the general scheme.

69. On the report of the College Council for the past year I need offer but few remarks. The progress of the students of the Medical Apprentice class is stated to have been on the whole highly satisfactory, and “ of the whole number of 36

“ Senior Students of both classes, viz. 20 Eurasian and 16 Natives who presented themselves before the Board of Examiners to be passed out of college, if qualified for the public service, not one has been rejected; a fact, which the Council remark, is unexampled in the history of the Institution.” It will be observed that some of the Professors speak in strong terms of the deficiencies of the Native Medical Pupils, arising from defective preliminary education. The great difficulty of obtaining Native pupils, whose preliminary education has been such as to qualify them for profiting by the Lectures of the Professors, has been repeatedly brought to the notice of Government; and until general education extends among those classes, from whom the Candidates for employment in the subordinate grades of the Medical Department come, there can be little hope of improvement. I should mention that this defect of preliminary education is not confined to the Native Medical Pupils, or Candidates for the inferior situation of Dresser; but that it is likewise found in the Candidates for Stipendiary Studentships, which, it might be supposed, considering the prospects held out, would be sufficient to induce well educated Native Youths to compete for them. The prejudice however, which is still entertained against the Medical Profession by the higher Classes of the Native Community of this Presidency, has hitherto materially impeded the object of the Government in the establishment of Native Surgeoncies.

70. Of the success of the College in raising up a highly efficient class of Medical Subordinates for employment in the Army, and of the valuable services rendered by the Professors, the Government, I am aware, have received ample testimony in former years; and it only remains for me to submit my opinion, that, during the year under review, the Institution has fully maintained its character, and that the Professors have again entitled themselves to the approval of Government for their industry and ability in the discharge of their important duties. Since the date of the Council's report the College has

received the formal recognition of the Royal College of Surgeons to which reference is made in the 40th para.

Revenue Board Survey
School.

71. The Survey School, on which a Report has been submitted by the Board of Revenue in the Department of Public Works (Appendix M.), was established some fifty years ago, and was originally attached to the Observatory; but for the last thirty years and upwards has been held in the office of the Board of Revenue, and placed under the control of that Board in the Department of Public Works. Since the date of the Board's report it has been transferred to the office of the Chief Engineer. The number of pupils, for which it has been possible to provide instruction in this School, has at all times been very limited; and its inadequacy to supply the wants of the important Department, in connexion with which it has been maintained, has long been recognized. Considerable difference of opinion has existed as to the merits, as a body, of the Surveyors who have been educated in the school. The result of the enquiries instituted on this point by the late Public Works Commissioners was by no means favorable; but I am aware that several of the Engineer officers hold a different opinion, and consider themselves much indebted to the Survey School for the aid they have received from those instructed in it. The School will shortly be merged in the projected College of Civil Engineering.

Major Maitland's School of
Ordnance Artificers.

72. This School, which has only recently been constituted a Government Institution, was established by Major Maitland, the Superintendent of the Gun Carriage Manufactory in 1840, with the object of raising the Artificers (who at the time of his joining the Manufactory were a very ignorant class of men, most of them being unable to read or write their own names) "from mere manual labour into skilful scientific Mechanics, and to give them a sound practical education, such as workmen of all trades require to fit them for foremen and overseers." The school was set going and maintained entirely by Major Maitland's

personal exertions and at his own expense, and received no support or assistance from Government until a few weeks back, when it was formally adopted as a Government Institution and an allowance was granted for its maintenance. The teachers were selected from among the Warrant Officers and Sergeants of the Manufactory, who were most of them self-taught, and who were induced by Major Maitland, by hopes of promotion and of eventual remuneration, in the event of their labors being successful, to devote a portion of their leisure time to the instruction of the Artificers and pupils; the school hours being so regulated, as not to interfere with the daily work of the Manufactory.

73. His Lordship in Council is aware of the marked success which has attended Major Maitland's disinterested exertions. It will be observed indeed, from a perusal of the plan of study appended to Major Maitland's report, and from the facts stated in that document, that considerably more has been effected than entered into the original design; and a proposition for making it the basis of a more extended institution, for training Candidates for employment in the Department of Public Works, has been under discussion for some time past. For reasons in which the Government have concurred, I have been unable to recommend the adoption of this proposition, but have suggested that while the design of the School should be limited to the education of Artificers,—the object with which it was established by Major Maitland,—all due facilities should be offered to such of the pupils as may manifest an aptitude for scientific duties, to enter the Public Works Department, in which several of those educated in the School have been already employed.

The Madras School of Industrial Arts under Dr. Hunter.

74. The last of the Professional Institutions which it is my duty to notice in this report, is the School of Industrial Arts under the superintendence of Dr. Hunter. This School like that established by Major Maitland in the Gun Carriage Manufactory has only

very recently been adopted as a Government Institution. As stated in a letter addressed to Government in March 1852 by the Committee who until lately assisted Dr. Hunter in the management of the School, "it owes its existence entirely to "the active and disinterested exertions of Dr. Hunter," who soon "after his appointment as Surgeon of the Black Town "District, viz., on the 1st May 1850, opened a School of "Arts entirely at his own charge, with the liberal and enlightened design of creating among the Native population a taste "for the humanizing culture of the fine Arts." This was followed in June 1851 by the establishment of the School of Industry, the object of which, as stated in the same letter, was "to afford to the rising generation of the country the opportunity and means of acquiring useful handicrafts; to improve "the manufacture of various articles of domestic and daily use, "now largely made in the country, but rudely and uncouthly; "and also, by developing the latent material resources of the "country; to create a local supply of several articles in general "demand, which hitherto have been almost entirely imported:— "a further object was more immediately allied to that of the "School of Arts; viz., to improve the taste of the Native public, and make them familiar with beauty of form and finish "in the articles daily in their hands and before their eyes." This School, like the School of Arts, was originally set on foot by Dr. Hunter at his own cost; but after a time he was obliged to appeal to the public for help, to provide the necessary apparatus, and at the same time induced a number of gentlemen to form themselves into a Committee to aid him in its management. The progress of both these Schools was most satisfactory, especially that of the School of Industry; the manufactures of which found a ready sale, and speedily became in greater demand, than the School with its limited appliances was able to meet. Under these circumstances, the Committee applied for a monthly allowance of Rupees 600, and a grant of Rupees 6,000, for the purchase of machinery, models, casts, and studies. They also suggested the expediency of relieving Dr. Hunter

from his medical duties, and allowing him to devote his entire time and attention to the management of the Schools. These requests have been recently complied with by the Honorable Court, and the two Schools under the designation of the "School of Industrial Arts," have become a Government Institution.

75. The course of instruction and operation of the School generally during the year under review are fully stated in Dr. Hunter's report.

Conclusion. 76. I have now completed my review of the progress of the several educational institutions, which have been either supported or aided by Government during the year ending on the 30th April last. His Lordship in Council is aware, that during the greater portion of the period embraced in this report, the direction of general education was in the hands of the University Board. The new arrangements were brought into operation only a few weeks before the close of the official year; and during the interval which elapsed after the promulgation of the Honorable Court's Despatch of the 19th July last, the Members of the University Board were naturally unwilling to commence any measures which might have the effect of fettering the discretion of the officer, who might be appointed to succeed them in the administration of the department. Such measures as have since been carried out, or are now being devised, for the advancement of education generally, and especially for the extension of elementary education, will form the subject of my next report.

I have the honor to be,

Sir,

Your most obedient servant,

A. J. ARBUTHNOT,

Director of Public Instruction.

Office of the Director of Public Instruction, }
 Madras, 29th August, 1855. }

APPENDIX A.

MADRAS UNIVERSITY—FOURTEENTH YEAR.

- No. I. Report of the Principal.
- No. II. Synopsis of Studies and Programme of the Examination.
- No. III. Questions proposed to the scholars of the College classes.
- No. IV. Selected Answers of the senior scholars of do.
- No. V. Report of the Examiners.
- No. VI. Establishment of the Madras University as on the 30th April 1855.
- No. VII. Statement of the number, caste, &c., of the students.
- No. VIII. Abstract Account of Receipts and Disbursements.
- No. IX. List of the Proficients of the Madras University.
- No. X. Letter of the Principal to the late University Board regarding the proposed Vernacular Normal class.

No. I.

REPORT OF THE PRINCIPAL.

FROM E. B. POWELL, ESQ.,

Principal of the Madras University,

TO. A. J. ARBUTHNOT, ESQ.,

Director of Public Instruction.

SIR,

1. I have the honor to submit the following Report upon the state and progress of the Madras University during the past year.

2. In the month of March, 1854, Mr. Bowers, the Professor of English Literature, was compelled to seek the restoration of his health by a temporary return to England. This circumstance necessitated certain changes in the tuitional arrangements of the College classes. With the approbation of the late University Board, I undertook the management of Mr. Bowers' department, assigning almost the whole of my duties as Teacher of Mathematics and Natural Philosophy to C. Teroovengada Naidoo, a Proficient of 1853, who had previously occupied the position of a Tutor in the High School. This step was rendered unobjectionable by the fact, that throughout last year there were only two College classes in existence, the third or senior class having been broken up on the successful competition of some of its most promising members for apprenticeships under the Madras Railway Company.

3. It may perhaps be considered that the annihilation of the senior class of an institution,—that class which more than any other gives a tone to the whole body of students,—was a measure that should not have been adopted ; but it must be recollected that one of the most pressing wants of India is a circle of Professions, affording scope for the practical application of those intellectual powers, the development of which is the business of all our Educational institutions. Considering then the great advantage of inducing Hindu youths to look for advancement in Professions, and more especially in such a one as Civil Engineering, it is hoped that a temporary falling off in the standard of attainments will be held to be compensated by the benefits accruing in another direction.

4. To this Report is appended a Scheme shewing in detail the hours devoted by the College students to the several subjects entering

into their course of instruction. The members of the College classes displayed, in general, a fair amount of intelligence and industry during the year; but, in some cases my colleagues and myself found reason to complain of a want of solid grounding in elementary subjects, which retarded the progress of the pupils, and too frequently left them without a thorough comprehension of the matter engaging their attention.

5. The University Report for the year 1853 noticed the fact that some of the High School classes were not altogether in a satisfactory condition, and intimated that this arose from the difficulty that was experienced in securing efficient teachers. In the course of last year certain steps were taken to remedy the evil, the most important being the introduction into the school, as 1st Tutor, of a gentleman from England, Mr. Jenkins, who has had considerable experience in education, and holds several highly satisfactory testimonials from competent judges. I trust that the examination at the close of the current year will afford evidence of a marked improvement in this department of the institution. It is clear that, unless the High School is brought into a perfectly sound condition, we cannot expect to have any classes really deserving the title Collegiate. Two defects are to be met with in the High School, as I believe they are in almost every educational institution at the Presidency, a want of distinctness of ideas and an inaccuracy of language in replying to the questions of the teacher. It must be our aim to apply the necessary remedies at the very outset of a scholar's career; if from the junior class of the Primary up to the most advanced in the High School, no obscure, half developed thought were allowed to pass, no ungrammatical phrase received, the senior students would certainly derive much greater profit than they have hitherto done from the subjects to which they direct their minds, and their English composition would better stand comparison with that of the most highly educated youths in other parts of India. The routine of Studies in the High School is shewn in a Tabular Statement, which forms part of the Appendix.

6. The tuition in the Primary School undoubtedly made considerable improvement during the year. More attention was paid to the pronunciation of the pupils, and the Vernacular languages were more frequently brought into play in the explanation of difficult words and phrases occurring in the English lessons. Much however remains to be accomplished with reference to both these points, the importance of which in an Elementary School can scarcely be over-estimated. In the Appendix will be found the Scheme of Studies pursued in the Primary School during the past year.

7. In September 1854 Messrs. Fortey and Hubbard the present Head Masters of the Combaconum and Calicut Provincial Schools, arrived at Madras; and, in accordance with the directions of the University Board, made repeated visits to the different classes of the High School, in order to gain an acquaintance with the intellectual capabilities of Hindu lads, and ascertain the tutorial and other arrangements in force in the institution. Of course my Colleagues and myself were only too glad to afford Messrs. Fortey and Hubbard all the information and assistance that lay in our power.

8. Shortly after Messrs. Fortey and Hubbard left Madras, Messrs. Neale and Williams, two Masters from the Training Institution of Kneller Hall, near London, arrived at the Presidency. These gentlemen were directed to join us, as a temporary measure; they accordingly did so, and beside taking classes to allow of the formation of an opinion as to the nature of the work that might be most advantageously assigned them, they were afforded opportunities of exemplifying, before our junior teachers, the improved modes of tuition with which they had been made acquainted at Kneller Hall.

9. In December Mr. Neale proceeded to Bellary to establish a School in that locality, Mr. Williams remaining at Madras. The latter is for the present acting as tutor of one of the High School classes; but I am anxious to modify the existing arrangements, so as to make him serviceable in completing the training of certain of our junior teachers. Owing to the difficulty we have experienced in securing masters for our classes, I have not hitherto been able to effect this object; but I trust to be more successful in the ensuing months.

10. In July last year, Mr. Joyes, an East Indian gentleman, of some experience in tuition, and possessing a good knowledge of Tamil and a slight acquaintance with Telugu, was appointed Acting Superintendent of the Tamil classes, with the understanding that he was himself to take charge of a Tamil translation class, besides using his best endeavours to render the tuition of the Tamil department as efficient as possible.

11. It was intended that Mr. Joyes should eventually qualify himself to supervise the Telugu classes as well as the Tamil ones, supposing a beneficial effect to result from his introduction into the institution, and his acting appointment to be confirmed in consequence. As I consider Mr. Joyes has done good service since his connection with us, and as I believe he is likely to do still better in future, I beg to recommend that the confirmation of his appointment be sanctioned. There is no doubt that in the Vernaculars an immense field lies open, and that the English

education which is being acquired by so many of the rising generation of Hindus will be comparatively inoperative upon the country, unless it is accompanied by a fair proficiency in their own languages.

12. I take this opportunity of calling attention to the scheme I submitted to the late University Board towards the close of last year, a copy of which is appended to this letter. The plan received the partial sanction of that body; but, owing to circumstances, has not yet been carried out. I feel confident that Mr. Joyes, with the assistance of P. Vejarungai Moodelly, a proficient of 1851, now holding a teachership in the Tamill department, would be able to render very valuable aid in educating Masters for Vernacular village schools of an improved character,—in training up Moonshees or Teachers of Vernacular Literature,—and in assisting to bring out elementary Vernacular class books. With reference to the last point, it is evident that, while educating Masters for village schools, Mr. Joyes would have either to draw up class books, supposing none of the required sort to exist, or, what would more generally be the case, to bring into immediate use such works as are now to be met with, and amplify and improve them in the course of his labours.

13. The English Normal class may be said to have ceased to exist, although there are still two of its members attached to the institution. In the course of 1854 three Normal pupils were appointed to junior teacherships, two left with the permission of the Board, in order to enter lines more congenial to their taste, and two were removed in consequence of their being deemed unlikely to improve and fit themselves for the office of teacher. Of the two remaining pupils, one has been acting as a tutor in the Primary School for some months; the other, besides devoting his leisure hours to private study, has had charge of a division of the lowest high school class during the absence of its teacher on sick certificate. Both have shewn a desire to improve themselves, and to discharge to the best of their ability such duties as have been assigned to them. Undoubtedly it would be well if their qualifications could be raised; but, even as they stand, they are capable of rendering service to the cause of education; and, as I have already mentioned, there is extreme difficulty felt throughout the Presidency in securing even tolerably qualified masters. I propose, if the measure meet with approval, to keep the two young men upon their present stipends, employing them alternate weeks in the Primary school, and causing the unoccupied Normal Pupil to join a High School class and receive additional instruction in certain branches of knowledge.

14. In December last the Annual Examination took place in accordance with a Programme given in the Appendix. The College classes were examined almost entirely in writing, the questions being for the most part proposed by the gentlemen appointed by Government to officiate at the examination of competitors for the pecuniary rewards and certificates held out to all not in the Covenanted Services. Mr. J. B. Norton, V. Ramiengar, the Naib Sheristadar of Nellore, and the Translators to Government also lent their assistance upon the occasion. The results of the examination should of course not be compared with those of preceding years, as the point of farthest advancement of the institution was marked by a class one grade lower than usual: I am afraid however, even making an allowance for this, the general style of answering was somewhat below the average. It is unnecessary for me to dwell upon the manner in which the College students acquitted themselves, as the reports of the Reverend Messrs. Richards and Symonds, and Mr. J. B. Norton, together with the appended answers, will afford sufficient information.

15. The examination of the High School classes was conducted partly in writing, and partly *vivâ voce*; Mr. Gordon and myself executing the greater portion of the work, but being assisted by the Reverend Messrs. Richards and Symonds, and by V. Ramiengar. The results were tolerably satisfactory: at the same time it is certainly necessary to raise the standard in each class, and to correct those defects to which I have alluded in another part of this report. I may remark that it would be well to modify the course of instruction, throwing aside certain of our present class books, and adopting in their stead others of a superior character. To effect this is by no means an easy task: the demerits of a History, Geography, or other school book may be patent; still, owing to the difficulties experienced in selecting and procuring works, we often feel compelled to bear with existing evils. It is highly desirable that a series of graduated class books should be laid down, and means adopted to secure a certain and ample supply of such works.

16. The Primary classes were examined mainly by Mr. Gordon and myself; as however we could not find time to test the attainments of the pupils in all the classes, the examination of the lowest divisions was conducted by Mr. McLeish, the Head Master of the department. I am happy to have it in my power to bear testimony to the progress of the Primary School; the results of the examination supported the favorable opinion I had been led to form of the department during the year.

17. I have not deemed it necessary to go into the details of the examination of each class, as I do myself the honor of forwarding, with this report, the class lists of the three departments of the institution. In the lists are entered the marks obtained by each scholar in his several studies; a glance will consequently suffice to shew the proficiency of any pupil in any particular branch of knowledge. I may mention that copies of the class lists are suspended in the respective rooms as guides to the teacher and stimulants to the scholars.

18. I beg to refer you to the reports of the Government Translators, who acted as Examiners in the three languages, Tamil, Telugu and Mahratta, for detailed information with regard to the condition of the vernacular department. It will be seen that the results in Tamil and Telugu are satisfactory. The Mahratta Examiner does not speak equally favorably of the classes which came under his notice; but I must be allowed to state that it would be unfair to require a good out-turn of work, where instruments are wanting. For the last two or three years the Mahratta department has languished; a single teacher has had to instruct *four* classes formed out of pupils in the High School, and *three* others comprising members of the Primary School; and of necessity the lads have made but little progress.

19. Without dwelling upon this point, I now beg to recommend that the Mahratta department be done away with, and the boys at present studying Mahratta transferred to either Tamil or Telugu, the choice between those languages being left to the parents of the scholars. This step seems no more than is required: Mahratta is in this Presidency a plant of forced growth; and if accounts are no longer to be kept in the language, there will be little or no demand for instruction in it. Moreover by reducing the number of vernacular languages to two, Tamil and Telugu, we should simplify our machinery so much that it would become far easier to secure efficient supervision of the vernacular department of the institution.

20. In making the foregoing recommendation, I assume that there would be no difficulty in negotiating, with the Bombay Educational Authorities, the transfer of the Mahratta Moonshee, Gunesh Gungader Shastry, on his present salary, from Madras to Bombay with the understanding that his past service of nearly fifteen years should count towards an eventual superannuation pension.

21. The abolition of the Mahratta classes would render it necessary to entertain additional teachers in Tamil and Telugu. At present it

is by no means easy to handle some of the classes in those languages, owing to the large number of boys they contain; and the change would afford a favorable opportunity of re-arranging the divisions, and fixing the numerical strength of each at a convenient point. The additional expense would be very trifling, as only junior teachers would be requisite, and even this cost might be rendered still less in case of a vernacular normal class being sanctioned.

22. I do myself the pleasure of recommending the following boys for class prizes in the several branches of the institution: the selection in the College Department has been made upon the results of the Annual Examination; and in the High and Primary Schools, upon the same combined with those of the year, as recorded in the respective class registers.

ENGLISH DEPARTMENT.

Collegiate Classes.

2d Class.		1st Class.
B. Gopauliah.		V. Soobramanien.

High School.

Y. Allagasingary.....5th Class.		C. Chengleroyen.....1st Class A.
R. Vencatakistna Row.4th do.		A. Manikum..... { 1st Class B.
T. Permasiven .....3d do.		W. Ramakistna..... { 1st Class B.
R. M. Seealum.....2d Class A.		T. Ambrose.....1st Class C.
T. C. D'Rozario.....2d ,, B.		

Primary School.

R. Teroovengadam...3d Class A.		T. Rungiah..... 2d Class B.
A. Ruthnavaloo do. B.		N. Streenevassa Charry do. C.
V. Narrainier..... do. C.		S. Bashacarloo..... do. D.
B. Narrain Row..... do. D.		P. Kistnasawmy do. E.
C. Audipoory.....2d do. A.		M. Venayagum.....1st Class.

VERNACULAR DEPARTMENT.

Tamil.

V. Rajagopaul.....2d Translation Class.
M. Parthasarady.....1st do. do.

<i>College and High School.</i>	<i>Primary School.</i>
T. Rungasawmy.....4th Class.	C. Callyanasoondrum...3d Class.
M. Mootoo Chetty.....3d do.	C. Ruthnavaloo do.
D. Aroonachellum .....2d do.	L. Davasigamony.....2d do.
C. Teroovengada Charry1st do.	P. Comarasawmy do.
	C. Vencatachellum.....1st do.
	P. Chengalvaroyen do.

Telugu.

<i>College and High School.</i>	<i>Primary School.</i>
Y. Allagasingary .....4th Class.	T. Rungiah.....3d Class.
B. Ramasawmy do.	P. Streenevassaloo..... do.
C. Vencatasawmy .....3d do.	C. Ragoonaikooloo.....2d do.
P. Vencataroyaloo .....2d do.	T. Lutchmanen .....1st do.
S. Shunmoogum.....1st do.	M. Appasawmy..... do.

Mahratta.

<i>College and High School.</i>	<i>Primary.</i>
C. Balajee Row .....4th Class.	D. Rama Row.....3d Class.
S. Streenevassa Charry 3d do.	M. Jaya Rama Row ... do.
A. Arathoon .....2d do.	P. Narrain Row.....2d do.
V. Jugganadum .....1st do.	C. Kistnasawmy Chetty1st do.

23. I beg to suggest the award of the Norton Medal for the best Tamil Essay to T. Rungasawmy. Three scholars competed, the subject being—"The benefits to be derived from improving the internal communications of India;" and it appears that the Essays of two competitors are decidedly creditable productions. As Rungasawmy's, however, is ranked first by three several judges, the medal necessarily falls to his lot: Rajagopaul, the second in the competition, will have another opportunity of trying his fortune, as he happens to be in a junior College class; the recollection of this fact, with the mention I now make of him, will I hope be a sufficient consolation for his not inglorious defeat.

24. The same youths that contested the Norton Medal also competed for this year's Pacheappah's Vernacular Prize. Here again Rungasawmy is declared by competent judges to be the victor, Ra-

jagopaul standing second as before: I accordingly recommend that the prize be conferred upon Rungasawmy. The subject matter which had to be conveyed in Tamil is—"The discovery of the route to India round the Cape of Good Hope, as contained in Chapter III, volume I, of Murray's British India."

25. It will doubtless be thought fitting that some general plan of scholarships should be laid down at an early date. Under existing circumstances, I deem it sufficient to request that the following students be granted the stipends placed opposite their names for the space of one year, or till a complete scholarship scheme be drawn up and approved.

List of Boys recommended for Scholarships.

Names.	Classes in 1854.	Classes promoted to in 1855.	Scholarships.	Amount.
B. Gopauliah.....	College. 2d Class.	3d Class.	Govt. Scholarship....	Rs. 12
C. Ramiah.....	do.	do.	do.	" 12
Y. Vencataramiah....	do.	do.	Pacheappah's scholar.	" 12
N. Ramasawmy.....	do.	do.	Elphinstone Scholarship.....	" 12
V. Soobramanien.....	1st Class.	2d Class.	Govt. Scholarship....	" 8
V. Canakiah.....	do.	do.	Pacheappah's scholar.	" 8
T. Samiah.....	do.	do.	do.	" 8
L. Vurdarajooloo.....	do.	do.	do.	" 8
T. Cooposawmy.....	do.	do.	Govt. Scholarship....	" 8

High School.

Y. Allagasingary.....	5th Class.	College. 1st Class.	Govt. Scholarship....	Rs. 5
C. Cooposawmy.....	do.	do.	do.	" 5
T. Balajee Row.....	do.	do.	do.	" 5
M. Parthasarady.....	do.	do.	Pacheappah's scholar.	" 5
R. Vencatakistna Row.	4th Class.	H. school 5th Class.	Govt. Scholarship....	" 3
B. Ramasawmy.....	do.	do.	do.	" 3
T. Tandavaroyen....	do.	do.	do.	" 3
C. Vencatasawmy....	do.	do.	do.	" 3
C. Rungacherry.....	do.	do.	do.	" 3
T. Permasiven.....	3d Class.	4th Class.	do.	" 2

26. The number on the 1st April of this year stood as follows in the several departments.

College.....	28	against	23	in 1854.
Normal Pupils.....	2	,,	7	,, do.
High School.....	228	,,	221	,, do.
Primary School	314	,,	278	,, do.
Total...	<u>572</u>		<u>529</u>	,, do.

27. In concluding this Report it is my pleasing duty to state that throughout last year, I received for the most part hearty co-operation from my fellow labourers in the institution.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) EYRE B. POWELL,

Principal.

Madras University, }
17th May 1855. }

No. II.

SYNOPSIS OF STUDIES AND PROGRAMME OF THE EXAMINATION.

SYNOPSIS OF STUDIES.

English Department.

COLLEGIATE CLASSES.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
2D CLASS.			
History,	Taylor's History of Modern Europe,	Chapters V and VI, pages 153-310	The whole.
Literature,	Shakespeare's Richard II,	Richard II,	do.
	Bacon's Essays,	Essays 16, 17, 19, 20, 21, 22, 23, 25, 26, 29, 31, 33, 37, 42 and 51	do.
Political Economy,	Marcet's Conversations on Political Economy,	Pages 1-258,	do.
Spherical Trigonometry,	Hann's Spherical Trigonometry,	Principal propositions,	do.
Astronomy,	Moseley's Lectures on Astronomy,	Pages 1-190; together with an explanation of Astronomical instruments, and mathematical demonstrations of the principal propositions from the Master,	do.
Composition, .....	.....	.....	.....
1ST CLASS.			
History,	Taylor's History of Modern Europe,	Chapters I-IV; pages 1-152,	The whole.
Literature,	Calcutta Poetical Reader, No. IV,	Extracts from Shakespeare, pp. 18-35, extracts from Milton, The Garden of Eden, Loss of Sight, Shakespeare, extract from Dryden, Court of Charles II, Grey's Bard, extracts from Byron, Greece, The Greek Bard, Rome, The Dying Gladiator,	do.
		Domestic Influence of Slavery, Defence of Peltier, Bonaparte's expected invasion of England, Fall of Napoleon, Eulogy on Cromwell, Hatfulness of War, The influence of Shakespeare on the human mind, Effects of the Feudal system, Formation of Character, The Great Exhibition, The Puritans, Expulsion of Locke from Oxford,	do.
Plane Trigonometry,	Hann's Plane Trigonometry,	The whole with the exception of De Moivre's Theorem,	do.
Geometry,	Euclid,	Euclid, Book VI to proposition 21	do.
Algebra,	Chambers' Algebra,	Properties of numbers, Indeterminate coefficients, Permutations and Combinations, Binomial and Exponential Theorems, The computation and use of Logarithms,	do.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
Mechanics,	Whewell's Mechanical Euclid,	Statics pp. 26-66,	The whole
Composition, .....	.....	.....	.....

N. B.—No Third (or Highest) College Class has been in existence this year, in consequence of the 2d Class Students of 1853 having quitted the Institution under the circumstances mentioned in para. 7 of the last Annual Report.

HIGH SCHOOL.

5TH CLASS.

English History,	Whittaker's edition of Goldsmith's History of England,	Chapters 27-38,	Chapters 31-38.
Geography and History of India,	Symond's Geography and History of India,	Chapters 8-24.	The whole
General Geography,	Goldsmith's Geography, ..	The whole (generally),	do.
Poetry,	Calcutta Poetical Reader, No. III,	Pages 153-178, and 192-221, ...	Flodden Field, The last Man, The Deserted Village, and The Traveller.
Elementary Composition, .....	.....	.....	.....
Arithmetic,	From the Master,	The whole,	The whole.
Geometry,	Euclid,	Books 3, 4 and 6,	do.
Algebra,	Chambers' Algebra, ...	Simple and Quadratic Equations and the three progressions, ...	do.
Reading, .....	.....	.....	.....
Copy Writing, .....	.....	.....	.....

4TH CLASS.

English History,	Whittaker's edition of Goldsmith's History of England,	Chapters 4-26,	The whole.
Geography and History of India,	Symond's Geography and History of India,	Chapters 4-7,	do.
General Geography,	Goldsmith's Geography, ..	The whole (generally),	do.
Poetry,	Calcutta Poetical Reader, No. III,	Alexander Selkirk, Elegy in a country church yard, Elegy on Sir John Moore, The Mariners of England, The Battle of Hohenlinden, The Battle of the Baltic, The Soldier's Dream, The Treasures of the Deep and Parnell's Hermit,	The whole except Parnell's Hermit.
Elementary Composition, .....	.....	.....	.....
Arithmetic,	From the Master,	The whole,	The whole.
Geometry,	Euclid,	Books I and II,	do.
Algebra,	Chambers' Algebra,	Addition, Subtraction, Involution, Evolution, Greatest common measure, Least common multiple, Algebraic fractions, Impossible quantities and Simple equations	do.
Reading, .....	.....	.....	.....
Copy Writing, .....	.....	.....	.....

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
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3D CLASS.

Roman History,	Pinnock's Goldsmith's Roman History,	Chapters XIX-XXIII,	The whole.
Geography, ...	Goldsmith's Geography,	Europe and Africa,	do.
Grammar, ...	D'Orsey's Grammar,	Part I,	do.
Poetry, ...	Gay's Fables,	Part II, Fables 2-6,	do.
Arithmetic, ...	From the Master,	Vulgar and Decimal Fractions, Extraction of the square root, Simple and Compound Proportions, and Simple Interest	do.
Writing from Dictation, ...	.....	.....	.....
Reading, .....	.....	.....	.....
Copy Writing, .....	.....	.....	.....

2D CLASS—DIVISION B.

Roman History,	Pinnock's Goldsmith's Roman History,	Chapters I-XVIII,	The whole.
Geography, ...	Goldsmith's Geography,	Asia and America,	do.
Grammar, ...	D'Orsey's Grammar,	Part I, and parsing,	do.
Arithmetic, ...	From the Master,	Vulgar Fractions and the Rule of Three Simple and Compound,	do.
Writing from Dictation, ..	.....	.....	.....
Reading, .....	.....	.....	.....
Copy Writing, ..	.....	.....	.....

2D CLASS—DIVISION A.

Roman History,	Pinnock's Goldsmith's Roman History,	Chapters I-XVII,	The whole.
Geography, ...	Goldsmith's Geography,	Asia and America,	do.
Grammar, ...	D'Orsey's Grammar,	From the beginning to Moods, and Tenses with Parsing,	do.
Arithmetic, ...	From the Master,	Vulgar Fractions and Simple Rule of Three,	do.
Writing from Dictation, ...	.....	.....	.....
Reading, .....	.....	.....	.....
Copy Writing, ..	.....	.....	.....

1ST CLASS—DIVISION A.

Indian History,	Gleig's British India,	Chapters I-XVII,	The whole.
Geography, ...	Pinnock's Catechism of Geography,	Africa, America, Asia and Oceania,	America & Asia.
Grammar, ...	Murray's Abridgment of Grammar,	Orthography, Etymology and Syntax with Parsing,	The whole.
Arithmetic, ...	From the Master,	Four Simple and Compound Rules and Reduction,	do.
Reading, .....	.....	.....	.....
Copy Writing, ..	.....	.....	.....

1ST CLASS—DIVISION B.

Indian History,	Gleig's British India,	Chapters I-XVII,	The whole.
Geography, ...	Pinnock's Catechism of Geography,	Africa, America, Asia and Oceania,	America & Asia.
Grammar, ...	Murray's Abridgment of Grammar,	Orthography, Etymology and Syntax with Parsing,	The whole.
Arithmetic, ...	From the Master,	Four Simple and Compound Rules and Reduction,	do.
Reading, .....	.....	.....	.....
Copy Writing, ..	.....	.....	.....

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
1ST CLASS—DIVISION C.			
Indian History,	Garrett's History of India,	Chapters I-XIV,	The whole.
Geography, ...	Pinnock's Catechism of Geography,	America, Africa and Oceania, ...	do.
Grammar, ...	Murray's Abridgment of Grammar,	Orthography, Etymology and Syntax,	do.
Arithmetic, ...	From the Master,	Four Simple and Compound Rules and Reduction,	do.
Reading, .....	.....	.....	.....
Copy Writing, ..	.....	.....	.....

PRIMARY SCHOOL

3D CLASS—SECTION A.

Reading and Spelling	Æsop's Fables,	Fables 1-123,	The whole.
Grammar, ..	The Elements of Grammar,	Orthography and Etymology, ...	do.
Geography, ...	Clift's First Geography,	Asia,	do.
Arithmetic, ...	From the Master,	The Four Simple and Compound Rules,	do.

3D CLASS—SECTION B.

Reading and Spelling,	Æsop's Fables,	Fables 1-123,	The whole.
Grammar, ...	The Elements of Grammar,	Orthography and Etymology, ...	do.
Geography, ...	Clift's First Geography,	Asia,	do.
Arithmetic, ...	From the Master,	The Four Simple and Compound Rules	do.

3D CLASS—SECTION C.

Reading and Spelling	Æsop's Fables,	Fables 1-120,	The whole.
Grammar, ...	The Elements of Grammar,	Orthography and Etymology, ...	do.
Geography, ...	Clift's First Geography,	Asia,	do.
Arithmetic, ...	From the Master,	The Four Simple and Compound Rules,	do.

3D CLASS—SECTION D.

Reading and Spelling	Æsop's Fables	Fables 1-120	The whole.
Grammar	The Elements of Grammar	Orthography and Etymology	do.
Geography	Clift's First Geography	Asia	do.
Arithmetic	From the Master	The four Simple and Compound Rules	do.

2D CLASS—SECTION A.

Reading and Spelling,	Calcutta Reader, No. I.,	Chapters I-II and 20 Lessons in Chapter III	The whole.
Grammar	The Elements of Grammar,	From the beginning to the Conjugation of Verbs	do.
Arithmetic	From the Master	Simple Addition, Subtraction and Multiplication	do.

2D CLASS—SECTION B.

Reading and Spelling,	Calcutta Reader, No. I.,	Chapters I-II and 10 Lessons in Chapter III	The whole.
Grammar	The Elements of Grammar	From the beginning to Verbs	do.
Arithmetic	From the Master	Simple Addition and Subtraction	do.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
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2D CLASS—SECTION C.

Reading and Spelling,	Calcutta Reader, No. I.	Chapters I-II and 18 Lessons in Chapter III	The whole.
Grammar	The Elements of Grammar,	From the beginning to the end of the Pronouns.	
Arithmetic.	From the Master.	Numeration	do.

2D CLASS—SECTION D.

Reading and Spelling.	English Reader No. I.	Chapters I and II.	The whole.
Arithmetic	From the Master.	Numeration and Counting.	

2D CLASS—SECTION E.

Reading and Spelling.	English Reader, No. I.	Chapters I and II.	The whole.
Grammar	The Elements of Grammar,	From the beginning to the end of Pronouns.	
Arithmetic	From the Master.	Numeration	do.

1ST CLASS.

Reading and Spelling,	English Spelling Book, No. I.	The whole	The whole.
Arithmetic	From the Master.	Numeration and Counting.	

Vernacular Department.

COLLEGE AND HIGH SCHOOL CLASSES.

TAMIL.

4TH CLASS.

Grammar	Nunnool	Uyereetoo Punareyul and Mayeetoo Punareyul.	Both Eyul.
Poetry	Kural	The first 15 Chapters	The whole.
	Ramayanum	The first 100 Stanzas	The first 50 Stanzas.

3D CLASS.

Grammar	Nunnool	Uyereetoo Punareyul.	The whole.
Poetry	Needy Nery Vilackum.	Stanza 51 to end of book.	do.
Reading	Punchatuntrum.	The 4th and 5th Stories.	The 5th Story.

2D CLASS.

Grammar	Balabotha Ilackanum.	Viny Eyul; pages 56 to 109	The whole.
Poetry	Nulvuzhy	Stanza 21 to end of book.	
	Nunnary	The whole.	The Nunnary.
Reading	History of the Discovery of America.	The first 70 pages.	The whole.

1ST CLASS—2D DIVISION.

Grammar	Balabotha Ilackanum.	The first 55 pages.	The whole.
Poetry	Konri Vanethen.	The whole.	do.
Reading	History of Hindoostan	The whole book.	The first 3 Chapters; pages 1 to 15.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
1ST CLASS—1ST DIVISION.			
Spelling	Siroovur Payerchee.....	The whole.....	The whole.
Reading	Balabothum	Do.	} Balabothum.
	History of the Discovery of America	The first 10 pages.....	
Poetry	Atthisoody.....	The whole	The first 50 Stanzas.

TELOGOO.

4TH CLASS.

Grammar	Nunniah Battium.....	Ajuntha Purichathum and Haluntha Purichathum ; pp. 69-154	The whole.
Poetry	Verata Purvum.....	Pages 20 to 43	Chap. III ; pp. 33 to 43.
Reading	Neethichundrica.....	Chapter II, Page 50, to end of book.....	The whole.

3D CLASS.

Grammar	Subthalutchana Sungrahum.....	Sunthi, and the first 54 Soothrums of Subtha Purichathum pp. 5-12	The whole.
Poetry	Sabha Purvum	Pages 12 to 26	do.
Reading	Neethichundrica	The first Chapter ; pages 3 to 49	Pages 3 to 26.

2D CLASS.

Grammar	Vuchana Viacurnum.....	Sungna Purichathum, Sunthi, and the first 6 pages of Ajuntha Purichathum	The whole.
Poetry	Buthrooharee	The first 50 Stanzas	Stanzas 25 to 50.
Reading	History of Hindoostan.....	The whole book	Chapters 1, 2 and 3.

1ST CLASS—2D DIVISION.

Grammar	Vuchana Viacurnum.....	Sungna Purichathum and Sunthi.....	Sungna Purichathum.
Reading	Vuchana Sungraha Ramayanum.....	The whole book.....	The whole.

1ST CLASS—1ST DIVISION.

Grammar	Vivâ voce.....	Declension of Nouns and Conjugations of Verbs.....	.....
Reading	Vikramarka Tales.....	The first 10 pages	} The whole as learned.
	Atchara Gootchum.....	The first 48 pages by a few, the first 14 pages by others.....	

MAHRATTA.

4TH CLASS.

History.....	Grant Duff's Mahrattah History.....	Pages 166-318	The whole.
Berquin's Children's Friend.....	Balamithra, Vol. I.....	Pages 61-173.....	do.
Grammar	Gungadera Vyacaranum.....	The whole	do.
Natural Theology	Natural Theology.....	Pages 124-181.....	do.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
3D CLASS.			
History	British India.....	Pages 106-160.....	The whole.
Berquin's Children's Friend.....	Balamittra, Vol. II.....	Pages 61-139.....	do.
Grammar	Balayacaranam.....	The whole.....	do.
2D CLASS.			
Moral History	Neetidrpanam.....	Pages 76-113.....	The whole.
History.....	Jagathy Jothee.....	The whole.....	do.
1ST CLASS—DIVISION B.			
Spelling Book.....	Lepedara.....	The whole.....	The whole.
Moral History	Bodacada.....	do.....	do.
1ST CLASS—DIVISION A.			
Spelling Book	Lepedara.....	The whole.....	The whole.

TAMIL PRIMARY SCHOOL.

3D CLASS.			
Grammar	Balabotha Iuckannm.....	Viny Eyal; pp. 56 to 109.....	The whole.
Poetry.....	Nulvuzhy.....	Stanza 21 to end of book.....	} The Nunnary.
	Nunnary.....	The whole.....	
Reading	History of the Discovery of America.....	Pages 1 to 70.....	The whole.
2D CLASS.			
Grammar	Balabotha Iuckannm.....	The first 55 pages.....	The whole.
Poetry.....	Konri Vanethen.....	The whole.....	do.
Reading	History of Hindoostan.....	The whole book.....	The first 3 Chapters.
1ST CLASS—2D DIVISION.			
Grammar	Iuckana Chnruckum.....	Yeluthathigaram and Peyereyul of Chollathigaram.....	The whole.
Poetry.....	Athisoody.....	The whole.....	do.
Reading	Balabothum.....	do.....	} Balabothum.
	History of the Discovery of America.....	Pages 1 to 10.....	
1ST CLASS—1ST DIVISION.			
Spelling.....	Siroovur Pyerchee.....	The whole.....	The whole.
Reading	Balabothum.....	Part first.....	do.

TELOGOO.

3D CLASS.			
Grammar	Subthalutchana Sungrahum.....	Samgna Puritchatham, Santhi, and the first 54 Soothrams of Subtha Puritchatham.....	} Sunthi and first 54 Soothrams of Subtha Puritchatham.
Poetry.....	Neethi Sungrahum.....	The first 102 Stanzas.....	
Reading	History of Hindoostan.....	The whole book.....	Chapter IV.

Subjects.	Books.	Portions studied during the year.	Portions for Examination.
2D CLASS.			
Grammar	Vuchana Viscarnum.....	Sungna Puritchathum, Santhi, and the first 10 pages of Ajuntha Puritchathum	} The first two Puritchathums.
Reading	Vuchana Sungraha Ramayanum.....	The whole book.....		The whole.
1ST CLASS—2D DIVISION.			
Grammar	Vibuktha Bothini.....	The whole book	The whole.
Reading	Vikramarka Tales.....	do.	do.
1ST CLASS—1ST DIVISION.			
Spelling.....	Atchara Gootchum.....	The whole by 17 boys, portions by others	The whole as learned.

MAHRATTAH PRIMARY SCHOOL

3D CLASS.			
Moral Fables....	Aesop's Fables.....	Pages 101-190.....	The whole.
History.....	Jagathy Jothee.....	The whole.....	do.
Grammar	Balavyacaranum.....	do.	do.
History.....	Catechism of Mahratta History.....	Pages 48-78.....	do.
2D CLASS.			
Moral History .	Neethidurpanam.....	Pages 1-47.....	The whole.
History.....	Jagathy Jothee.....	Pages 1-31.....	do.
Fables	Dialogue of.....	The whole.....	do.
1ST CLASS.			
Spelling.....	Lepedara.....	The whole.....	The whole.

Programme of the Examination.—December 1854.

WRITING.							VIVA VOCE.										
COLLEGE.				HIGH SCHOOL.			HIGH SCHOOL.				PRIMARY.						
Days.	Classes.	Subjects.	Examiners.	Classes.	Subjects.	Examiners.	Date.	Classes.	Masters.	Examiners.	Date.	Classes.	Masters.	Examiners.			
Monday, 11th Dec.	2d Class...	Bacon's Essays.....	Revd. Mr. Symonds.	5th Class...	English History...	Revd. Mr. Symonds.	Decr. 11th	1st Class, Division A.	Mr. A. Dique.....	Mr. Powell.	Decr. 1st	3d Class, Division A.	Mr. L. Dique.....	Mr. Powell.			
	1st do...	Prose Literature.....	Mr. Powell.	4th do...	Preparation.												
Tuesday, 12th Dec.	2d Class...	Political Economy, A. M....	} Mr. Powell.	5th Class...	Preparation.		12th	1st Class, Division B.	A. Narrain Row...	Mr. Gordon.	2d	3d Class, Division B.	Do.	Mr. Gordon.			
		Spherical Trigonometry, P. M.			4th do...	English History...		Mr. Powell.		and Division C.		P. Vardachary....	„ Jenkins.		6th	3d Class, Division C.	Mr. C. D'Sena....	Mr. Powell.
	1st do...	Mechanics, A. M.....	Revd. Mr. Richards.														
		Euclid, P. M.....	Mr. Powell.														
Wednesday, 13th Dec.	2d Class...	History.....	Revd. Mr. Symonds.	5th Class	{ Euclid, A. M.	V. Ramiah.	13th 14th and 15th	2d Class, Division B.	Mr. J. R. Nailor...	} Mr. Powell.	7th	3d Class, Division D.	Do.	Mr. Gordon.			
	1st do...	Plane Trigonometry... ..	„ Mr. Richards.												4th do...	Preparation.	
Thursday, 14th Dec.	2d Class...	Shakspeare.....	Mr. J. B. Norton.	5th Class...	Preparation.		16th and 18th	3d Class...	Mr. T. B. Poppin.	Mr. Gordon.	8th	2d Class, Divisions A. and C.	T. Bagavantaram, and Normal Pupil.....	Mr. Powell.			
	1st do...	Poetry.....	Mr. Powell.	4th do	{ Euclid, A. M.	V. Ramiah.											
					{ Arithmetic, P. M....	Mr. Powell.											
Friday, 15th Dec.	2d Class...	Astronomy.....	Revd. Mr. Richards.	5th Class	{ Composition, A. M.	Mr. Powell.	18th	5th Class...	Mr. J. S. Jenkins..	{ Revd. Mr. Symonds.	9th	2d Class, Divisions B. and D.	Mr. T. D'Vaz.....	Mr. Gordon.			
	1st do...	History.....	Mr. Gordon.												4th do	Algebra, P. M.....	V. Ramiah.
Saturday, 16th Dec.	2d Class...	Essays.....	} Mr. Powell.	4th Class	{ Composition, A. M.	Mr. Powell.	19th	4th do ...	„ M. S. Dntt...	{ „ Mr. Powell.	11th	2d Classes, Division E.	Normal Pupil.....	Mr. McLeish.			
	1st do...	Algebra and Arithmetic....														Algebra, P. M.....	V. Ramiah.
											12th	1st Class,	Mr. T. D'Vaz.....	Mr. McLeish.			

No. III.

QUESTIONS PROPOSED TO THE SCHOLARS OF THE COLLEGE CLASSES.

2D CLASS.

Shakspeare.

1. Give a succinct account of the plot, and define its principal moral.
2. When was this play written; and what period of time does it comprise: give the date of Richard II.'s death—give a pedigree from Edward III to Richard II.
3. Give the characters of Richard II, Bolingbroke, York, Northumberland and the Bishop of Carlisle.
4. Quote any passages you may remember in which the divine right of kings is supported.
5. Explain the following:
 - “Caitiff recreant”
 - “expedious manage must be made”
 - “undeaf his ear”
 - “venom sound”
 - “pelting farm”
 - “hot colts, being rag'd, do rage the more”
 - “thy state of law is bond-slave to the law”
 - “rug-headed kerns”
 - “to sue his livery”
 - “Bolingbroke repeats himself”
 - “disfigured clean”
 - “senseless conjurations”
 - “discomfortable cousin”
 - “clap their female joints.”
6. Scan the following.
 - “He was not so resolved, when last we spoke together”
 - “O who can hold a fire in his hand”—
 - “Limps after in base imitation”—
 - “For violent fires soon burn out themselves”—
 - “Like perspectives which rightly gazed upon.”
7. Explain the allusions in———
 - “Double fatal yew”—there the antick sits”—
 - “Which live like venom where no venom else”—
 - “But basely yielded upon compromise
 - “That which his ancestors achieved with blows”—
 - “Imp out our drooping country's broken wing”—
 - “To raze one title of your honor out”—

8. Paraphrase literally the following.

Each substance of a grief hath twenty shadows,
 Which show like grief itself, but are not so :
 For sorrow's eye, glazed with blinding tears
 Divides one thing entire to many objects :
 Like perspectives, which rightly gazed upon
 Show nothing but confusion ; ey'd awry
 Distinguish form : so your sweet majesty,
 Looking awry upon your lord's departure,
 Finds shapes in grief, more than himself, to wail ;
 Which looked on as it is, is nought but shadows
 Of what is not. Then thrice gracious queen
 More than your lord's departure weep not ; more's not seen ;
 Or if it be, 'tis with false sorrow's eye
 Which, for things true, weeps things imaginary.

9. Explain the following.

" 'Tis nothing less : conceit is still derived
 From some fore-father grief ; mine is not so.
 For nothing hath begot my something grief,
 Or something hath the nothing that I grieve ;
 'Tis in reversion that I do possess ;
 But what it is, that is not yet known ; what
 I cannot name, 'tis nameless woe, I wot"

"Fighting her pale faced villages with war,
 And ostentation of despised arms"

"Like glistening Phætons
 Wanting the manage of unruly jades."

Bacon's Essays.

1. What according to Bacon are the four pillars of Government and explain what he means by them.
2. In speaking of the above as "pillars," what kind of figure does Bacon employ—distinguish between metaphor, simile, allegory, and analogy ; and illustrate your answer.
3. State briefly what Bacon proposes as remedies of seditions.
4. What does Bacon mean when he infers that Atheism is rather "in the lip than in the heart of man ;" and from what does he gather this inference ?
5. Paraphrase the following sentence, and illustrate its meaning in application to Government.

“To speak now of the true temper of empire, it is a thing rare and hard to keep; for both temper and distemper consist of contraries: but it is one thing to mingle contraries, another to inter-change them.”

6. Write a very short essay on discourse embodying Bacon's ideas, as far as you remember them, in your own words.
7. What fable does Bacon make use of in illustration of the use to be made by kings of counsel, and how does he apply it?
8. “If a man watch too long it is odds he will fall asleep”—explain the sentence and especially the phrase “it is odds.”
9. Distinguish cunning from wisdom, and mention some of the instances which Bacon gives in illustration of cunning.
10. What weighty rules does Bacon lay down for the study of books, —How does he explain this rule—“Some books are to be tasted, others to be swallowed, and some few to be chewed and digested?”
11. “Histories make men wise; poets witty; mathematics subtiler; natural philosophy deep; moral grave; logic and rhetoric able to contend”—How so?
12. “It is of singular use to princes if they take the opinions of their council both separately and together”—What is the subject and what the predicate of this sentence—explain the use of the word —‘it’ in this and similar sentences.
13. “The inconveniences that have been noted in calling and using counsel are three”—How is the word ‘that’ here used—What other uses has this word; illustrate your answer.
14. Give the synonyms of the following words and distinguish between them.

Famous.

Idle.

Affection.

Pity.

Ask.

Because.

Modern History.

1. Mention some of the leading Religious Orders that were established in connexion with the Papal Power. Which of these was the most influential?
2. Were the causes that led to a decline of the Papal Power, chiefly moral or political—support your answer?

3. How far was the cause of learning fostered under the Papal system, and in what respects retarded?
4. What were the leading causes of a revival and spread of literature, and from what period would you trace such revival?
5. What were some of the more remarkable restrictions by which English Commerce was fettered. What Rulers shewed enlarged views on the subject of Trade?
6. What was the Inquisition—give a short history of it?
7. When and by whom was America discovered, how did it obtain its present name?
8. By whom was Gun-powder invented, and when was it first used in war?
9. Who was the Founder of the Ottoman Empire. Give a short sketch of its rise and progress?
10. When did England first become an influential Naval Power?
11. Who were Richelieu and Mazarin. Mention some principal facts in their administration?
12. What is meant by the Reformation. Mention the leading men who supported or opposed it?

Political Economy.

1. Explain the object of this science. To whom is a knowledge of it peculiarly requisite?
2. What gave rise to a division of labor? How are Hindu Castes connected with this subject?
3. On what does the market value of an article depend?
4. Define wealth. Is money wealth?
5. Explain the origin of rent.
6. Is the descent of landed property according to the law of primogeniture preferable to its equal division among the members of a family?
7. In times of scarcity of what benefit is the high price of grain? State the evils that would follow any interference on the part of Government with the grain Merchants.
8. What does capital represent? Are the interests of capitalists entirely distinct from those of the working classes?

9. Is emigration a permanent remedy for an excess of population over the means of subsistence? If not, state what is.
10. What are the effects of the introduction of machinery, first on the public at large, secondly on the laborers themselves?

Astronomy.

1. Point out some of the methods by which the latitude of a place on the earth's surface may be found. Show how the latitude may be determined from the observed zenith distance of a known star.
2. Explain accurately the method of determining the longitude at sea by lunar distances and investigate the formula.
3. Enumerate the corrections necessary to astronomical observations and state concisely how they respectively affect them.
4. Find the effect of parallax on the right ascension and declination of a heavenly body.
5. Point out and distinguish accurately between the different methods of measuring time.
6. Find the amount of variation between mean and true time due to the obliquity of the ecliptic.
7. Enunciate Kepler's laws, and investigate the law of the equal description of areas.
8. State the earth's distance from the sun and show how it is found.
9. What is meant by the lunar ecliptic limit and what is its amount?
10. Find the duration of a lunar eclipse?
11. Describe the apparent motions of an inferior planet.
12. Given the geocentric longitude of a planet find the heliocentric.
13. State the circumstances which led to the discovery of the planet Neptune—its distance from the sun and periodic time.

1ST CLASS.

Poetry.

1. Give the meaning of the following passages.

" His eye begets occasion for his mirth."
 " Which his fair tongue, conceit's expositor
 Delivers in such apt and gracious words,
 That aged ears play truant at his tales."

“ A jest's prosperity lies in the ear
Of him that hears it, never in the tongue
Of him that makes it.”

“ Keep thy friend
Under thy own life's key.”

“ That is honor's scorn,
Which challenges itself as honor's born,
And is not like the sire.

“ Beware

Of entrance to a quarrel : but, being in,
Bear it that the opposer may beware of thee.”

“ Thus the native hue of resolution
Is sicklied o'er with the pale cast of thought.”

“ Blest are those

Whose blood and judgment are so well commingled,
That they are not a pipe for fortune's finger,
To sound what stop she please.”

“ Yet I know
A way, if it take right, in spite of fortune
Will bring me off again.”

Shakspeare.

2. Paraphrase.

Of these the treacherous Shaftesbury was first,
A name to all succeeding ages curst ;
For close designs and crooked counsels fit ;
Sagacious, bold and turbulent of wit ;
Restless, unfixed in principles and place,
In power unpleased, impatient of disgrace,
A fiery soul, which working out its way,
Fretted its pigmy body to decay,
And o'er informed the tenement of clay,
A daring pilot in extremity ;
Pleased with the danger when the waves went high,
He sought the storm ; but for a calm unfit,
Would steer too nigh the sands, to boast his wit.”

Dryden.

Explain the character of the poem from which the foregoing lines are taken ?

3. To what does Byron compare Greece ?
4. Paraphrase the following passages.

“ These scenes, their story not unknown,
 Arise and make again your own ;
 Snatch from the ashes of your sires
 The embers of their former fires.”
 The Goth, the Christian, time, war, flood, and fire
 Have dealt upon the seven hilled city’s pride ;
 She saw her glories star by star expire,
 And up the steep, barbarian monarchs ride,
 Where the car climbed the capital.”

Byron.

Also explain the allusions.

5. What sort of morning hymn does Milton put into the mouths of Adam and Eve ?
6. What is the plan of Gray’s Bard ?
 At the close of the poem the bard exclaims,

“ Enough for me ; with joy I see
 The different doom our fates assign ;
 Be thine despair, and sceptered care,
 To triumph, and to die are mine.”

In what does his triumph consist ?

Prose Literature.

1. Home is the chief school of human virtue. Its responsibilities, joys, sorrows, smiles, tears, hopes, and solitudes, form the chief interests of human life. Go where a man may, home is the centre to which his heart turns. The thought of his home nerves his arm, and lightens his toils. There he garners up his best treasures.

“ Channing on Slavery.”

Explain this passage. Also describe briefly the domestic influence of slavery.

2. Gentlemen, the French Revolution began with great and fatal errors. These errors produced atrocious crimes. A mild and feeble monarchy was succeeded by bloody anarchy, which very shortly gave birth to military despotism. France, in a few years, described the whole circle of human society.

“ Mackintosh’s speech for Peltier.”

Explain the allusion in the above passage :—What name was given to the period of the French Revolution, between 1792 and 1794, and who was the most influential man in France, during that period ?

3. The cause speaks for itself:—

The dispute betwixt us and our enemies is brought to a short issue.

We have buried our mutual animosities in a regard to the common safety.

The intoxication of his success, is the omen of his fall.

Our present elevation will be the exact measure of our future depression, as it will measure the fears and jealousies of those who subdue us.

Paraphrase the foregoing passages:—What does Hall mean by saying the English were placed in the Thermopylæ of the universe?

4. Mention the chief causes of Napoleon's downfall.

Channing says in reference to Bonaparte's conversation with the Abbé de Pradt at Warsaw:—"These workings of such a spirit would have furnished to the great dramatist, a theme worthy of his transcendent powers."

Explain this?

5. What did Milton expect from Cromwell, after the overthrow of Charles I?

Which was the greater man Napoleon or Cromwell?

Support your opinion.

6. In Prince Albert's speech at the Lord Mayor's banquet, 1850, what is declared to be the duty of every educated man, and what was announced as the object of the Exhibition of 1851?

7. Analyze and give the primary senses of symmetry, conviction, apprehension, competition, definite, constitute, adjust, disastrous, transcendent, accident, subjugation, presumption, inscrutable. Also put down two or three kindred words corresponding to each of the above?

8. How do words obtain their secondary senses?

Modern History.

1. What led to the invasion of Italy by Theodoric, and what measures did he adopt to secure his conquests?
2. In what year did Justinian ascend the throne of Constantinople, and for what events was his reign remarkable?
3. State what you know of Phocas.
4. Give a brief account of the siege of Damascus and of the steps taken by Heraclius to relieve it.

5. What efforts did Yezdigird make to defend his kingdom against the attacks of the Saracens ?
6. State briefly what led to the assassination of Ali.
7. Who were the Sea kings ?
8. In what year did Otho I visit Rome?—give an account of his reception by Pope John XII.
9. Who was Hassan Sabah ?
10. When was the Synod of Constantinople held, and for what purpose ?
11. State what you know of Pope Leo III.
11. Give a short account of the life of Hildebrand, and of the policy he pursued.
13. What led to the Crusades and how many were undertaken ?
14. State what you know of the Crusade against the Albigenses.
15. Give a brief account of the Political institutions of Castile.
16. In what respects did the constitution of Aragon differ from that of Castile ?
17. Name the leading events in the Pontificate of Boniface VIII.
18. State what you know of Jenghiz Khan.

Mechanics.

1. Define force and weight, and show how a statical force is measured.
2. Explain what principle is involved in the axiom "action and reaction are equal and opposite."
3. If two forces acting perpendicularly on a straight lever in opposite directions, and on the same side of the fulcrum, balance each other they are inversely as their distances from the fulcrum ; and the pressure on the fulcrum is equal to the difference of the forces.

Ex :—The arms of a lever are $1\frac{1}{2}$ feet and $2\frac{1}{2}$ feet respectively, and a weight of 20 lbs. is suspended at the extremity of the longer arm, what is the magnitude and direction of the pressure on the fulcrum ?
4. Define the momentum of a force, and prove that when two forces balance on a lever, their momenta are equal.
5. If two forces acting upon a point are represented in magnitude and direction by two sides of a parallelogram, show that their resultant is represented in direction by the diagonal of the parallelogram.

- 6.. Two forces of 6 lbs. and 8 lbs. act at right angles upon a point, find the direction and magnitude of the force which will keep the point at rest.
- 7.. Find the conditions of equilibrium upon the wheel and axle.
- 8.. In a system of pulleys, in which each pulley hangs by a separate string and the strings are parallel, there is equilibrium, when $P : W :: 1$: that power of 2 whose index is the number of moveable pulleys.
- 9.. If the force (W) on an inclined plane, and the force (P) acting parallel to the plane, balance each other, and the whole be put in motion, shew that $P : W :: W$'s velocity in the direction of gravity : P 's velocity.

Plane Trigonometry.

- 1.. Find the unit of angular measure, and hence determine the length of an arc of 1° of a meridian, the earth being supposed a sphere, and its diameter 7,916 miles.
- 2.. Define $\sin A$, $\cos A$, $\tan A$, and from your definitions, prove $\tan A = \frac{\sin A}{\cos A}$ $\sin A = \sqrt{1 - \cos^2 A}$.
- 3.. Prove the following formulæ,

$$(1.) \quad \cos 30^\circ = \sqrt{\frac{3}{2}}$$

$$(2.) \quad \cos (A - B) = \cos A \cdot \cos B + \sin A \cdot \sin B.$$

$$(3.) \quad \sin (n + 1) a + \sin (n - 1) a = 2 \sin n a \cdot \cos a.$$

$$(4.) \quad \frac{\sin A - \sin B}{\cos B - \cos A} = \cot \frac{A + B}{2}$$

$$(5.) \quad \sin A = \frac{1}{2} \sqrt{1 + \sin 2A} - \frac{1}{2} \sqrt{1 - \sin 2A}.$$

Query. Will this be true for all values of A ?

- 4.. From the formulæ (3) and (5) find the value of $\sin 9^\circ$.
- 5.. If $A + B + C = 180^\circ$, prove that $\cos^2 A + \cos^2 B + \cos^2 C + 2 \cos A \cos B \cos C = 1$.
- 6.. Prove the following formulæ for plane triangles.

$$(1.) \quad \cos A = \frac{c^2 + b^2 - a^2}{2bc}$$

$$(2.) \quad \sin A = \frac{2}{bc} \sqrt{s(s-a)(s-b)(s-c)}$$

7. When two sides and the included angle of a triangle are given, shew how the other angles and the remaining side may be found.
8. Find the area of a regular polygon of n sides inscribed in a circle;— and hence determine the area of the circle.
9. The dip of the horizon being observed from the top of a mountain of known height, show how the radius of the earth supposed spherical may be thence determined.
10. Standing on the bank of a river, I found the angle of elevation of a tower on the opposite bank to be $56^{\circ} 30'$; then retiring in a direct line on a horizontal plane to a distance of 400 feet, I found the angle to be $33^{\circ} 45'$; required its height and the breadth of the river?

$$\text{Log. } 2 = \cdot 30103$$

$$\text{Log. sin } 56^{\circ} 30' = 9\cdot 92111$$

$$\text{Log. sin } 33^{\circ} 45' = 9\cdot 74474$$

$$\text{Log. sin } 22^{\circ} 45' = 9\cdot 58739$$

$$\text{log. } 47\cdot 92 = 1\cdot 68052$$

$$\text{log. } 3\cdot 172 = \cdot 50130$$

No. IV.

SELECTED ANSWERS OF SCHOLARS IN THE 2D COLLEGE CLASS.

Shakspeare.

Q. 1. Give a succinct account of the plot, and define its principal moral.

A. 1. The play of Richard II begins with the trial of Norfolk and Bolingbroke who accuses the former of high treason. The king appoints them a day to appear at Coventry, and decide the justness of their cause by a duel. Everything is prepared on the appointed day, and all the forms and ceremonies that are necessary to be passed through, before the combat begins, are finished ; but when the combatants are on the point of engaging, the King throws down his warder and puts an end to the combat. He takes the advice of his ministers among whom was Gaunt (the father of Bolingbroke) and sentences Norfolk to perpetual banishment, while the other only for six years. Soon after, the King upon the death of his uncle Gaunt, seizes upon his property to defray the expenses of his Irish wars. This conduct of the King irritates Bolingbroke so far that he lands in England, gains partizans and raises a revolt during the absence of the King in Ireland. Being a man of much popularity he wins numerous partizans to his side, and obtains the desired object. He formally deposes the King and receives the crown from his hands. Soon after, he orders Richard to be confined, and in order to enjoy the throne in security and peace, he causes him to be murdered.

The principal moral of the drama is to show the danger and disgrace which a king draws upon him by mixing himself indiscriminately with favorites, and allowing them too much liberties with him.

Q. 2. When was this play written; and what period of time does it comprise? Give the date of Richard II's death. Give a pedigree from Edward III to Richard II.

A. 2. This was one of the earliest plays of Shakspeare and it was written during the reign of Elizabeth. This drama comprises a period of nearly 2 years from the date of the banishment of Bolingbroke to the death of Richard II who died in (A. D. 1400). He was the son of Edward the Black Prince, the son of Edward III.

P. VENCATAKISINAMA.

Q. 3. Give the character of Richard II, Bolingbroke, York, Northumberland and the Bishop of Carlisle.

A. 3. In delineating the character of Richard II, Shakspeare places him in three different lights. First in the height of prosperity; secondly in the time of real difficulty and thirdly or lastly in the depth of adversity. From the beginning to the end of the combat scene, we see Richard in all the beauty of Royalty entertaining high notion of his dignity, commanding respect from his subjects and expressing a great concern for them.

“ Tell me moreover hast thou sounded him,
If he appealed the Duke on ancient malice ;
Or as worthily as a good subject should,
On some known ground of injury seen in him.”

In his desire to pacify the disputes between Bolingbroke and Norfolk, we see his desire to preserve peace in his kingdom and when he says to Mowbray,

“ Impartial are our eyes and ears,”

we see his desire to administer justice impartially to all his subjects.

From the Fourth scene of the first Act, when the king was left to himself, we see his inherent weakness. It is a weakness not arising from any specific defect of faculty or personal courage, but it is a mental weakness, leaning on the breasts of those, who are all the while known to be his inferiors. To this must be attributed all Richard's vices. In drawing the evil parts of Richard, Shakspeare draws just as much as, and no more than is sufficient to qualify our pity for his fall. We see Richard's arbitrary conduct in taunting Gaunt with the “ party-verdict” he gave for his son's banishment; his lenity in mitigating the sentence of banishment, once solemnly pronounced upon his cousin; his moral cowardice and selfish weakness in requiring an oath from the banished noblement for his safety, and his cold-hearted rapacity in wishing for the death of his uncle Gaunt, cannot be better described than the words, which Shakspeare puts into his mouth.

“ Now put it heaven in his physician's mind,
To help him to the grave immediately ;
The lining of his coffers shall make coats,
To deck our soldiers for their Irish wars.”

Richard's cunning and deceiving disposition is seen, when he says,

“ He is our cousin, cousin, but 'tis doubt
When time shall recall him from banishment.”

That is to say that although I gave him assurances of securing him any inheritance that might come to him during his absence; I will take measures to prevent his return to his native country.

“That every day did keep ten thousand men under his household roof”— shows the extravagance of Richard’s court. For the maintenance of his worthless favourites, he exacted heavy taxes from his nobles and people and thereby “quite lost their heart.” He farmed England upon the advice of his favourite the Earl of Wiltshire and justly deserved the reproaches of his dying uncle. Lastly of all came the final Act of despotism, which is the seizure of Gaunt’s property, to the prejudice of Herefore, in spite of the prophetic denunciation of his uncle York, who told him,

“You pluck a thousand daggers on your head.”

The time of Richard’s difficulties commences on his return from Ireland on being informed of the landing and progress of Bolingbroke. When he returns to his native country, he does not step upon his ‘earth’, with the self-confiding port of one who is ready to defend it against an enemy; he addresses his kingdom as if it were a living thing, a friend that would espouse his cause and arm in his cause.”

“So weeping, smiling, greet I thee my earth
And do the favour with my royal hands.”

Instead of making preparations to meet his enemy boldly, he spends his time in moving from one place to another and bursting forth in the language of “mere resolves and menaces.” The old habit of kingliness and the effect of flattery produces in him a sort of wordy courage, which more clearly betrays his moral weakness. Indecision is another trait in his character. It does not arise from the depth of his philosophy as is the case in Hamlet; but simply Richard is inert and inactive, and yields himself to every new impression. The pictures of irresolution are still wonderfully drawn by the poet when Salisbury, Scroop inform Richard of the desertion of the Welsh men under their command. Richard sometimes says that he is prepared to meet the worse and at other time carries the divine right of Kings too far says

“Not all the water in the rough rude sea,
Can wash away the balm from an anointed king.”

Richard’s conduct in the conversation from the walls of Flint Castle with Northumberland who brings a message from Bolingbroke and the King’s dallying with the resignation of the crown. Aye no aye are instances of

marvellous indecision. In the closing of the scenes of the play when Richard appears to us in the nakedness of humanity *strip* of the artificial power which constituted his strength. During the time of his adversity that is soon after his resignation, he sees things in their real light and appears as one that is brought up in the school of adversity. His conversation with Bolingbroke and Northumberland after the resignation of his crown, and his soliloquy in prison show that he possessed good abilities; but they were spoiled by his worthless favourites. The good qualities of Richard are drawn by the poet in the scenes in which, the queen and the groom are introduced. The queen says,

“ So sweet a guest
As my sweet Richard.”

In fact Richard would have been a worthy man to love, and a good monarch to kneel before.

The character of Bolingbroke is the next in importance to that of Richard. Throughout the play, he is represented as a man cool and calculating. He was at first represented as a loyal subject and the darling of the people. In the combat scene, he speaks with deliberation while Norfolk bursts forth in the language of vehemence. In the courtly checking of his anger, we see his preconcerted plans and the hope of something yet to come. The character of Bolingbroke is more clearly brought out on his return from banishment; he gains the friendship of the nobles and the people more by his winning conduct than by the injury he suffered from the King. He professes regard to the common people and attaches nobles to his side by holding to them promises of reward. He feels the strength of his power, although he puts on an appearance of *humility* to his uncle York “who accuses him of gross rebellion and detested treason”—he abates not a little of his resolution to become supreme. Unlike Richard he is active and energetic; although he puts on an appearance of humility, he at the same time makes use of his power; he says if not “I will take advantage of my power.”

In fact Bolingbroke possesses prudence, moderation and severity which enables him to usurp the throne and quietly transmit it to his son.

Shakspeare represents York as a loyal subject and much devoted to his sovereign's interest, but unhappily he was weak both in intellect and mind. He first opposes Bolingbroke and censures him for his treason, but unhappily indecision makes him side the cause of Bolingbroke and go with him. His loyalty is such that induces him to sacrifice even the safety of his son. His character may be summed up in the words

of Bolingbroke when he calls Aumerle the treacherous son of a loyal father meaning York.

Northumberland is a jealous and envious man, seeking his own private interest in the cause of Bolingbroke, he is not satisfied with his present position, he expected that in joining Bolingbroke he would be rewarded. But being dissatisfied with what he received he again rebels against Bolingbroke in the succeeding play.

The Bishop of Carlisle is represented by the poet as a clergyman most devotedly attached to the interest of the king; we see him as a true partizan of Richard even after the accession of Bolingbroke; for he enters in a conspiracy against him. The speech that is put into his mouth is very appropriate in as much as the Church of England is a State church and an ally of the monarchy.

B. GOPAULIAH.

Q. 4. Quote any passages you may remember in which the divine right of kings is supported.

A. 4. The passages in which the divine right of kings is supported are the following.

“ Not all the water in the rough rude sea,
Can wash the balm of an anointed king,
The breath of mortal men cannot depose
The deputy elected by the Lord
For every man that Bolingbroke hath press'd
To lift shrewd steel against our golden crown
God for Richard hath in heavenly pay
A Glorious Angel, if angels fight
Weak men must fall.”

C. RAMIAH.

Q. 8. Paraphrase literally the following.

“ Each substance of a grief hath twenty shadows—
————— weeps things imaginary.”

A. 8. Each real cause of sorrow presents twenty images, which appear perfectly like it, but are not so; for, when the afflicted think about the causes of their grief their troubled mind represents one thing as many just like what are called perspectives; when we view them directly, they present nothing but confusion, but when looked at in an oblique direction, they shew us a variety of figures. In the same way your majesty taking Richard's departure in a wrong point of view, finds a great many causes of sorrow; but if it be viewed in its true light your

highness will find no real object to grieve for. Then most noble queens do not weep for any thing more than the separation of Richard; for where can *he* find no other cause; but if your majesty finds any it must be attributed to your afflicted mind which takes the imaginary for the true causes.

Q. 9. Explain the following.

“ ’Tis nothing less——
 ——’tis nameless woe, I wot.”
 “ Frighting her pale faced villages——
 ——the manage of unruly jades.”

A. 9. It is not what you say. Since we can imagine only events that are passed, my sorrow must originate from some past affliction. It is not the case with me; there has not been any past calamity to create in me this sorrow, neither is it caused by any that has befallen me; but it is caused by some calamity that is yet to happen, which I cannot mention.

Causing great disturbance among the villages by the civil wars that will likely follow, and the clash of arms.

N. RAMASAWMY.

Bacon's Essays.

Q. 1. What according to Bacon are the four pillars of Government and explain what he means by them?

A. 1. The four pillars which Bacon talks of in his Essay on “Seditions and troubles” are, religion, justice, counsel and treasure. He says, that these four are the principal parts of a Government, or, as it were, the life of it; and if any one of them is mainly shaken, that is severely attacked, “men had need pray for fair weather.”

C. RAMIAH.

Q. 3. State briefly what Bacon proposes as remedies of Seditions.

A. 3. In speaking of the remedies of sedition, he proposes certain rules, some of which are inimical to the principles of Political Economy. The incorrect notions that we allude to, are fixing the prices of commodities, preventing waste and excess by sumptuary laws, preventing the wealth of a country from being collected into the hands of a few individuals. The rules, which are in accordance to the principles of Political Economy are the opening and cherishing of manufactures and commerce, introducing improvement in agriculture and the suspension or modera-

tion of taxes on articles of commerce. These are the measures that he recommends in removing "much poverty and discontent" which he mentions as the materials of seditions and troubles.

B. GOPAULIAH.

Q. 4. What does Bacon mean when he infers that Atheism is rather "in the lip than in the heart of man;" and from what does he gather this inference?

A. 4. Atheism is rather "in the lip than in the heart of man." By this expression Bacon means that Atheists merely *say* that there is no God, but they do not *feel* the truth of their assertion. Having convincing proofs around which drive them into the necessity of a belief in the existence of a God, they say there is none, either for the sake of distinction or with the view of elevating themselves in the eyes of men of their own stamp. Bacon drew this inference from their own conduct which manifestly justifies the author's assertion. These unbelievers are very eager to gain disciples and in fact spend their utmost efforts in gaining converts to their opinions. While in doing so they create opposition and die martyrs to their cause. If these men really believed in their opinions they need not have attempted to gain strength to their party but merely observed their doctrines in peace.

P. VENCATAKISTNAMAH.

Q. 5. Paraphrase the following sentence, and illustrate its meaning in application to Government.

"To speak now of the true temper of empire, it is a thing rare and hard to keep; for both temper and distemper consist of contraries, but it is one thing to mingle contraries, another to interchange them."

A. 5. With regard to the proper condition of Government it is a difficult matter to preserve it; for both good temper and distemper result from contrary qualities being mingled together; the former is produced by blending them in due proportion and the latter by interchanging them in extremes.

In the case of a Government the "true temper" is secured by an equal and timely interchange of power; and the "distemper" is produced by an unequal and untimely interchange of power, pressed too far and relaxed too much.

Q. 6. Write a *very short* Essay on Discourse embodying Bacon's ideas, as far as you remember them, in your own words.

A. 6. Discourse is one of the sources of improvement, for it makes a scholar a ready man. Some are anxious in their discourse to be thought witty; they have a few "common themes" which are introduced in every place; but when put out of their own way, they expose themselves to the ridicule of their fellows. The principal beauty of a discourse is "to give the occasion." It is a tiresome thing to fetch very far instead of coming to the point at once. Prefaces are necessary in some cases, such as when the audience is prejudiced. In discourses egotistical speeches should be avoided, as also those which have reference to the character of a particular individual. Discourse ought to be general without having reference to any one. In discourse a man should take care not to take up the whole of the time; but he should allow others their respective turns. A man, that can deliver long speeches, but is incapable of keeping up an argument, is slow, though he is sound, and to such men discourse is the sources of good improvement. It is also to be recollected that we must not be too abrupt in introducing a subject. And it is a great beauty to introduce tales histories and jests into your discourse.

N. RAMASAWMY.

Q. 10. What weighty rules does Bacon lay down for the study of books. How does he explain this rule. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."?

A. 10. Bacon's weighty rules are the following. Reading maketh a full man; conversation a ready man; and writing an exact man. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." This rule is that some books are to be read in parts, some to be read thoroughly but not with any great attention, while others again ought to be read with great attention and reflection; they should become a part and portion of our nature.

B. GOPAULIAH.

Modern History.

Q. 1. Mention some of the leading Religious Orders that were established in connection with the Papal Power. Which of these was the most influential?

A. 1. The *leading* Religious Orders that were established in connection with the Papal Power were the Benedictines, the Franciscans, the Dominicans and the Jesuits.

The Order of Jesuits established by a wild enthusiast named Ignatius Loyola was the most remarkable and had long continued to agitate the politics of Europe.

C. AROOMOOGUM.

Q. 4. What were the leading causes of a revival and spread of literature, and from what period would you trace such revival?

A. 4. The leading causes that led to the revival and spread of literature were the Crusades, the *the* downfall of the Eastern or the Greek empire, and the invention of printing. When the Western Crusaders passed through the Greek empire, they resided for a time in Constantinople the seat of the ancient Greek and Roman literature and science, conversed with the literati of the place, took some of the books with them on their return and spread a desire for learning in their country. When Constantinople was taken by the Turks, the literati of the place to avoid falling into the hands of the ruthless Mahomedans, left the city, proceeded westwards with their books for the more tranquil countries, and in places where they settled, libraries began to be multiplied and a general spirit for study prevailed, which was more excited by the perusal of the translations of the ancient Greek and Latin works. The invention of printing removed the difficulty that lay in the way of getting books. When books were no longer written but printed, they became cheap and numerous. The poorer classes of men, who had it not in their power to purchase books previous to the invention of printing, were able to purchase them. In this manner it is that learning was soon spread among the different classes of individuals. The revival and spread of literature may be traced from the period of the 14th Century, which is styled the era of inventions and improvements.

B. GOPAULIAH.

Q. 5. What were some of the more remarkable restrictions by which English Commerce was fettered. What Rulers showed enlarged views on the subject of Trade?

A. 5. The interference of the legislature with the Merchants and Manufacturers by granting monopolies and changing the staple towns, the jealousy of the foreigners which for more than any other cause deranged the commerce of England, the heavy taxes that were imposed on articles both of export and import, the various laws that prevented the free export and import of all commodities, the gross error that wealth consists of money only, the ignorance of barter being the corner stone of all commerce, and various other circumstances that were gene-

rally the results of the ignorance of the true principles of Political Economy combined with the wars of the Roses were the remarkable restrictions that fettered the English commerce. The English Monarchs that shewed enlarged views on this subject were Edward III, Henry VII and James I.

Y. VENCATARAMIAH.

Q. 6. What was the Inquisition?—give a SHORT history of it.

A. 6. The Inquisition is an ecclesiastical tribunal established for the extirpation of heresy. This institution acquired peculiar eminence in Spain. After the union of Arragon and Castile, the clergy represented to Ferdinand and Isabella, that the Jews and the Moors had entered into a conspiracy for overthrowing the Government and that the power of the ancient inquisition (a similar institution) was too limited to punish the delinquents. Ferdinand readily consented to ask the Pope to sanction the establishment of a tribunal with full powers to punish heretics. But Isabella refused to it foreseeing the evil consequences that will follow the establishment of such a tribunal. At length petition was made to the Pope and the establishment of the tribunal was sanctioned. Such was the origin of the Spanish inquisition, similar in nature to those established in other countries. This tribunal has been the dread of Christendom; and no one dared to utter a word against the abuses of the Papacy. The Dominicans the heads of this tribunal, showed such cruelty to whom they thought to be heretics, that they were called, “the wolves that destroy stragglers.”

Q. 8. By whom was Gunpowder invented, and when was it first used in war?

A. 8. Gunpowder is said to have been invented by the Chinese and the knowledge of its manufacture was first introduced into Europe by Friar Bacon. It was first used by the Saracens in the siege of Baza.

N. RAMASAWMY.

Q. 9. Who was the Founder of the Ottoman Empire—give a *short* sketch of its rise and progress.

A. 9. Ottoman the son of Ertrogal is regarded as the founder of the Ottoman Empire. This empire flourished rapidly in extent and power. Ottoman took Prusa and made it the capital of his dominions. Orkhan his son and successor introduced the order of the janissaries to whom the subsequent glory of that empire is attributable: during his reign his son crossed the Hellespont, captured Gallipoli, and laid the first foundation of the Turkish power in Europe. Morad I the successor

of Orkhan extended his conquests still more in Europe; he laid siege to Adrianople and took the City by storm. This monarch dying he was succeeded by his son Bayezed who conquered Bulgaria and maintained the conquest by completely defeating Sigismond King of Hungary in the battle of Nicopolis. He laid siege to Constantinople and would have probably taken that city but for his being obliged to return to Asia in order to oppose Timore. In a battle that took place between Bayezid and Timore, the former was taken prisoner and soon after lost his life. After a series of dreadful civil wars, he was succeeded by his son Mohomed I who spent his reign in recovering the lost dominions. He was succeeded by Morad II who extended his conquests to the centre of Greece. This monarch after raising the empire to a very high pitch of glory left it to be succeeded by his son Mahomed II whose whole attention from the date of his succession was turned towards taking Constantinople. At length after a siege of fifty three days that city was taken in the year 1453. Selim I one of the successors of this prince conquered Persia and Egypt and added them to the empire. His son and successor Soliman the Magnificent took Rhodes from the knights of St. John of Jerusalem and for a long time continued to be the terror of Christendom. Selim II the successor of this prince took Cyprus from the Venetians but from this time the Ottoman rulers sunk into the Oriental indolence and disgusting debauchery.

Q. 11. Who were Richelieu and Mazarin—mention some principal facts in their administration.

A. 11. Cardinals Richelieu and Mazarine were the celebrated ministers of France, the one of Louis XIII and the other of Louis XIV. The chief events in the administration of Richelieu were the capture of Rochelle, Gustavus Adolphus becoming the head of the Protestant party in the continent, the battle of Leipsic, the battle of Lutzen, the battle of Nordlingen, the treaty of Prague, the renewal of the thirty years' war, and lastly the Civil wars in England. There was no event remarkable in France during his administration except the putting down of several conspiracies that were formed against the State. After crushing the power of the Protestants in France his chief object was to crush the powers of Austria and it was for the measures which he took in order to accomplish this object that his administration was remarkable. In the administration of Cardinal Mazarine there was nothing remarkable. He pursued the policy of Richelieu in continuing the thirty years' war which was soon brought to an end by the treaty of Westphalia.

Y. VENCATARAMIAH.

Political Economy.

Q. 1. Explain the object of this science. To whom is a knowledge of it peculiarly requisite?

A. 1. The object of Political Economy is to teach us the nature, the production, the distribution and the consumption of wealth; the causes which tend to its increase or diminution and its effects in the happiness or misery of a nation. It also teaches us that the welfare of one man does not depend upon the misery of another and that while we are studying our own advantage we are indirectly but certainly promoting the advantage of every one of our fellow citizens. It also helps in finding out the causes that have led to the downfall of empires such as Syria and Egypt as well as those that have led to the progress of others such as America and England. The knowledge of this science is peculiarly requisite to legislators, who being in a position, where they can wield the destinies of nations, sometimes commit the greatest errors by their ignorance of this useful science.

C. RAMIAH.

Q. 2. What gave rise to a division of labour. How are Hindu castes connected with this subject?

A. 2. The natural state of man is such that he cannot direct his whole attention to different branches of industry at the same time; for instance a skilful baker will not become a clever jeweller, and a thorough master in the art of pin-making at the same time. It is, when a man directs his attention to one particular branch of industry, that he gains activity and dexterity in it. The desire of acquiring skill and excellence in a work induced each man to choose that branch of industry to which his talents were best suited. Hence we see the cause that gave rise to the division of labour. The Hindoo castes are connected with the subject in as much as they are nothing more than the subdivisions of labour.

T. RUNGASAWMY.

Q. 3. On what does the market value of an article depend?

A. 3. The market value of a commodity depends upon the proportion which the demand bears to the supply. It is nothing but the natural value augmented or diminished according as the demand is greater or less.

Y. VENCATARAMIAH.

Q. 4. Define wealth. Is money wealth?

A. 4. Anything, that can become an article of commerce, is wealth or it is the result of past labour stored up to facilitate future

labour. Money is wealth, in as much as it has an exchangeable value and represents wealth.

Q. 5. Explain the origin of rent.

A. 5. Let us suppose that ten men starting from England or any other country settle themselves in an uninhabited island and take possession of lands of the best quality and most advantageously situated, for instance on the side of a navigable river and derive a profit of forty per cent. Ten years hence, twenty more migrate from their mother country and settle themselves in the same island. The lands which these new men take under cultivation, being inferior in quality to the first, and less favorably situated, yield but a profit of thirty per cent. Fifteen years hence a few more come into the island, and as the lands of superior quality are already taken possession of, lands that are comparatively barren are left for their share. These lands being capable of yielding but twenty per cent, it is a matter of no consequence to the last settlers, whether they take possession of the lands last mentioned or to go to one of the first settlers who is perhaps tired of cultivation, and ask him to lease out his lands to them on the condition of receiving a rent of twenty per cent. This is the origin of rent and it is always equal to the difference of profits of two sorts of lands of which we are speaking, and it increases as new lands are taken into cultivation.

C. RAMIAH.

Q. 6. Is the descent of landed property according to the law of primogeniture, preferable to its equal division among the members of a family ?

A. 6. The descent of landed property according to the law of primogeniture is preferable to its equal division among the members of a family. If land is to be equally divided it will in course of time be subjected to so many minute divisions that the produce derived from any one of those divisions will be *rarely* sufficient to maintain its owner : hence equal division of landed property ultimately brings poverty to the cultivators of those small tracts of land. Neither do the evils that result from this division confine themselves to the cultivators : it in fact causes poverty in the whole nation. Land cannot be well cultivated unless it is sufficiently large and unless we have a sufficiency of capital : in the case we alluded to both of these are wanting and the result is that the produce raised is actually very trifling when compared to what might be raised : *by thus* diminishing the produce of the whole country, the poverty is general.

Y. VENCATARAMIAH.

Q. 7. In times of scarcity of what benefit is the high price of grain? State the evils that would follow any interference on the part of Government with the grain merchants.

A. 7. High price in times of scarcity is a blessing. Were it not for this high price, people would continue to consume and waste grain in the same way as they did when grain was cheap and thus exhaust in six months what would otherwise last a year. The evils that would follow the interference on the part of Government with the grain merchants are many. First, the rice merchants as a body would combine against the Government and resist its orders, second, the people having consumed in six months what would last a year, would starve to death the other six months. Third *the* desperate characters would combine against the Government and tumultuously demand bread or blood. Fourth, plague, the necessary attendant of famine would consummate the work of hunger. I think an example from history would render the assertion clear. In the reign of Edward III a famine raged in England so dreadfully, that the Parliament "in compassion for the distress of the poor, passed a law regulating the prices of things. The merchants met this piece of legislation by withdrawing their articles from the market, and things instead of being dear now began totally to disappear. The people began to perish in thousands, and the Parliament, much to its astonishment, finding that the remedy it had introduced was worse than the disease recalled the mandate. Therefore Government in time of scarcity should leave merchants to themselves and secure to them its protection.

C. RAMIAH.

Q. 8. What does capital represent? Are the interests of capitalists entirely distinct from those of the working classes?

A. 8. Capital represents labour; for we all agree to the fact that all wealth proceeds from labour, and labour is consequently represented by whatever we possess and whatever enables us to acquire something additional to what we already have; and since capital is nothing more than the surplus produce saved to enable us to acquire additional wealth; capital is therefore said to represent labour. The interests of capitalists and of the working class are not entirely distinct; for in any branch of industry if the interest of a capitalist be injured by any loss, he will immediately try to make up for the loss by reducing the rate of wages if he can; and this will tell upon the interests of the labourers. If the capitalist acquire a profit greater than the usual he will try to increase the labourers, and this will create a demand for labour-

ers; and wages will naturally rise, and the working class will be benefited by this circumstance. In this way we see the interests of capitalists and the working class are not entirely distinct.

T. RUNGASAWMY.

Q. 9. Is emigration a permanent remedy for an excess of population over the means of subsistence? If not state what is.

A. 9. Emigration forms no permanent remedy for an overstocked population; for no sooner a body of men emigrate, the deficiency is immediately filled up by newly born children, and the same difficulty arises again. Therefore the best remedy is the education of the poor working classes. It is the only effectual cure for this evil, it is education alone that instils foresight and wisdom into the minds of the unthinking multitude, teaches them to value self-respect and honour and checks them from blindly entering into marriage contracts. It is education that banishes indolence which is in a manner peculiar to mankind and adds stimulus to industry by holding out fresh gratifications and creating new desires. Thus we see that education is the only true remedy for an over-abundant population.

C. AROOMOOGUM.

Astronomy.

Q. 1. Point out some of the methods by which the latitude of a place on the earth's surface may be found. Shew how the latitude may be determined from the observed zenith distance of a known star.

A. 1. The latitude of a place on the earth's surface may be found by the following methods.

1st. Observe the altitudes of a circumpolar star at its inferior and superior culminations, and the semi-sum of the two altitudes will give the altitude of the pole, which is the latitude of the place.

2ndly. Take two equal altitudes of the sun before and after noon, and the time between; then we know three parts in the triangle ZPS , namely PS the polar distance, ZS the zenith distance, and the angle ZPS ; therefore PZ the co-latitude of the place is easily found from the triangle ZPS .

3rdly. Continue observing the zenith distances of the sun a little before noon, until it attains a minimum value, then subtracting the polar distance of the sun from its meridional altitude, the altitude of the pole is easily found.

To determine the latitude of a place from the zenith distance of a known star, we should take its zenith distance when it is under the meridian, and knowing its declination by the Nautical Almanac, we may find the latitude by subtracting the zenith distance from the declination when the star is between the pole and the zenith, and by adding, when it is between the equator and the zenith.

A. RUTHNASAWMY.

Q. 4. Find the effect of parallax on right ascension and declination of a heavenly body.

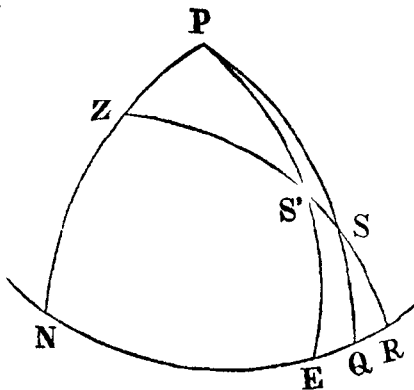
A. 4. To find the effect of parallax in right ascension and declination.

Let $N E Q R$ be the equator, P , its pole, Z the zenith, $Z S' S$, a vertical circle in which parallax affects the position of the sun S . Let S be the apparent position of

the sun and S' his true one which is above his apparent. Pass two

declination circles through S and S' cutting the equator at E and Q .

Let the angle $S P S'$ be called a , which is the variation in right ascension owing to parallax.



$$\frac{\sin a}{\sin P S S'} = \frac{\sin S S'}{\sin P S''}$$

Since a and $S S'$ are small and $S S' = P$. $\sin Z S$ where P is the horizontal parallax and $Z S$ the zenith distance, we have

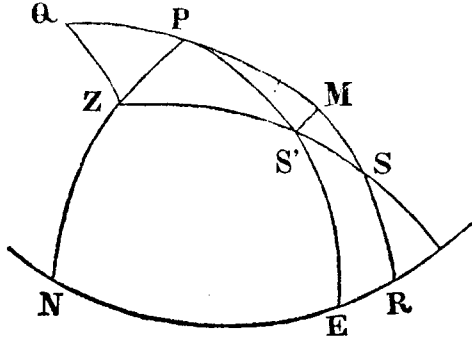
$$\begin{aligned} a &= \frac{P \cdot \sin Z S \cdot \sin P S Z}{\sin P S'} \\ &= \frac{P \cdot \sin Z S}{\sin P S'} \cdot \sin Z P S \cdot \frac{\sin P Z}{\sin Z S} \\ &= \frac{P \cdot \sin Z P S \cdot \sin P Z}{\sin P S'} \end{aligned}$$

$P \cdot \sin$ (the right ascension of the star — that of the mid heaven) \sin co-latitude of the place
 \sin the north polar distance of the star.

To find its effect in declination.

From S' the true position of the star, drop $S'M$ perpendicular to PS .

Produce SP to Q and make PQ equal to SR .



The variation in declination is SM . Now PR is 90° and $QP = SR$. $\therefore QS = 90^\circ$.

$$SM = SS' \cdot \cos S'SM.$$

$$= P \sin ZS \cos S'SM.$$

$$= P \sin ZS \frac{\cos QZ - \cos QS \cdot \cos ZS}{\sin QS \cdot \sin ZS}$$

$$= \frac{P \sin ZS \cdot \cos QZ}{\sin ZS}$$

$$= P \cos QZ.$$

$$= P (\cos QP \cdot \cos PZ + \sin QP \cdot \sin PZ \cdot \cos QPZ.)$$

$$= P (\cos \text{the declination of the star} \cdot \cos \text{the co-latitude of the place} + \sin \text{the declination of the star} \cdot \sin \text{co-latitude of the place} (-\cos ZPS.))$$

$$= P (\cos \text{declination of the star} \cdot \sin \text{the latitude of the place} - \sin \text{the declination of the star} \cdot \cos \text{the latitude of the place} \cdot \cos (\text{the right ascension of the star} - \text{the right ascension of mid heaven.}))$$

C. RAMIAH.

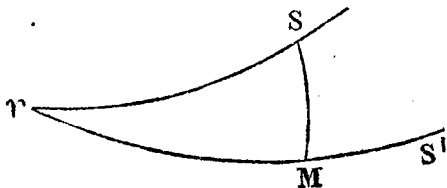
Q. 6. Find the amount of variation between mean and true time due to the obliquity of the ecliptic.

A. 6. Let us suppose two suns S and S' to start out from γ and move with the mean velocity

of the real sun, the one in the

ecliptic; and the other in the γ

equator.



From S draw SM perpendicular to $\gamma S'$

\therefore the amount of variation in time is equal $\frac{MS'}{15}$

But $M S' = r S' - r M$
 = the longitude of the mean sun—his right ascension.

∴ Variation in time caused by the obliquity of the ecliptic is equal to the longitude of the mean sun minus his right ascension divided by 15.

Q. 7. Enunciate Kepler's Laws,—and investigate the law of the equal description of areas.

A. 7. The three laws of Kepler are, first that the radius vector moves over equal spaces in equal times; second that all the planets move in elliptical orbits having the sun at one of the focii; and thirdly, that the squares of the periodic times of planets vary directly as the cubes of their mean distances from the sun. Let us take an arc of the ecliptic which the sun moves over in a very short space of time.

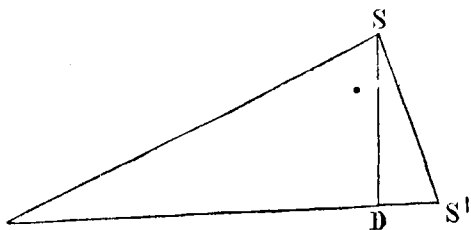
Let $S S'$ be the portion that

the sun moves over in an

hour. Now because $S S'$ is

very small in respect to the

whole length of the sun's E course we may take it to be a right line, and view $S E S'$ as a plane triangle.



$$\text{The } \triangle S E S' = \frac{S D \cdot S' E}{2} = \frac{S' E \cdot S E \cdot \text{Sin } S E S'}{2}$$

But this quantity is constant for the same time; for observation tells us that the angular velocity varies inversely as the square of the corresponding radius vector and consequently that the angular velocity into the square of the corresponding radius vector is a constant quantity. Therefore in two hours the space is twice as great, and so on. Hence the areas are proportional to the times, or the spaces are equal in equal times.

N. RAMASAWMY.

Q. 9. What is meant by the lunar Ecliptic limit and what is its amount?

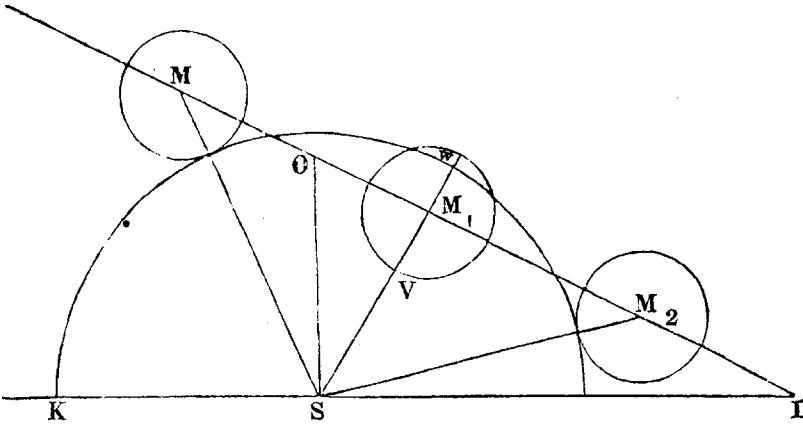
A. 9. The lunar ecliptic limits are the portions of the moon's orbit on each side of the node without which if the moon happens to fall at opposition there cannot be a lunar eclipse. There are two sorts of limits the one we call superior and the other inferior; if the moon happens to be within the inferior limits there must be a Lunar eclipse;

if she happens to be within the superior there may, or may not be one. The inferior limit extends 9° on each side of the node and the superior 12° .

Y. VENCATARAMIAH.

Q. 10. Find the duration of a lunar eclipse.

A. 10. Let $K I$ be the ecliptic, $M I$ the relative orbit of the moon, $M I K$ the inclination of the relative orbit with the ecliptic which is equal to I ; $M M_1$ and M_2 the three positions of the moon



at the time of the first contact, the middle of the eclipse and the last contact. Also let $S M_1$ be a perpendicular on the relative orbit and $O S$, a perpendicular on the ecliptic; join $S M$ and $S M_2$. Now let a be the radius of the earth's shadow, m that of the moon, l the latitude of the moon at opposition, f the relative horary motion of the moon in longitude, g the horary motion of the moon in latitude, and h the horary motion of the moon in the relative orbit. Let t be the time which elapses from the first contact to opposition and t' the time of the last contact from opposition.

$$\text{Now } \tan I = \frac{g}{f}; \quad \frac{h}{g} = \text{Cosec } I$$

$$\text{Therefore } h = \frac{g}{\text{Sin } I}$$

$$S M_1 = S O. \text{Cos } I = l \text{Cos } I$$

$$O M_1 = l \text{Sin } I$$

$$M M_1 = \sqrt{M S^2 - S M_1^2}$$

$$\therefore M M_1 = \sqrt{a + m^2 - l \cos^2 I}$$

$$\text{Again } t = \frac{M M_1 - O M_1}{h}$$

because space by velocity equals time.

$$\therefore t = \left(\sqrt{a + m^2 - l \cos^2 I} - l \sin I \right) \frac{\sin I}{g} \text{ and}$$

$$t' = \left(\sqrt{a + m^2 - l^2 \cos^2 I} + l \sin I \right) \frac{\sin I}{g}$$

The sum of t and t' equals the duration of the lunar eclipse.

D. PARTHASARADY.

No. V.

REPORTS OF THE EXAMINERS.

TO EYRE BURTON POWELL, Esq. B. A.,
Principal of the Madras University.

SIR,

I have the honor to report that at the request of Government, I took part in the late Annual Examination of the Madras High School, the department assigned to me by you being that of Mathematics, in which I examined both orally and by written papers.

I have much pleasure in repeating the testimony which I have borne on former occasions that the instruction in Mathematics is of the soundest description, and I would now add my opinion that it is such as is likely to be of the greatest practical utility to the students; not only are they thereby enabled to apprehend the sublime truths of Astronomy, than which no branch of Natural science is better calculated to expand and elevate the mind, not only are their intellectual faculties trained by processes of accurate reasoning which the subject demands, but the principles, the knowledge of which is thereby imparted, form the ground work of all the useful mechanical arts Surveying Engineering &c., and I am persuaded that their application to those arts is a point not overlooked.

I examined the 2d Class of the College Department in Plane Astronomy, in which the students showed their usual proficiency; I beg more especially to notice N. Ramasawmy, C. Ramiah, B. Gopauliah and Y. Vencataramiah.

I also examined the 1st Class of the same Department in plane Trigonometry and in Mechanics. In the former subject, those most worthy of notice were V. Rajahgopaul, V. Canakiah, and V. Soobramanien; in the latter, comprising the fundamental principles of statical science, there was not quite the same degree of proficiency shown as in other subjects. I was most satisfied with T. Coopoosawmy, V. Canakiah, and V. Rajahgopal.

In conclusion I beg most unequivocally to express my entire satisfaction with the general results of the examination, so far as I was concerned with it.

I remain Sir,

Your obedient Servant,
 (Signed) JOHN RICHARDS.

Sit Thomas' Mount, }
 5th May 1855. }

2d College Class.

<i>Astronomy</i>	70
B. Gopauliah.....	43
Y. Vencataramiah.....	42 $\frac{1}{2}$
D. Parthasarady.....	34
A. Ruthnasawmy.....	28 $\frac{1}{2}$
P. Vencatakistnamiah.....	26
C. Aroomoogum.....	27
T. Rungasawmy.....	11 $\frac{1}{2}$
C. Ramiah.....	47 $\frac{1}{2}$
N. Ramasawmy.....	48

1st College Class.

<i>Mechanics</i>	40
C. Narasima Charry.....	10
C. Vanoogopaul.....	7 $\frac{1}{2}$
V. Rajagopaul.....	27 $\frac{1}{2}$
T. Samiah.....	26
V. Canakiah.....	29
V. Soobramanien.....	24
T. Coopoosawmy.....	31
L. Vurdarajooloo.....	18 $\frac{1}{4}$
H. Rencontre.....	8
C. Vencatapathy.....	12

<i>Plane Trigonometry</i>	40
C. Narasima Charry.....	16 $\frac{1}{4}$
C. Vanoogopaul.....	21
V. Rajagopaul.....	33
T. Samiah.....	29
V. Canakiah.....	31 $\frac{1}{2}$
V. Soobramanien.....	30
T. Coopoosawmy.....	20 $\frac{1}{4}$
L. Vurdarajooloo.....	20 $\frac{3}{4}$
H. Rencontre.....	5 $\frac{1}{4}$
C. Vencatapathy.....	8

Report on Shakspeare.

On the other side will be found in a tabular form the results of the written examination in Richard II. One boy B. Gopauliah exhibits a

marked superiority over the others: his answers are very creditable to him and I can safely recommend their publication. I was somewhat disappointed in the oral examination which I think contrasted unfavorably with former years. However the fault may have been mine as much as the boys, for I found that we did not get on together as usual. It is to be observed that with all its beauties Richard II is by no means a play adapted for an *effective* oral display. It has literally no plot properly so called, and its beauties are scarcely of a kind to be felt or appreciated by boys. I understand that the class examined does not correspond with the ordinary highest class: and if this be so, I still think their knowledge of the play creditable to the scholars while it evinces the care and patience which must have been bestowed by their master in explaining the subject of their study.

(Signed) J. B. NORTON.

23d January, 1855.

• Shakspeare.....	65
Y. Vencataramiah.....	32
T. Rungasawmy.....	21
C. Ramiah.....	36
D. Parthasarady.....	26
C. Armoogum.....	31
P. Venkatakristnamah.....	31
B. Gopauliah.....	46
A. Ruthnasawmy.....	20
N. Ramasawmy.....	21

Madras, February 13th 1855.

To E. B. POWELL, ESQUIRE,

Head Master.

SIR,

I have the pleasure of returning to you the answers of the boys of the High School to my questions on Bacon's Essays, Modern History and English History.

I have no hesitation in saying that I consider that the boys have on the whole answered satisfactorily.

I am Sir,

Faithfully your's

(Signed) A. R. SYMONDS.

Modern History.

B. Gopauliah.....	45
C. Ramiah.....	44
P. Vencatakistniah.....	32
N. Ramasawmy.....	31
Y. Vencataramiah.....	} each 26
C. Aroomoogum.....	
D. Parthasarady.....	
A. Ruthnasawmy.....	25
T. Rungasawmy.....	15

Bacons' Essays.....100

B. Gopauliah.....	58
P. Vencatakistnamiah.....	44
N. Ramasawmy.....	44
C. Ramiah.....	37
C. Aroomoogum.....	37
A. Ruthnasawmy.....	36
D. Parthasardy.....	34
Y. Vencataramiah.....	30
T. Rungasawmy.....	19

January 23d 1855.

To E. B. POWELL, ESQUIRE.

SIR,

I beg to return the Euclid and Algebra papers of the senior classes of the High School. Once or twice before the Public examination, I took occasion to attend these classes, and from what I then witnessed of the attainments of the lads, I was led to render my questions more difficult than I should otherwise have done. Consisting for the most part of deductions and applications, the papers set to the 5th class especially were professedly difficult, and four hours for each, would not have been too much time to allow for answering the questions; but the time actually allowed was, I believe, much shorter. Nevertheless, while the result is on the whole very fair, the performance of some of the boys have, I confess, exceeded my expectations. Stree Bauliah and M. Parthasardy in particular deserve especial mention. Their papers in English evince a surprising degree of acquaintance on their part with the subject,—such, indeed, as would do credit to far more advanced boys. They and Balajee Row have done well in Algebra

also, and Vencatakistna Row has proved himself the best in the 4th class. On the other hand, there are some of course who have done very badly, and one or two, apparently, have not given in any answers. The accompanying Memorandum exhibits the numerical results in each case.

The exercises before me are not free from orthographical mistakes and there is also in some cases that want of neatness of handwriting which is made so much the subject of complaint against the alumni of the High School, though some allowance should be made for the rapidity with which the boys are compelled to write in the examination room.

I beg to remain,

Sir,

Your most obedient Servant,

(Signed) V. RAMIAH.

5th Class. Euclid.	5th Class. Algebra.	4th Class. Euclid.	4th Class. Chambers' Algebra.
M. Parthasarady... 36	C. Balajee Row... 27½	R. Vencatakistna... 26½	R. Vencatakistna } 27
C. Stree Bauliah... 34	M. Parthasarady... 26	B. Ramasawmy... 16½	row } 24
Vencatasawmy... 20	Stree Bauliah... 26	Tandavaroyen... 15½	C. Soobaroyaloo... 24
Y. Allagasary... 17	C. Cooposawmy... 17	S. Streeevassen... 14½	B. Ramasawmy... 23½
C. Balajee Row... 16	Vencatasawmy... 16½	C. Runga Charry... 14	Tandavaroyen... 20
Jeyaram... 15½	Jeyaram... 16	C. Vencatasawmy... 13½	C. Runga Charry... 17½
H. Vencatarow... 12	H. Vencatarow... 15½	S. Shunmoogum... 13	P. Lutchmanen Row... 17½
C. Cooposawmy... 11	V. Rajagopaul... 13½	G. S. Soobroyaloo... 12½	C. Vencatasawmy... 16½
M. Vilvanathan... 10½	M. Vilvanathan... 10½	P. Lutchmanen row... 12	S. Streeevassen... 16½
V. Dasekacharry... 10	C. Aurimoothoo... ½	C. Sivasancarum... 12½	C. Sivasancarum... 16½
V. Rajagopaul... 9	S. Taylor... ½	C. Watkins... 9½	Shunmoogam... 15½
C. Aurimootoo... 8	J. Dique... ½	Vanoogopaul... 9½	Vanoogopal... 12½
J. Dique... 1		G. Vencatakistna... 8½	A. Arathoon... 11½
Full value... 50		V. Watkins... 8½	Vencatakistnah... 10
		A. Arathoon... 7	V. Watkins... 10
			C. Watkins... 8
			Seethapathy... 6½

No. 51.

FROM B. CUNLIFFE, Esq.,

Acting Tamil Translator to Government,

TO A. J. ARBUTHNOT, Esq.,

Secretary to the University Board.

SIR,

In obedience to the order of Government I attended at the University on the 20th December for the examination in Tamil of the boys in the College, and in the Primary and High Schools, and have now the

honor to communicate the result of that examination. The absence of Mr. Bayley who has been the examiner for the last few years is to be regretted, as I am unable to draw a comparison between this examination and that of the previous year, and having been appointed to the task on an emergency only, I was not so well prepared as I could have wished for its due fulfilment. The total number of boys to be examined being 254; I could do no more than have each class up for a short time, but sufficiently long to form an estimate of their knowledge and qualifications.

College and High School.	98
Primary School.....	156
	254
	254

The lads were examined in the Ramayanum and Corul by Mr. Joyes the Superintendent and Vizaga Permaul Iyer the Tamil Head Master, and by myself in the Puncta Tantra, History of America, Attesoody and other classbooks. In these they did extremely well, answering readily and correctly questions in idiom, construction and grammar, some of which, as put to the elder and more advanced boys by the two above named gentlemen, were of a difficult and searching nature.

Mr. Joyes.
T. Vizaga Permaul Iyer.
Streenavassa Charry.
P. Viziarunga Moodely.

It certainly appeared to me that the course of tuition could not be surpassed and that the satisfactory result attained reflected very great credit upon the several masters engaged.

Fourteen boys took up the translation papers. That from English into the Vernacular was of undoubted difficulty, more so than I had at first supposed. Estimating a full and complete translation at 10 marks I have placed in the margin, the names of the most successful competitors, together with my appreciation of their work according to the above standard.

Rungasawmy.....	9
Soobramanien.....	7
Samiah.....	5
Vardarajen.....	4
Parthasarady.....	4

Dasaka charry.....	10
Cooposawmy.....	0
Narasimma charry.....	0
Rungasawmy.....	0
Vilvananthem. }	8
Rajah Gopal. }	
Samiah. }	7
Soobramanien. }	
Armoogum. }	6
Ramasawmy. }	
Parthasarady. }	5
Vencatasawmy. }	
Auramoothoo. }	5
Vurdarajen. }	

The paper from Tamil into English was a portion of the Mahabarat and was creditably performed by all, by some as will be seen by the marginal reference most successfully.

The various exercises are herewith returned.

I have the honor to be,
Sir,
Your most obedient servant,

Fort St. George,
Tamil Translator's Office,
8th February 1855. }

(Signed) B. CUNLIFFE,
Acting Tamil Translator to Government.

TO THE SECRETARY TO THE UNIVERSITY BOARD.

SIR,

I have the honor to report the result of my examination of the Telugu classes in the High School.

The examination was conducted in the usual manner and embraced verbal and written translations from the works studied by the youths in the previous year.

I have much pleasure in stating that the students generally acquitted themselves in a more satisfactory manner than at my examination last year. The two senior classes in the High School and the senior class of the Primary School were particularly successful.

The translations are all much on a par and on the whole are tolera-

	English into Telugu.	Telugu into English.
C. Coopooosawmy	1	9
D. Parthasarady	2	4
C. Vanoogopaul	3	6
C. Vencatasawmy	4	10
C. Vencataputhy	5	7
Y. Alagasingary	6	8
V. Canakiah	7	5
B. Ramasawmy	8	1
C. Soobroyaloo	9	11
B. Gopaliah	10	3
P. Venkatahistnamah	11	2

17th March 1855.

ably well performed. The marginal statement gives a list of the students classed according to the excellence of their exercises.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed) J. D. SIM,

Telugu Translator to Government.

Mahratta Translator's Office,
Madras, 16th January 1855.

No. 23.

FROM MAJOR J. J. LOSH,

Mahratta Translator to Government,

TO A. J. ARBUTHNOT, ESQ.,

Secretary to the Madras University.

SIR,

1. I have the honor, for the information of the Governors of the Madras University, to submit the following report upon the examination of the Mahratta classes at the High School, which was conducted by me on the 20th Ultimo, in obedience to the orders* of Government under date the 28th November 1854.

* Extract M. C. in the Public Department dated 28th November 1854, No. 1261.

2. The Mahratta students not being very numerous, one day was found sufficient for their examination and in the time occupied in it, from $\frac{1}{4}$ past 11 A. M. to $\frac{1}{4}$ past 5 P. M., each of the students present had an opportunity of displaying his proficiency.

3. They were examined by classes as follows:—

I.

The 4th or highest class, containing six students, of whom two were absent. The four who were present undertook to make written translations from English into Mahratta in addition to their vivâ-voce examination in the selected portions of the books read during the year.

II.

The 3d class, containing seven students, of whom two were absent.

III.

The 2d class, containing seven students, all present except one.

IV.

The 1st class, Division B. containing five students, all present, and Division A., containing five students, of whom one was absent.

V.

Primary School, 3d class, containing ten students all present.

VI.

Primary School, 2d class, containing seven students all present.

VII.

Primary School 1st class, containing eleven students, of whom 8 were present.

4. My observations on the examination of 1853, might be repeated as applicable to the present occasion, with the single exception that the written translations into Mahratta seem inferior in merit to those submitted at the former examination. None of the students has attained any great proficiency, and there is no very marked superiority of any one of them over his class-fellows.

5. The four written translations of the students of the fourth class which are enclosed, are very far from correct, and, as above-stated, appear below the average of former examinations. They are numbered 1 to 4; No. 1 being the best as containing the fewest errors, and No. 4 the worst.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) J. J. Losh,

Mahratta Translator to Government.

No. VI.

ESTABLISHMENT OF THE MADRAS UNIVERSITY AS
ON THE 30th APRIL 1855.

Names.	Designation.	Amount of Salary.
COLLEGIATE DEPARTMENT.		
E. B. Powell Esq.....	Principal.....	700 0 0
Do.	House rent.....	80 0 0
A. A. Gordon, Esq.....	Professor.....	500 0 0
C. Teroovengadam Naidoo.....	Acting do.	100 0 0
HIGH SCHOOL DEPARTMENT.		
J. S. Jenkins, Esq.....	1st Tutor.....	250 0 0
Mr. M. Dutt.....	2d do.	150 0 0
„ W. Williams.....	3d do.	150 0 0
„ T. B. Peppin.....	4th do.	100 0 0
„ J. R. Nailer.....	5th do.	70 0 0
„ A. Dique.....	6th do.	50 0 0
„ L. Dique.....	7th do.	50 0 0
„ P. Vurdacharry.....	8th do.	40 0 0
PRIMARY SCHOOL DEPARTMENT.		
Mr. J. McLeish.....	Head Master.....	200 0 0
„ C. D'Sena.....	1st Teacher.....	50 0 0
„ T. Gilles.....	2d do.	35 0 0
„ T. D'Vaz.....	3d do.	35 0 0
T. Bhagavantaram.....	4th do.	35 0 0
M. Abdool Raheman.....	5th do.	25 0 0
Mr. T. F. Johnson.....	English Writing Master.....	50 0 0
do.	Librarian.....	15 0 0
„ E. Barnett.....	Assistant Writing Master.....	20 0 0
VERNACULAR DEPARTMENT.		
Mr. W. Joyes.....	Tamil Superintendent.....	200 0 0
T. Vizagapermal Iyer.....	do. Head Master.....	70 0 0
P. Vizayarunga Moodely.....	do. 2d do.	55 0 0
Y. Streenevasa Raghavacharry.	do. 3d do.	50 0 0
P. Chinnah Soory.....	Teloogoo Head Master.....	60 0 0
P. Hayagreevasastry.....	do. 2d do.	50 0 0
C. Rungiah Soory.....	do. 3d do.	35 0 0
Gunesh Gungadhara Sastry....	Mahratta, do.	60 0 0
	Government Scholarships.....	80 0 0
	Stipends of Normal Students....	24 0 0
	Peons and other servants.....	70 0 0

STATEMENT EXHIBITING THE NUMBER, CASTE, &c., OF THE PUPILS OF THE MADRAS
UNIVERSITY ON THE 30TH APRIL 1855.

Institutions.	No. of Pupils.	Europeans.	East Indians.	Native Christians.	Hindoos.	Mahomed-ans.	Remarks.
Madras University.							
<i>College</i>	28	...	1	...	27	...	
<i>Normal Class</i>	2	...	...	...	2	...	
<i>High School</i>	220	1	35	4	177	3	
<i>Primary School</i>	301	1	18	.	269	13	

No. VIII.

MADRAS UNIVERSITY.

Dr. *Abstract account of Receipts and Disbursements from 1st May 1854 to 30th April 1855.* Cr.

		Rs.	A.	P.			Rs.	A.	P.
1854 May 1st.	Balance of cash on the 30th April 1854 - - - - -	1,564	3	5	1855 April 30th.	<i>General charges.</i>			
1855 April 30th.	Amount advanced by Government during 1854-55 - - - - -	50,000	0	0		Establishment of the Secretary of the Madras University and Director of Public Instruction - -	2,393	9	9
	School Fees realized - - - - -	7,800	0	0		Stipends of pupil teachers - - -	397	6	11
	Proceeds sale of books realized -	460	7	10		Books purchased on account of the Madras University and Provincial Schools including 1,000 Rupees to Mr. Symonds for the revision of his Indian Geography	4,938	7	5
	Interest on Elphinstone endowment bonds - - - - -	63	0	0		Printing - - - - -	1,553	5	6
	Amount refunded by pupil teachers - - - - -	7	0	0		Contingent charges including the three Government rewards to Candidates in the Public Examination - - - - -	1,260	9	0
	Amount of abstract of pay of the establishment of the Director of Public Instruction - - -	1,451	9	9		<i>Madras University.</i>			
		61,346	5	0		Establishment of the collegiate department of the Institution - -	15,360	0	0
						Establishment of the High School	11,961	5	10
						Do. of the Primary School.	4,779	0	0
						Do. of Vernacular Depts.	6,360	0	0
						Government Scholarships - - -	984	5	4
						Additional passage money of two masters sent out from England.	300	0	0
						House rent - - - - -	2,520	0	0
	Carried over	61,346	5	0		Carried over	52,808	1	9

MADRAS UNIVERSITY.

LXIII

Abstract account of Receipts and Disbursements, &c.

lxiv

	Rs.	A.	P.		Rs.	A.	P.
Brought forward	61,346	5	0	1855 April 30th.	Brought forward	52,808	1 9
					Contingent charges including books, furniture, printing, &c..	2,946	5 4
					Amount transferred to the Elphinstone Endowment fund for sums due to that Fund - - - -	763	4 5
					<i>Provincial Schools.</i>		
					Advance to the Cuddalore Provincial School - - - - -	42	0 0
					Advance to Cuddalore Vernacular Schools - - - - -	46	6 6
					Advance to Rajahmundry Provincial School - - - - -	605	6 6
					Advance to Combaconum Provincial School - - - - -	1,183	13 6
					Advance to Calicut Provincial School - - - - -	1,145	12 6
					Advance to Bellary Provincial School - - - - -	1,050	10 4
						<hr/>	
					Balance of cash on the 30th April 1855 - - - - -	60,591	12 10
						754	8 2
						<hr/>	
						61,346	5 0
						<hr/>	
Total Company's Rupees.	61,346	5	0		Total Company's Rupees.	61,346	5 0

APPENDIX A.

LIST OF PROFICIENTS OF THE MADRAS UNIVERSITY FOR 1855.

NAMES.	Degree.	Date of Degree.	Age at the date of Degree.		Time in High School.		Present Employment.	Salary.	REMARKS.
C. Ranganatham Shastry, .	1st Proficient.	20th May, 1842.	23	0	1	0	Head Tamil and Telugu, also Malayalum Interpreter, Supreme Court.	Rs. 345, inclusive of Fees.	This Proficient studied in the High School till July, 1844.
P. Thenathyaloo Naidoo, ...	do.	26th April, 1845.	19	0	4	0	2d Judge's Clerk, Small Cause Court.	Rs. 70	This Proficient studied in the High School till June 1846.—He also in connection with P. Chinniah Sooree published a Telugu Translation of the 2d Discourse of Norton's Rudimentals in 1851.
T. Madava Row,	do.	21st April, 1846.	18	0	5	0	Dewan Peishcar, Travancore.	Rs. 600	This Proficient was Tutor to the young Princes of Travancore.
Mr. B. Lovery,	do.	do.	19	0	5	0	Principal of Pacheappa's School.	Rs. 150	
A. Sashiah Shastry,	do.	12th June, 1848.	20	0	7	0	Naib Sheristadar, Masulipatam.	Rs. 125	This Proficient obtained the Pacheappah's Vernacular Prizes of 1846-47 for Tamil Expositions of Arnold's 3d Lecture on Modern History, and 10th and 11th of Thornton's Chap. on British India, also the Elphinstone Prize for an English Essay in 1847, and also the 1st Government reward of 300 Rupees given by the Council of Education in 1847.
V. Ramanoojah Charry,	do.	do.	20	0	7	0	Tamil and Telugu Translator, Sudder Court.	Rs. 70	

M

MADRAS UNIVERSITY.

LXV

List of Proficients of the Madras University for 1855.

NAMES.	Degree.	Date of Degree.	Age at the date of Degree.	Time in High School.	Present Employment.	Salary.	REMARKS.
C. Runga Charry,	1st Proficient.	16th April, 1849.	19	0 6 0	Head Writer and Translator, Collector's Cutcherry Chengleput.	Rs. 85	This Proficient obtained the Elphinstone Prize for an English Essay in 1849.
T. Mootosawmy Iyer,	do.	21st do. 1854.	21	3 6 3	Magistrate Record keeper, Tanjore Collector's Cutcherry.	Rs. 35	This Proficient obtained the Elphinstone Prize for an English Essay in 1854. He also obtained the 1st Government reward of 500 Rupees in the same year.
V. Rajahgopaula Charry,...	do.	do.	20	5 8 8	Clerk, Government Office	Rs. 40	This Proficient obtained Pacheappah's Vernacular Prize in 1854, for a Tamil Exposition of a portion of Robertson's History of America. He also obtained the 2d Government reward of 300 Rupees in the same year.
V. Sadagopah Charry,	2d Proficient.	26th do. 1845.	18	0 4 0	Uncovenanted Assistant to the Director of Public Instruction.	Rs. 200	The Pacheappah's Vernacular Prize for 1844 was shared among these three Proficients for their Expositions of Hume's Essays on Commerce and Whateley's Money Matters.
M. Sadasevah Pillay,	do.	do.	17	0 5 6	Deputy Registrar, Government Office.	Rs. 125	
V. Ramyengar,	do.	do.	17	0 4 0	Naib Sheristadar, Nellore.	Rs. 175	In addition to the above M. Sadaseva Pillay obtained the Pacheappah's Vernacular Prize of 1845 for a Tamil Exposition of Abercrombie's Culture and Discipline of the Mind.

G. Chungunna Shastry,.....	2d Proficient.	12th June, 1848.	22	0	6	0	Deputy Accountant, Chengleput Collector's Cutcherry.	Rs. 70	This Proficient obtained Pacheappah's Vernacular Prize of 1848 for a Telugu Exposition of Chapter 10, Vol 1st Murray's India, also the 3d Government reward of 200 Rupees given by the Council of Education in 1847 ; and also the Certificate of a College Moonshee in 1847.
W. Sashachellum Naidoo, .	do.	16th April, 1849.	22	0	7	0	1st Judge's Clerk, Small Cause Court.	Rs. 70	
G. Rajagopaul Naidoo,.....	do.	16th April, 1849.	21	0	8	0	Second Master, Pacheappah's School.	Rs. 40	
A. Ramchunder Row,	do.	do.	19	0	8	0	Magistrate, Javabunese Salem Collector's Cutcherry.	Rs. 70	This Proficient obtained in 1849 Pacheappah's Vernacular Prize for a Mahrattah Exposition of Chapter 2, Vol 2d Murray's India,—which was published in 1850. He also published conjointly with others, a Telugu Translation of the orders of the Revenue Board.
T. Vencata Charry,	do.	22d April, 1850.	22	6	5	6	Head Writer in the Department for revising accounts, Government Office.	Rs. 75	Author of a Tamil Translation of the orders of the Revenue Board.
Mr. H. Kerakoose,.....	do.	do.	22	0	7	0	Merchant.		
P. Rungiah Naidoo,	do.	15th April, 1851.	22	0	9	0	Translator, Small Cause Court.	Rs. 35	
P. Vejarungum Moodelly, .	do.	do.	20	0	5	0	Second Tamil Master, Madras University.	Rs. 55	This Proficient obtained in 1851 Pacheappah's Vernacular Prize for a Tamil Exposition of Book 2d Robertson's History of America which was published in 1852.
T. Tocromala Row,	do.	14th April, 1852.	21	6	9	1	Deputy Accountant Collector's Cutcherry Chittoor.	Rs. 50	

List of Proficients of the Madras University for 1855.

NAMES.	Degree.	Date of Degree.	Age at the date of Degree.	Time in High School.	Present Employment.	Salary.	REMARKS.
T. Dermanroyen Moodelly, ..	2d Proficient.	14th April 1852.	22	0 7 9	Tahsildar of Mogultoor Talook, Rajahmundry.	Rs. 100	
D. Teagiah Shastry,	do.	do.	21	0 9 5	Record keeper, General Police Office.	Rs. 50	
A. Streencvssa Row,	do.	do.	21	6 9 0	Translator Petition Department, Government Office.	Rs. 50	This Proficient obtained Pacheappah's Vernacular Prize for a Telugu Exposition of the Life of Mahommed from Ookley's history of the Saracens in 1852.
A. Narrain Row,	do.	19th April, 1853.	19	8 8 9	Writer, North Arcot Collector's Cutcherry.	Rs. 36	This Proficient obtained in 1853 Pacheappah's Vernacular Prize for a Telugu Exposition of the Life of Sir William Wallace by Patrick Fraser Tytler, Esq., and received the 3d Government reward of Rupees 200 in 1854.
C. Teroovengadam Naidoo,	do.	do.	20	8 3 8	Acting Mathematical professor, Madras University.	Rs. 100	
P. Chinnatumbec,	do.	21st April, 1854.	19	8 4 8	Clerk, Rajahmundry Collector's Cutcherry.	Rs. 35	
P. Vurdacharry,	do.	do.	21	0 4 3	Tutor, High School of the Madras University.	Rs. 40	
D. Baboo Row,	3d Proficient.	12th June, 1848.	18	0 6 9	Merchant.		

C. Sama Row.....	do.	22d April, 1850.	20	0	8	0	Second Master, Provincial School Cuddalore.	Rs. 70	
P. Runganatham Moodelly.	do.	do.	22	0	7	8	Acting Clerk, to 2d Judge Small Cause Court.	Rs. 70	
B. Kistnasawmy Naidoo.....	do.	do.	20	0	6	0	Foujdary Translator, Session's Court Chengleput.	Rs. 50	
S. Soondarum Naidoo.....	do.	do.	21	0	9	0	Salt writer, Collector's Cutcherry Nellore.	Rs. 50	
M. Sevagooroo Pillay	do.	14th April, 1852.	22	0	6	0	Head Javabunese Collector's Cutcherry, North Arcot.	Rs. 50	This Proficient obtained Pacheappah's Vernacular Prize for a Tamil Exposition of Book 2d, Robertson's America in 1851 and the Elphinstone Prize for an English Essay in 1852.
Mr. A. Dique.....	do.	19th April, 1853.	18	7	6	7	Tutor, High School, Madras University.	Rs. 50	
V. Kistnama Charry	do.	do.	20	6	4	4	Acting Translator, Revenue Board.	Rs. 54	

No. X.

LETTER OF THE PRINCIPAL TO THE LATE UNIVERSITY
BOARD REGARDING THE PROPOSED VERNACULAR
NORMAL CLASS.

TO THE SECRETARY TO THE MADRAS UNIVERSITY.

SIR,

Having discussed with Mr. Joyes the subject of the formation of a Tamil Normal Class, I now do myself the pleasure of submitting our joint views for the information of the University Board.

As the subject proposed in forming the class is the providing a superior order of Vernacular teachers for Government Schools it might be supposed that no stress should be laid upon the possession of a knowledge of *English*. We are, however, of opinion that a slight colloquial acquaintance with English should be required, even in the case of a junior Vernacular teacher, for it is a fact that Hindoo lads pay more respect to their Master when the latter possesses such an acquaintance and the teachers themselves receive and adopt with more facility ideas regarding improvements in the mode of conveying instruction. Moreover as the senior Vernacular teachers in Mofussil Schools will eventually have to teach elementary translation, a knowledge of English should certainly be required from them; and it would be advisable so to order matters, that the junior teachers might look forward to succeed the seniors as vacancies occurred, which would be out of the question if the former, on leaving this institution, did not possess a rudimentary knowledge of the English language.

With whatever care the selection may be made, one or two will probably turn out failures. Time is requisite to ascertain the qualities of an individual.

We recommend that the Class consist of ten Students, divided into two grades, the members of the lower drawing seven Rupees and those of the higher twelve Rupees a month.

It is Mr. Joyes' opinion, that two or at most three years will suffice for the training of a young man that possesses at entry a moderate knowledge of Tamil; consequently the lower grade might generally correspond to the first year's pupilship, and the higher to the second, or the second and third combined; and, by fixing the stipend in the third year at the same amount as that of the second, the pupils would probably be stimulated to complete their studies within the shorter period.

When a Normal pupil has completed his Curriculum and is considered qualified by the Superintendent, he might be tested in the presence of one of the Translators to Government, or of a Committee appointed by the University Board, the test being the following:—

1st. Explaining the construction and meaning of passages selected from the Vernacular Class-books used in Government schools.

2d. Translating easy passages or prose works both *vivâ voce* and in writing.

3rd. Taking a Vernacular Class.

It is to be remarked that, as good Tamil prose works are from time to time composed, changes should be made in the list of Vernacular class-books, so as to encourage the growth of a healthy prose literature.

After having passed the foregoing tests the Normal pupils would of course be drafted into Mofussil schools, supposing vacancies to exist in the latter: should however no such vacancies exist, we recommend that the part

students should be placed upon a salary of 20 or 25 Rupees per mensem, and be employed in compiling elementary Tamil School books under the supervision of Mr. Joyes. The preparation of such works ought indeed to form a distinct department of every Presidency institution in India, but so many difficulties beset the practical carrying out of this view, that much time will probably elapse before satisfactory progress is made.

The temporary employment of our passed Vernacular Normal pupils in bringing out class books would effect some good in this direction, both as regards the production of works by them and the valuable experience their labours would afford; and it would moreover serve to keep together a certain number of qualified men ready to fill such vacancies as might occur among the Vernacular teacherships in Government institutions.

It may be well to fix twenty-five as the age after which in general a person will be considered ineligible for a Vernacular Normal pupilship; at the same time cases will doubtless occur in which it will be advisable to disregard this limitation. A Register of the attendance, general conduct, and progress in studies of the Normal pupils, similar to those used in the English department, should be kept by the Tamil Superintendent; and the same should be laid before the University Board at the monthly meetings.

It is most important that the Vernacular pupils should know distinctly the prospects that will be open in their line. On this ground we consider it right to suggest that the Board should lay down a scale of salaries for the Vernacular department. We are inclined to think that thirty or thirty-five Rupees per mensem should be fixed as the Minimum, and sixty Rupees as the Maximum salary of a Vernacular teacher; the latter sum to be granted only in case of an individual having served some years, and proved himself thoroughly competent to the discharge of the highest duties expected from a Vernacular Master.

Before concluding this letter, I wish to touch upon a point intimately connected with the preceding topics, but for alluding to which I have to offer an apology, as I am in some measure going beyond my province in so doing. It seems probable that Government will hereafter spread a network of Elementary Vernacular Schools over the territory of this Presidency, so as to provide instruction for the masses whose circumstances preclude their seeking an English education. The Masters of such Vernacular Schools will not require a profound knowledge of their own literature, while they will stand in need of much general elementary information of which the Vernacular Master of English Schools will probably be destitute. This is sufficient to shew that a single Normal Class would not suffice for the training of the two sets of teachers; but, as doubtless the elementary Schools will have to be set on foot very gradually, it might prove advantageous to form a distinct Normal Class for the training of teachers for such Schools, receiving into it only a few young men at first and making a mere temporary provision for the instruction of its members. Mr. Joyes believes that, with the assistance of P. Vejiarungum Moodely a proficient at present holding a Tamil teachership in the institution, he would be able to secure the efficient training of some six or eight teachers for Tamil elementary schools, and the experiment would, among other results, enable the Board to form an idea of the agency that would be requisite to carry on the work upon a larger scale.

I am Sir,

Your most obedient Servant,

(Signed) EYRE B. POWELL,
Principal.

High School, }
3d August 1854. }

APPENDIX B.

CUDDALORE PROVINCIAL SCHOOL—SECOND YEAR.

- No. I. Report of the Local Committee.
- No. II. Supplementary Report of do.
- No. III. Plan of Studies—30th April 1855.
- No. IV. Local Committee as on the 30th April 1855.
- No. V. Establishment as on do.
- No. VI. Statement of number, caste, &c. of the Students.
- No. VII. Abstract Account of Receipts and Disbursements.

No. I.

REPORT OF THE LOCAL COMMITTEE.

Cuddalore, 12th March 1855.

FROM THE LOCAL COMMITTEE OF THE CUDDALORE
GOVERNMENT PROVINCIAL SCHOOL,

TO A. J. ARBUTHNOT, ESQ.,
Secretary to the Madras University Board.

SIR,

We have the honor to submit to you the following report of the public examination of this school, held in the school house on the 20th December last.

1. Besides a considerable number of the European Ladies and Gentlemen of the station, there were present nearly all the influential East Indians and Natives of the neighbourhood, and the Committee cannot omit saying that they were highly gratified by the presence of so numerous and respectable a body of spectators.

Members of the Committee present.

Arthur Hall, Esq., President of the Committee.

G. S. Forbes, Esq.,

W. Burrell, Esq.,

T. Rungasawmy Pillay.

M. Juggah Row was absent from Cuddalore.

2. The examination commenced with the 1st or highest class numbering 9 pupils who continued under examination for upwards of two hours, chiefly in the following subjects.

Euclid, books I, II and III.

Algebra, as far as Quadratic Equations.

Mensuration (plane and solid.)

Plane Trigonometry.

Practical questions regarding the strength of materials, the Steam Engine, raising of water, &c. &c.

Geography of European and Asiatic Turkey, Russia, Persia, Afghanistan, India and Africa.

Several of the pupils of this class were now prepared to read selections from their exercises in English composition, and one lad, Balakistna Naidoo read an Essay, prepared by himself, and which was selected for public reading as being superior to the compositions of his class fellows on the same subject, (the conquest of Mysore) for which the Head Master had offered a prize. This essay, though not free from error, was very creditable, both for its style which though rather florid, was good, and for its length.

II Class.

3. It was now thought that as much time as could be spared had been given to the examination of the first class, and accordingly the second was called up. This class numbered 27 pupils, who were examined first in the History of Rome, (during the period extending from the first Punic war to the reign of Augustus) and read, explained, and answered questions to the satisfaction of all parties. This class was then examined in Arithmetic as far as Vulgar Fractions and Compound Proportion, Dr. Furrell taking the chief part in the examination. Geography was then taken up, the countries selected by the Committee being England (particular) Europe (general,) various countries in Asia and also in Africa. This class was examined in English Grammar also, passages being taken at random in the school History of Rome for parsing, &c.

III Class.

4. The first division of the 3d class, numbering 33 pupils was then called. The Text book in which they were examined was one of Chambers' series, 'Ancient History,' and the portion of it prepared was the Ancient History of India. The Text book was considered by the Head Master to be too difficult for the pupils of the 3d class but he was obliged to use it as there was no other (at all suitable) to be had when it was introduced. This however is an evil that has since been remedied by the arrival from England of a supply of books better graduated for the different classes, and the Ancient History has been exchanged for another better adapted to the use of young scholars. This class was prepared to be examined in Arithmetic as far as Compound Rules (inclusive), and in Outlines of Geography particularly Asia and India, but as it was feared there was not sufficient time we directed the junior division of the Third Class to be brought before us.

III Class.
Junior Division.

5. This division consisting in all of 23 pupils, was examined in the text book used by them viz. "Æsop's" Fables. A few fables were selected by the examiners, and after a few questions had been ask-

ed as to the meaning of what had been read, of the words &c., the Fourth Class was called.

IV Class.

6. The Fourth Class consisted of 3 divisions numbering in all 57 pupils, the oldest of whom were reading words of two syllables, while the youngest had lately begun to read words of one syllable.

Tamil.

7. We now thought that the English examination had been sufficiently minute, and therefore the Tamil Classes were called out. The examination of these classes was conducted partly by the Moonshees and partly by some of the Native Gentlemen present, among whom Devasigamany Pillay, then Tahsidar of Cuddalore took a leading part. The result seemed highly satisfactory to all.

8. The competitors for the prize of Rupees Thirty-five (35) offered by Gulam Mahomed Ghouse Marcayen (the donor of the land for the proposed new school house) were now called on to read their productions. This reward had been offered for the best translation into Tamil of any useful article selected from an English book by the Head Master. There were 7 competitors, and their translations were very creditable to them, not only from the manner in which most of them had been executed, and from the length of the article prescribed, but also from the neatness of the penmanship and arrangement. The subject given for translation was the Appendix to Chambers' School History of the British Empire containing an outline of the extent, population, trade, manufactures, laws, &c., &c., of Britain and her colonies, and extending to 28 pages of letter press. After a careful examination of all the translations, both by the English and Tamil Masters of the School, as well as by a Committee of Hindoo Gentlemen, the three following have been declared nearly equal in merit, viz. those of

P. Sundaram.
C. Vencatramiah, and
M. Athmanatham.

The first part of P. Sundaram's translation is in style and accuracy decidedly superior to any part of the other translations, but the latter part has not had the same care bestowed upon it.

9. The examination was now brought to a close, and those pupils who had earned prizes during the past year were named and presented to the audience, but, as the prize books were not ready, the distribution

was postponed to a future occasion, probably the commencement of the Midsummer holidays.

10. Before the meeting was dismissed, Viziaragavulu Chetty, Sheristadar of the Civil Court came forward and stated that he was deputed by his countrymen then present, to express publicly the gratification with which they had witnessed the examination and to thank the Head Master, Mr. Armour, for the zeal he had shown for the progress of the pupils under his superintendence.

11. We have much pleasure in stating that in our opinion the examination was extremely satisfactory, and that its result reflected great credit on the Head Master, Mr. Armour, for the manner in which he has trained and instructed the scholars in the Institution, as well as on the Assistant Masters and the pupils themselves.

12. As a public examination is necessarily an imperfect test of the capabilities or acquirements of pupils, Mr. Armour had on various occasions prior to the public examination, conducted a written examination of the first or highest class; and appended to this is a list of the questions then put to the class on the subjects of Geography and British History, together with the names of the 3 pupils who made the fewest mistakes. These questions were drawn up chiefly in order to aid in deciding the allocation of the prizes, and the very small per centage of error in the answers of the lads whose names are given, is highly creditable to them.

13. We had hoped that the first class would have furnished a number of young men for the survey now going on in this district, but only one who was at all qualified has accepted employment in that department. Several lads belonging to the lower classes (the III and even the IV) left school without giving notice to the Head Master and became candidates for employment under Captain Priestly, but as might have been anticipated from their ignorance of even the common rules of Arithmetic they were for the most part rejected. The pupils of the first class do not seem to wish for employment in the Survey, chiefly because there is an impression among them that there is little chance of rising in it, and that however skilful they might become they would always be paid at a low rate, not sufficient to compensate for the drawbacks attendant on frequent locomotion and continued hard work in the fields. Another reason, operative at least at present, is that the senior students wish to stay longer at school and are not immediately anxious for employment of any sort. Since the public examination about a dozen boys have been drafted from the second class to form a junior

division of the first class, thus increasing the number of lads, under training, that will fit them for employment as Surveyors. With reference to this subject we beg that you will remind the University Board of the promised Theodolite.

14. We have the honor also to request that the University Board will be pleased to grant from their funds and place at our disposal a sum of four hundred Rupees (400), to be expended by us in the purchase of few models, and simple apparatus adapted to illustrate a course of elementary lectures on the Physical sciences. The University Board are aware that our monthly Government allowance of Rupees five hundred, (500), is exceeded by the monthly pay list of the establishment :— the amount of the latter is Rupees 513-8-0 and therefore Rupees 13-8-0 on account of pay list, and Rupees 35 on account of house rent, besides contingent charges for peons, paper, books, &c. &c., have to be paid from the school fees realized; so that it is impossible for us to provide the wished for apparatus from the funds of the Provincial School. It may give additional force to our request to state that Mr. Armour has at his cost ordered from England a one horse power model of a steam engine, which is now on its way hither. It is hoped that this may form the nucleus of a collection of apparatus that may yet be respectable.

We have the honor to be,

Sir,

Your most obedient servant,

(Signed) ARTHUR HALL, *President of the Committee.*

„ G. S. FORBES,

„ W. BURRELL,

„ T. RUNGASAWMY PILLAY.

Cuddalore, Government }
 Provincial School, }
 12th March 1855. }

No. II.

SUPPLEMENTARY REPORT OF THE LOCAL COMMITTEE.

Cuddalore, 3rd May 1855.

FROM THE LOCAL COMMITTEE OF THE PROVINCIAL

SCHOOL AT CUDDALORE,

TO A. J. ARBUTHNOT, ESQUIRE,

Director of Public Instruction, Madras.

SIR,

In obedience to your request contained in your letter to us of date 21st Ultimo, we have the honor herewith to submit to you enclosed statements exhibiting as required the number of pupils, the studies being pursued, the class books in use &c., in the Provincial School at Cuddalore (as also in the Vernacular School established by Government in old Town Cuddalore) on the 30th April last.

2. With regard to the suggestions you invite from us as to any changes that might be made in the present arrangements or in the internal economy of the Provincial School, we have none to make, as every thing appears to us to work in a satisfactory manner, and we do not think that any alterations we might propose would be improvements.

3. You will observe that the total number of pupils *in daily attendance* at the Vernacular School Cuddalore is only 24. Since the school was opened in September last 63 pupils have been admitted, but most of these were either cut off for irregular attendance, or left of their own accord. Mr. Armour thinks that the fact of the Vernacular School being shut on Sundays as well as on the Hindoo festivals has some influence in keeping down the numbers, especially as other private Schools in the neighbourhood are in full operation on that day, and we therefore leave it to you to decide whether the present arrangement is to continue. Mr. Armour reports well of the master employed at Old Town, and we have reason to hope that the present small number of pupils will ere long increase. Application was recently made by some of the inhabitants of New Town and Munjacoopum to have the Vernacular School transferred to them from Old Town, and the applicants stated that they "would shew by the numbers of their children who would attend, that they appreciated the benefits of education more than the inhabitants of Old Town Cuddalore."

4. We are sorry that we can give you no report of the Vernacular School at Punrooty as a master was not dispatched thither until the

close of last month ; and we hear that only 5 boys, all beginners have been enrolled. The delay in commencing has been caused in the first place by the impossibility of securing a house, and in the second by the culpable delay of the Tahsildar of Tiruvady to whom the money, with a plan and instruction, was sent in October last. Since that time three different individuals have held the Office but the blame rests chiefly on the last one. Mr. Armour had visited Punrooty three times besides writing frequently before the house was erected, which it was at last only on the direct interference of the Collector. We cannot but advert to the apathy which prevails among the Native population on the subject of Vernacular education. They seem to think it a matter of no importance where or how they are taught their own language, and to doubt whether their children can be taught as well by the English method as by their own. At the same time the cry for an English education is universal. When Mr. Armour was at Punrooty he was more than once requested to recommend an English School and "all the villages would send their children;" whereas if the school were to be only a Tamil one we need not expect many pupils, as the people were satisfied with their present Vadiars and had to pay them very little. This feeling may for a time retard the desiderated success of the Vernacular School.

5. Among other applications for an English School one was recently made, by the Inhabitants of Porto Novo to the Collector, and he referred the petition to us. We are of opinion that the request should be granted as the inhabitants of Porto Novo have for several years been anxious for an English School, and have more than once had one among them though it was invariably given up for want of adequate support. There is however reason to believe that a School supported by Government would be successful, and we think that one English and one Tamil teacher would be sufficient for the purpose, and that the total monthly cost need not be more than Rupees 50 or 60, allowing for a monthly Collection of 10 or 15 Rs. as School fees. The comparative proximity of Porto Novo would enable Mr. Armour to visit a School placed there as he expresses his willingness to do.

6. We beg to recommend that the pay of Mr. Van Beuren the 2d English Assistant be increased by Rupees 5 from the 1st instant. His present pay is Rupees 40.

7. We beg to urge the immediate commencement of the erection of the New School House, on the site recently presented to

us for that purpose. Mr. Armour has expressed to us that he is doubtful as to the expediency of the proposed change chiefly because the new site would be comparatively remote from the centre of population from which the present pupils are drawn. But taking everything into consideration we are still of opinion, that the advantages to be gained from the change of site more than counterbalance the drawbacks attending it, and that, though the change of site will be a slight inconvenience to the inhabitants of Munjacoopum and new Town, it will be an act of Justice to the population of old Town, at present upwards of 3 miles distant from the Government school, a distance which is too great to walk and therefore puts the school beyond the reach of the poorer classes. We beg therefore to request that you will take the necessary steps to have an Officer of Government instructed to superintend the erection and to act in communication with Mr. Armour.

8. We had been of opinion that your appointment to the office of Director of Public Instruction of necessity involved the dissolution of our Committee and we have therefore the honor to request that you will inform us of the precise nature of our functions and whether these are not immediately to cease.

We have the honor to remain,

Sir,

Your most obedient Servants,

(Signed) ARTHUR HALL, Esq., *President of the Committee.*
 „ G. S. FORBES, „ *Member* „
 „ W. BURRELL, „ *do.* „
 „ T. RUNGASAWMY PILLAY, *do.* „

No. III.

CUDDALORE PROVINCIAL SCHOOL.

Plan of Studies, 30th April 1855.

Class.	No. of Pupils.	Ages of Pupils.	Class Books and Studies.	Remarks.
ENGLISH.				
1st	19	12 to 19	Chambers' Ancient History, Garret's History of India, Chambers' Geography, do. Introduction to English Composition, Weale's Mechanics, Euclid, Algebra from the Master, Arithmetic do.	<p style="text-align: center;">CLASS 1ST.</p> <p>A few boys are revising the 3d book of Euclid, the others are about the middle of the first book. The Class book on Ancient History, has been read nearly through, and in a few weeks, will be replaced by Chambers' History of the British Empire. Only 6 boys are studying Mechanics. The class book on Geography is elementary, but additional illustrations and lessons on the subject are given by the Head Master. The introduction to English Composition is a simple work intended to accustom boys to write grammatically, and the exercises given from it are varied by others given generally on alternate days; the latter are generally passages selected from the lesson of the day, given out to be paraphrased and brought in writing on the following day.</p>
2d	27	11 to 17	Goldsmith's History of Rome, English Grammar, Chambers' Geography, Arithmetic from the Master, as far as Compound Proportion, Simple exercises in English Composition.	<p style="text-align: center;">CLASS 2D.</p> <p>This Class and all below are examined in their English lessons in 2 languages, i. e. the questions are asked and answered both in English and Tamil. Some of the boys in this class and also a few in the 1st, were reading (with difficulty) Æsop's Fables on the opening of the School.</p>
3d	38	11 to 17	Chambers' Moral Class-book, do. Geography, Arithmetic (as far as Compound Rules, <i>inclusive</i> ,) Simple lessons in English Grammar.	
3d Junior	33	10 to 16	Chambers' simple lessons in English reading, simple rules of Arithmetic.	
4th	24	9 to 16	Chambers' second book of English reading.	4th, 1st—This class is about to be promoted.
4th, 2d Div.	32	9 to 15	Chambers' second book of English reading.	4th, 2d—This class has just begun the book.
4th, 3d Div.	20	8 to 14	Chambers' first book of reading.	All the boys of this Class only recently began with the Alphabet.

Class.	No. of Pupils.	Age of Pupils.	Class Books and Studies.	Remarks.	
TAMIL.					
1st	12	.....	Virataparvam, and Balabotha Ilackanam.	There are 2 pupils, sons of a Military Officer stationed here, who attend the English classes only, hence the total number is 190 not 192 as in the English classes.
2d	40	.....	Panchatanteram and do.	
3d	44	.....	History of America and Ilackanasoorookum.	
4th {	1st Div.	30		History of Hindustan & do.
	2d Div.	47		Second Book of Lessons.
	3d Div.	17	Siruarpayirchi.	
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No. IV.

CUDDALORE PROVINCIAL SCHOOL.

Local Committee as on the 30th April 1855.

Names.	Designation.
Arthur Hall, Esq.....	Collector and Magistrate, <i>President</i> .
S. N. Ward, Esq.....	Civil and Session Judge.
G. Forbes, Esq.....	Sub Collector and Joint Magistrate.
W. Burrell, Esq.....	Depôt Surgeon.
M. Juggarow.....	Principal Sudder Ameen.
T. Rungasawmy Pillay.....	District Moonsiff of Cuddalore.
J. Armour, Esq.....	Head Master, <i>Secretary</i> .

No. V.

Establishment as on the 30th April, 1855.

Names.	Designation.	Amount of Salary.	
J. Armour, Esq.....	Head Master.....	300	0 0
C. Shama Row.....	2d do.....	70	0 0
Mr. Van Beuren.....	3d do.....	40	0 0
	Pupil Teachers.....	12	0 0
Mr. D'Vaz.....	Writing Master.....	20	0 0
Sevaprasasam.....	1st Tamil Master.....	30	0 0
	2d do. do.....	15	0 0
Vydeyalingum.....	3d do. do.....	12	0 0
	Peons and other servants.....	26	8 0

No. VI.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c. OF THE PUPILS OF THE CUDDALORE
PROVINCIAL SCHOOL ON THE 30TH APRIL 1855.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindus.	Mahomedans.	Remarks.
Provincial School at Cuddalore.....	192	2	12	13	163	2	Of the Hindoos in the Cuddalore Provincial School 63 are Brahmins—of the Native Christians 5 or 6 are Pariahs. The total number of Pariahs is about 10.

No VII.

CUDDALORE PROVINCIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854, to 30th April 1855.

DR.

CR.

		RS.	A.	P.			RS.	A.	P.
1854					1855				
May 1st.	Balance of last year's account...	560	15	3	April 30th.	Amount paid on account of	6,015	8	0
1855						school establishment.....	420	0	0
April 30th.	Cash received from the Col- lector's Treasury.....	6,800	0	0		„ „ for house rent.....	800	0	0
	School fees realized.....	865	0	0		„ „ for Printing Press...			
	Proceeds of sale of books.....	358	7	6		„ „ contingent charges	1,095	1	0
	Received from the Madras Uni- versity.....	42	0	0		including books, stationery, &c.			
						Balance of cash on the 30th	8,330	9	0
		8,626	6	9		April 1855.....	295	13	9
							8,626	6	9
	Total Company's Rupees...	8,626	6	9		Total Company's Rupees...	8,626	6	6

CUDDALORE PROVINCIAL SCHOOL.

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APPENDIX C.

RAJAHMUNDRY PROVINCIAL SCHOOL—SECOND YEAR.

- No. I. Report of the Local Committee.
- No. II. Supplemental Report of do.
- No. III. Synopsis of studies during 1854.
- No. IV. Routine of studies as on the 30th April 1855.
- No. V. Local Committee—as on the 30th do.
- No. VI. Establishment as on do.
- No. VII. Statement of number, caste, &c., of the students.
- No. VIII. Abstract account of Receipts and Disbursements.

No. I.

REPORT OF THE LOCAL COMMITTEE.

TO THE SECRETARY TO THE UNIVERSITY BOARD, MADRAS.

SIR,

1. The comprehensive Tables which at the request of the Committee, I have the honor to submit, will put the Board in possession of all necessary information regarding the progress of the Rajahmundry Provincial School during the past year.

2. It will be observed that 4 Brahmins have been re-admitted since the secession which followed upon the admission of a Pariah pupil.

3. There still however exists a strong feeling against the Institution amongst the Brahmins, and this feeling is more especially entertained and fostered by Government servants attached to the Courts, who some time since called a meeting and made an attempt to found a Scholastic Institution of their own. This project the Committee understand has fallen to the ground. The circumstance is only referred to here, as showing the violence of the opposition against which the School has hitherto had to contend.

4. With the view to giving all the effect in their power to the wish entertained by Government for the advancement of education, the local authorities, a short time since issued a notice promulgating their fixed determination not (after a certain date) to admit into the public service any party either in the Courts or Cutcherries without their being first subjected to an examination, and furnishing a certificate of having been educated at some School providing a certain Curriculum of instruction. This measure will probably operate to the interests of the School and lead to an accession of scholars.

5. The admission fee is also considered by the Natives too high, and it is confidently advanced that provided it be lowered to 4 annas, much larger numbers will immediately enter the school.

6. The Committee have already brought to the Board's notice the complaints made regarding the high prices of books.

7. These subjects however are still under the consideration of the Committee, and their deliberations thereon will be hereafter laid before the Board. Meanwhile the Committee would wish to be supplied as early as convenient with 3 dozen copies of the Rev. G. R. Gleig's third book of History of British India, school series; and 36 copies D'Orsey's Grammar both of which are cheap publications and quite within the means of the scholars.

8. As regards the course of instruction followed during the past year, the Head Master, Mr. Black, reports that it has necessarily been of a very elementary character, partly owing to the fact that many of the scholars had, on admission, but a very imperfect knowledge of even their own language, and partly because the fluctuations in the admissions and attendance of pupils have given a somewhat unconnected character to the different classes.

9. He further remarks that "the Gallery has been found a very useful adjunct to the School." "A lesson chiefly on some common object having been given out, the pupils are encouraged to find out, during the intervals of each lesson everything concerning the subject—such as the processes through which it passes, its uses, &c. These are arranged upon the black board and the deficiencies supplied by the teacher; but it often happens that when the general contributions are collected the lesson is perfectly without the aid of the master. This lesson is generally looked forward to with some degree of interest by all."

10. The Committee have witnessed this method of instruction, and are of opinion that it is eminently calculated to impress the subject chosen upon the minds and understandings of the pupils.

11. The annual private examination was held on the 5th, 6th, and 7th December 1854, in the presence of the members of the Committee who were well satisfied with the manner in which the pupils acquitted themselves, both in the Telugu, and English department.

The examinations comprised on the first day, Telugu exclusively.

On the 2nd English (Grammar and Geography &c.)

On the 3rd Arithmetic.

A public examination was also held on the 22nd December at which the different classes acquitted themselves creditably.

12. The course of instruction for the reason alluded to in para No. 8 must necessarily be of an elementary character for some time to come, except in the instance of two or 3 boys of the higher class who are in a position to enter upon the higher branches of study.

13. The Committee consider it necessary to remark that no comparison can at present fairly be made between this Institution and that established at Cuddalore. At the latter station the Committee understand a nucleus already existed for the formation of a school, and that upwards of 100 scholars joined at the very opening of the institution, many of whom were already far advanced as is evident from the Secretary's report upon the results of the examination for 1853. At this place on the contrary, very few scholars have been received from the Mission School.

14. On the whole and taking into consideration the extent of prejudice and bigotry prevailing amongst the higher castes of society in this town, and district, the Committee are of opinion that the progress of the Institution must be considered satisfactory and that there is every prospect of increasing, and permanent success.

I have the honor to be,

Sir,

Your most obedient servant,

Rajahmundry, }
15th January 1855. }

(Signed) J. L. RANKING,
Secretary Provincial School.

P. S.—The School has re-opened this day, and 12 Brahmins have entered, so that 16 of that caste are now in attendance, and others will follow. Indeed it would appear that the opposition alluded to in para 3 of the report has at length given way.

(Signed) J. L. R.

No. II.

SUPPLEMENTARY REPORT UPON THE GOVERNMENT
PROVINCIAL SCHOOL AT RAJAHMUNDRY FOR THE
HALF YEAR ENDING 30TH APRIL 1855.

1. In the annual report upon the school for the past year (1854,) the Committee commented upon the "strong feeling against the Institution" which continued to exist amongst the Brahmins and which was especially "fostered by the Government servants attached to the Courts," and detailed certain measures which had been adopted by the Heads of Departments likely to "operate to the interests of the school and to lead to an increase of scholars."

2. These anticipations have been fully realised.

3. Since the re-opening of the school on the 16th of January not only have the numbers steadily increased, but a large admission of Brahmins warrants the expression of the opinion that the spirit of opposition hitherto exhibited by that influential section of the community has succumbed.

4. The number of pupils in attendance on the re-opening of the School on the 16th January last amounted to 77,—64 have been since admitted upon the strength of the institution making a total of 141—of these, however, 25 have ceased to attend leaving 116 at the close of the semestrial period under report.

5. The Committee having fully informed you on the subject of the ceremony of the annual distribution of prizes on the 20th of March, through their Secretary's letter under date the 25th of same month, do not consider it necessary to advert to the subject.

6. The progress of the pupils is considered to be highly satisfactory; but the Committee have reason to think it would have been still more rapid had there not been some delay in the receipt of the books applied for by the Head Master. In the absence of them, he was compelled to restrict some of the classes to a class of books of too elementary a character, scarcely suited to the advanced and rapidly advancing intelligence of the scholars, many of whom, Mr. Black reports "display great diligence and aptitude in their English studies."

7. The tabular statements which accompany this Report furnishing all the information called for in the letter from the Director of Public Instruction under date the 21st April, the Committee do not consider it necessary to extend this report further.

8. They must however in conclusion express their decided opinion that the present condition and prospects of the school are very encouraging, and are such as fully to justify the Committee in again urging the adoption of a measure the necessity of which becomes daily more apparent, viz., the erection of a suitable school house,—and should the measure meet the approval of the Director of Public Instruction, they propose entering immediately into communication with the Civil Engineer with the view to the preparation of the necessary plans and estimates, which will be submitted for the approval of the Director of Public Instruction, who may probably desire that all Provincial School buildings should be erected according to one uniform plan.

9. It is further the opinion of the Committee that the full strength of teachers should be provided against the re-opening of the school in June.

10. The supplementary statement of the receipts and disbursements of the school for the half year accompanies this report.

By order of the Committee,

(Signed) J. L. RANKING,

Secretary Provincial School.

Rajahmundry, 1st May 1855.

No. III.

SYNOPSIS OF SUBJECTS STUDIED IN THE RAJAHMUNDRI PROVINCIAL SCHOOL DURING THE YEAR 1854.

Subjects.	Books.	Portions read during the year.	Portions for Examination.
ENGLISH.			
2D CLASS DIVISION B.			
Reading and Spelling	Æsop's Fables	Fables 1-177	100 Fables.
Grammar	Elements of English Grammar	Upper boys, the whole	The whole.
Geography	Clift's Geography	The end of Asia pp. 27	do.
Arithmetic	From the Master	Upper boys, to Vulgar Fractions.	do.
2D CLASS DIVISION A.			
Reading and Spelling	English Reader No. 1	The whole	Chapters 1-2&5.
Arithmetic	From the Master	Four Simple Rules.	The whole.
1ST CLASS DIVISION B.			
Reading and Spelling	Spelling book	The whole.	The whole.
Arithmetic	From the Master	Four Simple Rules.	do.
1ST CLASS DIVISION A.			
Reading and Spelling	Spelling book	The first 31 pages by 15 boys, 23 by 5 boys and 11 by the rest.	The whole.
Arithmetic	From the Master	Counting and making figures	do.
TELEGU.*			
2D CLASS DIVISION B.			
Grammar	Vachana Vijakaranam	Pages 1-14	The whole.
Morals	Neethi Sangraham	Verses 1-16 with meaning	do.
Declensions of Nouns	Vibhacthibothini	Pages 1-16.	do.
Writing from Dictation			
2D CLASS DIVISION A.			
Morals	Neethichandrica	Pages 1-49.	Pages 1-32.
A Sketch of the History of Ramah	Ramayana Sangraham	Pages 1-36.	Pages 1-22.
Declension of Nouns	Vibhacthibothini	Pages 1-16.	The whole.
Writing from Dictation			
1ST CLASS DIVISION B.			
Reading	Vikramarca	Pages 1-26.	The whole.
Spelling	Aksharaguccham	Pages 1-19.	do.
Writing from Dictation			
1ST CLASS DIVISION A.			
Reading	Vikramarca	Pages 1-26.	Pages 1-20.
Spelling	Aksharaguccham	Pages 1-19.	The whole.
Writing from Dictation			

* The Telugu Classes were not established till 15th June.

No. IV.

ROUTINE OF STUDIES AS ON THE 30TH APRIL 1855.

Teachers.	Subjects.	Books.
ENGLISH.		
1ST CLASS—DIVISION A.—41 BOYS.		
J. Hunter.....	Reading and spelling..... Arithmetic..... Copy writing.....	English spelling book. Simple addition.
1ST CLASS—DIVISION B.—29 BOYS.		
P. Somasoondrum.....	Reading and spelling.....	English Reader Nos. I and II.
J. Hunter.....	Arithmetic..... Copy writing.....	From the Master.
2D CLASS—DIVISION A.—30 BOYS.		
P. Somasoondrum.....	Reading and spelling..... Grammar..... Geography.....	Æsop's Fables. Elements of English Grammar. Clift's Geography (New edition).
J. Hunter.....	Arithmetic..... Copy writing.....	From the Master.
2D CLASS—DIVISION B.—16 BOYS.		
W. Black.....	Reading and spelling..... Grammar..... Geography.....	British India (Rev. Garrett's). D'Orsey's Grammar. Clift's Geography.
J. Hunter.....	Arithmetic..... Copy writing..... Etymology.....	From the Master. Wood's Etymological guide.
TELUGU.		
1ST CLASS—DIVISION A.—35 BOYS.		
P. Mullaparauze.....	Spelling..... Reading..... History..... Grammar.....	Aksharaguccham. Vikramarca tales. Hindustani Charitra. Declension of nouns.
1ST CLASS—DIVISION B.—16 BOYS.		
do.....	Reading..... History..... Grammar.....	Vikramarca tales. Hindustani Charitra. Declension of nouns.
2D CLASS—DIVISION A.—34 BOYS.		
P. Georoomoortiah.....	History..... Morals..... Grammar.....	Hindustani Charitra. Neeti Sangraham. Vibhakthi Bothini.
2D CLASS—DIVISION B.—31 BOYS.		
do.....	History..... Morals..... Grammar.....	Hindustani Charitra. Neeti Sangraham with meaning. Vibhukthi Bothini and Andhravya- caranam.

No. V.

RAJAHMUNDRY PROVINCIAL SCHOOL.

Local Committee as on the 30th April 1855.

Names.	Designation.
A. Purvis, Esq.....	Collector and Magistrate, <i>President.</i>
F. Copleston, Esq.....	Civil and Session Judge.
Major F. C. Cotton.....	Civil Engineer.
J. L. Ranking, Esq.....	Zillah Surgeon, <i>Secretary.</i>
C. Bauloo.....	Native do.
C. Joghee Jugganatha Row.....	
Kotee Puttabhee Ram Row.....	

No. VI.

Establishment as on the 30th April 1855.

Names.	Designation.	Amount of Salary.		
W. Black, Esq.....	Head Master.....	300	0	0
P. Somasoondara Moodely..	Assistant do.	50	0	0
Mr. J. Hunter.....	Writing do.	30	0	0
P. Gooroomoortiah.....	1st Telugu do.	30	0	0
P. Mallapahrauz.....	2d do. do.	20	0	0
	Peons and other servants.....	21	0	0

No. VII.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c., OF THE PUPILS OF THE RAJAH-
MUNDRY PROVINCIAL SCHOOL.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindus.	Mahomedans.	Remarks.
Government Provincial School...}	116	2	14	0	*92	8	* Amongst these are 20 Brahmins and 5 Pariahs.

Shewing their Ages.

6 — 7 — 8 — 9 — 10	11 — 12 — 13 — 14 — 15	16 — 17 — 18 — 19 — 20	above 20
<u>1 — 2 — 10 — 4 — 6</u>	<u>4 — 20 — 7 — 18 — 12</u>	<u>9 — 3 — 11 — 1 — 5</u>	<u>3</u>
23	61	29	3

No. VIII.

RAJAHMUNDRY PROVINCIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854, to 30th April 1855.

DR.				CR.			
		RS.	A. P.			RS.	A. P.
1854				1855			
May 1st	Balance of last year's account...	950	3 7	April 30th	Amount paid on account of		
1855					School Estab-		
April 30th.	Cash received from the Collec-	5,500	0 0		lishment.....	4,845	10 8
	tor's Treasury.....				„ „ for house rent.....	385	0 0
	School Fees realized.....	382	0 0		„ „ contingent charges		
	Proceeds of sale of books.....	142	10 11		including books,		
	Received from the Madras Uni-				stationery, &c...	842	15 7
	versity.....	605	6 6		„ Stolen from the writing		
	Amount refunded by Masters				Master's desk....	5	10 0
	for sums overdrawn by them.	66	7 7				
		7,646	12 7		Balance of cash on the 30th	6,079	4 3
					April 1855.....	1,567	8 4
						7,646	12 7
	Total Company's Rupees...	7,646	12 7		Total Company's Rupees ..	7,646	12 7

APPENDIX D.

COMBACONUM PROVINCIAL SCHOOL—FIRST YEAR.

- No. I. Report of the Head Master.
- No. II. Plan of studies.
- No. III. Statement shewing the progress of the boys.
- No. IV. Local visitors—as on the 30th April 1855.
- No. V. Establishment—as on do.
- No. VI. Statement of number, caste, &c., of the students.
- No. VII. Abstract account of Receipts and Disbursements.

No. I.

REPORT OF THE HEAD MASTER.

Combaconum, May 7th 1855.

FROM HENRY FORTEY, Esq., B. A.,

Head Master of the Provincial School at Combaconum,

TO A. J. ARBUTHNOT, Esq.,

Director of Public Instruction.

SIR,

1. In accordance with the request contained in your letter of the 21st ultimo, I have the honor to submit a report of the School under my charge, from the date of its opening up to the 30th April.

2. You have already been informed that the School was formally opened on the 19th of October last, by the Collector of Tanjore; and that the Civil and Session Judge of Combaconum, the Assistant Judge, together with other European visitors and a large number of Natives were present on that occasion.

3. On proceeding to examine the Candidates for admission to this School with a view to their classification, I found that they had, with but few exceptions, received very little previous instruction.

4. Those who were already somewhat advanced in their studies, had been, I believe, gratuitously instructed by two Natives, named Hurry Row, and Vasudevarow, both of whom are late students in the Madras University. I mention this fact as being very creditable to these two young men.

5. On proceeding to classify the boys I found it necessary to arrange them in two distinct sets of classes; the one having reference to their relative proficiency in English, the other in Tamil studies.

6. This entailed the necessity of teaching all the Tamil classes simultaneously; I therefore called upon the Masters in the English Department to assist the Moonshees by taking charge of the lower Tamil classes. This arrangement will be more clearly understood by reference to the plan of studies which I enclose (Appendix A.)

7. It appears to me that the progress made by the several classes will be best pointed out, by contrasting their average attainments at the

date of the opening of the School with those which they now possess. I have therefore annexed to this report a statement exhibiting in detail this contrast in each of the six classes into which the School is divided (Appendix B.)

8. The 3d or highest class is that which I myself instruct, and I have every reason to be satisfied with the progress of the boys in this class. They show a remarkable aptitude for Mathematical studies, and the questions which they are in the habit of putting to me with reference to their general studies manifest a very enlightened curiosity and a sincere desire to learn.

9. The English composition however of the boys in this class is by no means good; this defect I am striving to remedy by causing them to translate portions of the Tamil version of Robertson's History of America, and afterwards dictating to them the original.

10. The 2d class has I think received efficient instruction from Gopal Row, the progress made will be seen by reference to the statement above alluded to.

11. Mr. Adolphus (formerly a Normal Pupil in the Madras University) has charge of the 1st Class 2d Division, and the 1st Class 1st Division. He is, I think, an industrious and successful teacher. The boys in these classes are progressing very favorably.

12. I am sorry not to be able to report so favorably of the two Primary Classes. The attendance of the boys in these classes is very irregular; and in consequence of the admission of a Pariah pupil in the 1st Primary Class in the month of April, several boys have left; so that the actual attendance on the 30th April in this class was less by fifteen than that on the 1st of the same month.

13. Of the progress made in the Tamil studies pursued in this School, I cannot speak from my own personal experience, but I am inclined to believe from what my Moonshees tell me that the boys do not make so much progress in Tamil as they do in English. They seem generally to entertain the idea that their future prospects depend much more upon their successful cultivation of English studies than upon their knowledge of Tamil.

14. I trust that I shall not be thought to exceed the proper scope of this report in alluding to the progress toward more liberal ideas, and a pure morality which is manifest in some of the pupils of this School. Although I have strictly adhered to the principle enunciated by Government of non-interference in religious matters, yet I am glad to observe

a very marked improvement in these respects in the boys of my own class.

15. In order to assist in the development of this tendency towards more expanded and liberal views, I think it desirable that the highest class in this School should after the summer vacation commence a course of Popular Astronomy ; such a course will, I think, prove valuable, not only as an introduction to the most magnificent of the exact sciences, but also indirectly as tending to show the absurdity of the hypotheses accepted by the Hindus as explanations of physical phenomena.

16. The monthly returns forwarded to you from time to time will have informed you of the number of boys in the whole Institution and in the several classes ; and the number and average age of the boys in each class on the 30th of April will be found in Appendix B. The whole number in the School on the 30th of April was 193, a number much less than there had been for some time previously. This diminution in number I attribute in a great measure to the unfortunate prejudice of the Brahmins against low caste boys. A tabulated form showing the number of boys of each denomination will be found annexed to this report.

17. I take this opportunity of saying that this School has been much benefited by the cordial co-operation and assistance of Mr. Forbes, the Collector of this District, who has invariably given me the soundest advice when my inexperience led me to seek it, and who has sent all the Native youths under his guardianship to be educated at this School.

18. Upon a general review of the last six months, I think that there is every reason to be satisfied with the prospects of this School, and I think that a successful career of usefulness may be hoped for from so satisfactory a commencement.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) HENRY FORTEY,

Head Master.

PLAN OF STUDIES ADOPTED IN THE PROVINCIAL SCHOOL AT COMBACONUM.

Class.	Number of Boys.	Average Age.	Names of Masters.	11—12	12—1	2—3	3—4	4—5	
3d Class.....	18	16	Mr. Fortey.....	English History.	Arithmetic.	Euclid.	Geography and English composition on alternate days.	Tamil.	
2d Class.	33	16	Gopal Row.....	Arithmetic.	Geography.	Æsop's Fables.	Grammar.	Do.	
1st Class. {	2d Division....	34	14½	Mr. Adolphus....	Calcutta Reader.	Geography and Grammar on alternate days.	* Arithmetic.	* Copy writing.	Do.
2d Primary...	32	12½	Tamil taught by the Head Moon-shee.	Calcutta Spelling Book.		Tamil Athichuvadi.	Copy writing.		
1st Primary....	46	12	English by the 2d do.	* Tamil Athichuvadi.		Calcutta Spelling Book.		Do.	

* During these hours the divisions of the 1st Class are under the charge of the Writing Master.

No. III.

Comparative Statement shewing the attainments of the several Classes at the opening of the School, and on the 30th April 1855.

Class.	Amount of knowledge possessed by the several Classes at the opening of the School October 19th 1854.	List of books read from the date of the opening of the School up to the 30th April 1855.
3d Class.	<ol style="list-style-type: none"> 1 Arithmetic to Rule of Three, inclusive. 2 A fair knowledge of Grammar. 3 Generally a knowledge of some portion of English History. 4 A considerable knowledge of Geography. 	<ol style="list-style-type: none"> 1 Arithmetic, the whole including Fractions and Decimals. 2 Grammar generally and Gay's Fables. 3 The whole of Garrett's abridged History of India and History of England to the reign of Charles I. 4 A thorough knowledge of Geography. 5 Euclid Book I.
2d Class.	<ol style="list-style-type: none"> 1 Arithmetic, the 4 Simple Rules. 2 Grammar, very little. 3 Geography, no knowledge. 	<ol style="list-style-type: none"> 1 Arithmetic, to Rule of three inclusive. 2 Grammar, just have read the whole, others a part only. 3 Geography, Europe and Asia. 4 Æsop's Fables from 1 to 78.
1st Class.	<ol style="list-style-type: none"> 1 Arithmetic, Numeration. 2 Grammar, very little. 3 Reading, a little. 	<ol style="list-style-type: none"> 1 Arithmetic the 4 simple rules. 2 Grammar, to the verb. 3 Calcutta Reader to page 40. 4 Geography, Three Chapters of Clift's Geography.
	<ol style="list-style-type: none"> 1 Arithmetic, no knowledge. 2 Grammar Do. 3 Spelling, a little. 	<ol style="list-style-type: none"> 1 Arithmetic, the 4 simple rules. 2 Grammar, article, noun and adjective. 3 Calcutta Spelling Book, the whole.
2d Primary.	No knowledge of any subject.	<ol style="list-style-type: none"> 1 Numeration. 2 Calcutta Spelling Book, the whole.
1st Primary.	Do.	<ol style="list-style-type: none"> 1 Numeration, a little. 2 Calcutta Spelling Book to page 23.

No. IV.

Local Visitors as on the 30th April 1855.

Names.	Designation.
Henry Forbes, Esq.	Collector and Magistrate.
J. Silver.....	Acting Civil and Session Judge.

No. V.

Establishment as on the 30th April 1855.

Names.	Designation.	Amount of Salary.		
Henry Fortey, Esq.	Head Master.....	300	0	0
Gopal Row.....	Acting 2d do.....	60	0	0
Mr. Adolphus.....	3rd do.....	50	0	0
Poonambala Moodely.....	1st Tamil do.....	30	0	0
A. Soondram Pillay.....	2d do do.....	15	0	0
D. Dorasawmy Pillay.....	Acting Writing Master.....	15	0	0
	Peons and other servants.....	13	8	0

No. VI.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c. OF THE PUPILS OF THE GOVERNMENT PROVINCIAL SCHOOL AT COMBACONUM, ON THE 30TH APRIL 1855.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindoos.	Mahomedans.	Remarks.
Combaconum Provincial School... }	193	.....	.....	30	163	.....	Protestant Christians 19
							Roman Catholic do. 11
							Brahmins..... 128
							Pariah 1

COMBACONUM PROVINCIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854, to 30th April 1855.

DR.

CR.

		RS.	A.	P.			RS.	A.	P.
1855 April 30th.	Cash received from the Collector's Treasury.....	5,358	2	0	1855 April 30th.	Amount paid on account of School Establishment.....	3,042	9	0
	School fees realized.....	584	8	0		„ „ for repairing and furnishing the school house...	2,358	2	0
	Proceeds of sale of books.....	397	11	0		„ „ passage money and travelling allowance for the Head Master.....	305	7	2
	Received from the Madras University.....	1,183	13	6		„ „ contingent charges including books, stationery, &c.	674	1	4
		7,524	2	6			6,380	3	6
						Balance of cash on the 30th April 1855.....	1,143	15	0
							7,524	2	6
	Total Company's Rupees...	7,524	2	6		Total Company's Rupees...	7,524	2	6

APPENDIX E.

• CALICUT PROVINCIAL SCHOOL—FIRST YEAR.

- No. I. Report of the Head Master.
- No. II. Local Visitors—as on the 30th April 1855.
- No. III. Establishment—as on the 30th April 1853.
- No. IV. Statement of number, caste, &c., of students.
- No. V. Abstract account of Receipts and Disbursements.

No. I.

REPORT OF THE HEAD MASTER.

Calicut, May 1st 1855.

FROM F. C. HUBBARD, Esq., B. A.,

Head Master of the Provincial School,

TO THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

SIR,

1. I have the honor to forward you the following report of the progress of the School under my charge, during the past six months, from November 1st 1854 to April 30th 1855.

2. The School was opened on the 1st November, and was immediately attended by upwards of 100 scholars; from that time the number has steadily increased, till it has at length attained to nearly 240 the average daily attendance during the two last months having been 225 nearly.

3. At the outset my object was, of course in compliance with your instructions, to examine the Scholars, one by one, so as to be enabled to classify them according to their respective attainments. By far the greater part I found to be altogether unacquainted with the English language, whether as regards speaking, writing, or reading it: those who could read, had but a slight perception of the meaning of the words, and were utterly deficient in what is generally called an "idiomatic" knowledge.

4. Owing to this circumstance and the non-arrival of the School Books, I was prevented from proceeding with much regularity during the first month. In December, the number of Scholars was increased considerably by the addition of several East Indians, the majority of these having previous to their admission obtained some knowledge of English at certain Schools on the coast. I was now able to establish a class of some 25 boys, which I took under my own care entirely, the remainder also were seen regularly classified, and put under the charge of two Assistant Masters, and the Senior Malayalum Moonshee.

CLASS IV.

5. The number of scholars in my own class is now 27; of these 2 are Europeans, 6 Natives, and the rest East Indians; the average age being 16.

6. During the past months, we have read through one half of Simpson's History of England, and of Garrett's large edition of the History of British India, as well as Murray's English Grammar (twice), and a portion of Symonds' Geography of India. It has been my constant practice to make them read aloud each day some pages of History, to examine them closely in the meanings and spelling of the most difficult words, and to explain, as clearly as I could, any particular idiom or metaphor which might occur: they have been accustomed also to paraphrase two or three times a week suitable portions of what they have read. These subjects together with parsing and writing from dictation have as yet comprised their only studies in English literature.

7. In Mathematics we have read through the chief rules in Arithmetic, a part of the 1st book of Euclid, and the elements of Algebra, and of the Mensuration of Areas.

8. Once in every fortnight, I give them an examination paper, both that they may more easily retain what they have acquired, and exercise themselves at the same time in English composition. I am happy in being able to report favorably of the progress and marked improvement of many in this class, and to bear witness to their constant diligence and attention.

CLASS III.

9. This class is under the direction of T. Kristna Iyen, the 2d Assistant Master (the first not having as yet been appointed). It consists of 51 Scholars in two divisions, the average age being 15. He reports as follows.

“The number of boys in the 3d class has been varying from 20 to 51. They are divided into the upper and lower ranks. The class books for the upper rank are Garrett's History of India (small), Clift's Geography, and Murray's Abridged Grammar. The portions read during this half year are the whole of the History of India, Orthography, Etymology and Syntax in Grammar, the first 10 sections in Clift's Geography, and Compound Addition &c. and Vulgar Fractions in Arithmetic. The hours of study are,

Grammar.....	from 10 ⁰ to 10 ^½
Reading, Explanation, and Parsing.....	from 10 ^½ to 12

Geography and Arithmetic alternately.	from 12 to 1
Preparing of Lesson.....	from 1 to 1½
Translation from English into Malay- alum and vice versa.....	} from 2 to 3½
Copy writing.....		from 3½ to 4

They write from dictation twice or thrice a week. The lower rank reads the Calcutta edition of Æsop's Fables, and the elements of Grammar. The first 70 Fables have been read during this half year, as also the elementary rules in Arithmetic. They have just commenced the History of India. Both the classes commit to memory 10 words a day, with their meanings in Malayalum and English. In the management of the latter boys, I am assisted occasionally by the best of the boys in the upper rank. On the whole I have the satisfaction to observe that the progress made during this half year is creditable. I would take this opportunity of suggesting the introduction of the study of the outlines of English History, so as to prepare the students to enter the higher class and read the larger works on the subject. Moral class book, of Chambers' Educational course, would also be a good book for the lower rank."

CLASS II.

10. The scholars in this class are under the care of Mr. Salisbury, the Senior Moonshee, who, from the commencement, has discharged the duties of an English Assistant, without any extra remuneration. The strength of the class is, at present, 62, the boys being in two divisions. The first, during the preceding months, has finished Mavor's Spelling book, the greater part of Garrett's Abridgment of the History of India, Murray's Grammar (as far as the definition of the adjective) and the first three chapters of Clift's Geography: what they read is explained to them in a simple manner in English and Malayalum. In Arithmetic, they have been taught the first four rules of Arithmetic, as well as compound addition and subtraction.

11. The second division having finished Mavor's Spelling Book are now beginning the English Reader, or Æsop's Fables No. III. They read daily one Fable, the same being explained to them in Malayalum; learn by heart 6 words with their meanings in English and Malayalum, as well as a column of spelling. Arithmetic is attended to only occasionally.

CLASS I.

12. This class is composed of 98 boys under the superintendence of Mr. Manjo: the best of them have just commenced the English

Reader, while the remainder are either still engaged with the alphabet, or learning to spell short sentences.

Malayalum Department.

13. Malayalum is taught regularly each day, for $1\frac{1}{2}$ hours, and all the scholars are compelled to study it. The more advanced of them translate passages from English into Malayalum and vice versa, some have almost finished the Grammar while others, who commenced with the alphabet are now able to read short and easy stories.

14. The want of proper elementary books in this language is much to be regretted; I have had communications, however, lately from two gentlemen, one of whom is Mr. Collett, the Subordinate Judge of the Zillah, to the effect that they have now works in the press, of a character likely to supply the hitherto existing deficiency. The principal text-books, made use of at present are Arbutnot's Selections, a Universal History, and two or three volumes of printed Circular Orders.

15. The Senior Moonshee complains that two teachers are insufficient for instructing a round number of 200 boys.

16. I have had a good deal of trouble in trying to make the scholars pay their monthly fee at stated periods. The only punishment for non-payment, has been suspension for a week, and that I find to be successful. I would suggest that, for the future, every boy on his admission should pay the first month's fee in advance.

17. The greatest difficulty experienced in the management of the school, is the still insufficient number of Assistant Masters. This, I hope, will be remedied by the end of the summer vacation.

18. The increase in the number of pupils has been so great, that the present school house is by no means adequate to the accommodation of 200 boys. I would therefore urge the necessity of erecting, as soon as convenient, school buildings thoroughly adapted to the purpose they are intended to fulfil.

19. The attendance of the scholars, both Natives and East Indians, is by no means so regular as I could wish. For the former, perhaps, there is some

excuse, on account of the obligations imposed by their religious duties and ceremonies ; to meet the case of the latter, I would propose that any boy absenting himself (say) 3 or 4 days in one month should be struck off from the books, unless he be detained at home by sickness.

20. In concluding my report, I must not omit to mention the kind advice and assistance which I have received at various times from the Collector Mr. Conolly.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) FREDERIC C. HUBBARD,

Head Master.

No. II.

CALICUT PROVINCIAL SCHOOL.

Local Visitors as on the 30th April 1855.

Names.	Designation.
H. V. Conolly, Esq.....	Collector and Magistrate.
G. A. Harris, Esq.....	Civil and Session Judge.

No. III.

Establishment as on the 30th April 1855.

Names.	Designation.	Amount of Salary.		
		Rs.	A	P
F. C. Hubbard, Esq.....	Head Master	300	0	0
Kristnyer	3d do.	50	0	0
Mr. Frederic D'Aranjo.....	Assistant do.	15	0	0
Mr. Angello Rodrigues,	Writing do.	20	0	0
Mr. M. A. Salisbury	1st Malayalum Master	35	0	0
Govinda Pisharody	2d do. do.	20	0	0
	Peons and other servants. ...	15	8	0

No. IV.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c., OF THE PUPILS OF THE PROVINCIAL
SCHOOL AT CALICUT ON THE 30TH APRIL 1855.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindus.	Mahomedans.	Remarks.
Calicut Provincial School.....	238	8	69	8	142	11	Three Parsees are reckoned among the Mahomedans.

CALICUT PROVINCIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854 to 30th April 1855.

Dr.

Cr.

1854		RS.	A.	P.	1855		RS.	A.	P.
May 1st	Cash received from the Collector's Treasury.....	1,950	13	5	April 30th	Amount paid on account of School Establishment.....	2,477	8	0
	School Fees realized.....	478	0	0		„ „ for house rent.....	150	0	0
	Proceeds of Sale of books.....	305	14	2		„ „ for furniture.....	81	13	5
	Received from the Madras University.....	1,145	12	6		„ „ on account of additional passage money and travelling allowance for the Head Master..	429	10	2
		3,880	8	1		„ „ contingent charges including books, stationery, &c.....	593	7	0
							3,732	6	7
						Balance of cash on the 30th April 1855.....	148	1	6
							3,880	8	1
	Total Company's Rupees...	3,880	8	1		Total Company's Rupees...	3,880	8	1

APPENDIX F.

BELLARY PROVINCIAL SCHOOL—FIRST YEAR.

- No. I. Report of the Head Master.
- No. II. Statement of studies.
- No. III. Local visitors as on the 30th April 1855.
- No. IV. Establishment as on do. do.
- No. V. Statement of number, caste, &c., of the students.
- No. VI. Abstract account of Receipts and Disbursements.

No. I.

REPORT OF THE HEAD MASTER.

Bellary, 5th May 1855.

To A. J. ARBUTHNOT, Esq.,
Director of Public Instruction.

SIR,

1. In accordance with your letter of the 21st ultimo, I have the honor to forward the following report on the Government Provincial School at Bellary.

2. The School commenced on Monday the 29th January 1855, with about 100 scholars. The number on the 30th of April was 169, and the average daily attendances during the months of February, March and April, 146.

3. As the attainments of the pupils was very low on the opening of the School, (almost one half being beginners), we cannot yet boast of having reached any thing like a high standard. There has always been a very strong tendency amongst the people here to withdraw their children from the Schools, which have previously been in existence, at Bellary, directly they know a little English; and as a consequence though the most forward boys of the Provincial School, came from the London Mission School, yet their standard is a very inferior one. This state of things will, I hope, be stopped in time by the examination held for admission to situations in the Courts and other Public Offices.

4. I am perfectly satisfied with the progress made by the pupils: their studies till the present have been determined by the provision made by the University Board at the commencement of the School. I have appended a statement of the studies of the several classes, the number of pupils in each class, and their average ages.

5. I would wish to introduce from the next half year "Lessons on Objects," as the pupils seem quite unused to think about the things which they daily see around them. I would begin with the simple things most familiar to them, and gradually go into the more complex

such as the various phœnomena of nature, and English machinery—I am persuaded such a course would very much assist their powers of thinking (which they seem to have had almost entirely neglected), and act as an aid to the further study of **Mechanics, Mechanism, &c.** ; besides other evident advantages would be secured.

6. The School would be greatly benefitted by the appointment of a second Master speedily.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) JAMES NEALE,

<p>Government Provincial School, Bellary, 5th May 1855.</p>	}	<p><i>Head Master, Provincial School.</i></p>
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No. II.

STATEMENT SHOWING THE STUDIES OF THE SEVERAL CLASSES IN THE GOVERNMENT PROVINCIAL SCHOOL AT BELLARY, THE NUMBER OF BOYS IN EACH CLASS AND THEIR AVERAGE AGE.

Studies.	Books.	Remarks.
3D CLASS 25 BOYS—AVERAGE AGE—16$\frac{1}{2}$.		
Reading and Spelling	Æsop's Fables.	
History	Garrett's History of India.	
Geography.	From the Master.	
Grammar.....	Murray's Grammar.	
Dictation and Composition ...		
Arithmetic.....	From the Master.	
Euclid	do.	
Copy writing.....		
2D CLASS DIVISION B. 32 BOYS—AVERAGE AGE—15$\frac{1}{2}$.		
Reading and Spelling	Æsop's Fables.	
Geography.....	From the Master.	
Grammar.....	Murray's Grammar.	
Arithmetic.....	From the Master.	
Copy writing.....		
2D CLASS DIVISION A. 29 BOYS—AVERAGE AGE—13.		
Reading and Spelling	Æsop's Fables.	
Geography	From the Master.	
Grammar	do.	
Arithmetic.....	do.	
Copy writing.....		
1ST CLASS DIVISION C. 30 BOYS—AVERAGE AGE—12$\frac{1}{2}$.		
Reading and Spelling	Calcutta Reader, No. I.	The three divisions of the 1st Class have been gradually formed from the 1st Division A.
Grammar.....	From the Master.	
Arithmetic.....	do.	
Copy writing.....		
1ST CLASS DIVISION B. 26 BOYS—AVERAGE AGE—12.		
Reading and Spelling	Calcutta Spelling Book, No. I.	
Arithmetic.....	From the Master.	
Copy writing.....		
1ST CLASS DIVISION A. 27 BOYS—AVERAGE AGE—11$\frac{1}{2}$.		
Reading and Spelling	Calcutta Spelling Book, No. I.	
Arithmetic.....	From the Master.	
Copy writing.....		

No. III.

BELLARY PROVINCIAL SCHOOL.

Local Visitors as on the 30th April 1855.

Names.	Designation.
C. Pelly, Esq.....	Collector and Magistrate.
E. Story, Esq.....	Civil and Session Judge.

No. IV.

Establishment as on the 30th April 1855.

Names.	Designation.	Amount of Salary.		
James Neale, Esq.....	Head Master	150	0	0
do.	House rent	30	0	0
Mr. H. J. Howell.....	3d Master	50	0	0
Lingamiah.....	4th do.	20	0	0
P. Meniah.....	Writing do.	20	0	0
Venkataroyaloo.....	Teloogoo 1st Master	35	0	0
Ramabadriah	do. 2d do.	15	0	0
	Peons and other servants	13	8	0

No. V.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c.; OF THE PUPILS OF THE GOVERNMENT PROVINCIAL SCHOOL AT BELLARY, ON THE 30TH APRIL 1855.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindoos.	Mahomedans.	Remarks.
Bellary Government Provincial School.	169	—	9	—	144	16	

No. VI.

BELLARY PROVINCIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854 to 30th April 1855.

DR.				CR.					
1855		RS.	A.	P.	1855	RS.	A.	P.	
April 30th	Cash received from the Collector's Treasury.....	1,192	13	4	April 30th	Amount paid on account of School Establishment.....	1,310	0	0
	School Fees realized.....	251	0	0		" " for house rent.....	11	1	5
	Proceeds of Sale of books.....	224	3	0		" " for furniture.....	492	13	4
	Received from the Madras University.....	1,050	10	4		" " on account of additional passage money and travelling allowance for the Head Master..	310	0	0
		2,718	10	8		" " contingent charges including books, stationery, &c.....	401	15	4
						Balance of cash on the 30th April 1855.....	2,525	14	1
							192	12	7
							2,718	10	8
	Total Company's Rupees...	2,718	10	8		Total Company's Rupees...	2,718	10	8

APPENDIX G.

GUDDALORE VERNACULAR SCHOOLS—FIRST YEAR.

- No. I. Plan of studies as on the 30th April 1855.
- No. II. Statement of number, caste, &c., of the pupils.
- No. III. Establishment as on the 30th April 1855.
- No. IV. Abstract account of Receipts and Disbursements.

No. I.

OLD TOWN CUDDALORE VERNACULAR SCHOOL.

Plan of Studies pursued—30th April 1855.

Class.	Number of Pupils.	Ages of Pupils.	Class Books and Studies.	Remarks.
1st.	2	14	Punchatantrum, Elackanasoorookum and Arithmetic.	About 12 boys are provided with copy books so that they may learn to write with neatness. The others write on slates as well as after their own fashion on sand. One of the Masters teaches Arithmetic from a black board.
2d.	7	11 to 12	Seeroovurpayirchy and Elackanasoorookum and Arithmetic.	
3rd.	7	10	Do. No Elackanasoorookum.	
4th.	8	7 to 8	Do. do.	The 4th class began to read for the first time on the opening of the School.

No. II.

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STATEMENT EXHIBITING THE NUMBER, CASTE, &c., OF THE PUPILS OF THE OLD TOWN
OF CUDDALORE VERNACULAR SCHOOL, ON THE 30th APRIL 1855.

Institution.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindoos.	Mahomedans.	Remarks.
Vernacular School at Old Town Cuddalore.	24	—	—	—	22	2	

No. III.

OLD TOWN VERNACULAR SCHOOL.

Establishment as on the 30th April 1855.

Designation.	Amount of Salary.		
Tamil Head Master.....	10	0	0
do. 2d do.	8	0	0
House rent.....	2	0	0
Servant.....	0	5	0

·CUDDALORE VERNACULAR SCHOOLS.

Abstract account of Receipts and Disbursements from 1st May 1854, to 30th April 1855.

DR.				CR.					
1855		RS.	A.	P.	1855		RS.	A.	P.
April 30th	Amount received from the Collector's Treasury on account of old Town Cuddalore vernacular school.....	142	13	0	April 30th	Amount paid on account of the establishment of old Town Cuddalore vernacular school.....	114	7	0
	Do. do. do. on account of Punrooty vernacular school..	52	0	0		„ „ for house rent.....	12	8	0
	Do. Proceeds of sale of books.	6	4	0		„ „ for contingent charges including school books, stationery, &c.....	62	4	6
	Do. Received from the Madras University.....	46	6	6		„ „ into the Collector's Treasury, being proceeds sale of books.....	6	4	0
		247	7	6		„ „ for the erection of a school house at Punrooty...	52	0	0
							247	7	6
	Total Company's Rupees...	247	7	6		Total Company's Rupees...	247	7	6

APPENDIX H.

PULICAT MALE AND FEMALE SCHOOLS.

- No. I. Report of the Collector.
- No. II. Synopsis of studies pursued during 1854-55.
- No. III. Statement of number, caste, &c., of the students.
- No. IV. Establishment as on the 30th April 1855.
- No. V. Abstract amount of Receipts and Disbursements.

No. I.

REPORT OF THE COLLECTOR.

Chingleput District Collector's Circuit
Cutcherry, Pulicat 29th May 1855.

FROM C. J. SHUBRICK, ESQUIRE,

Collector of Chingleput,

TO A. J. ARBUTHNOT, ESQUIRE,

Director of Public Instruction, Madras.

SIR,

1. With reference to your letter of the 16th Instant and my reply thereto of the 18th Idem, I have now the honor to transmit, for your information, the accompanying return exhibiting the nature and extent of Instruction imparted at the Government School at Pulicat during the official year ending the 30th April 1855, as well as other particulars to which my attention has been directed.

2. From the enquiries made by the Deputy Accountant on my establishment, G. Chengunnah, one of the Proficients of the High School, whom I deputed to examine the pupils, and enquire into their state and progress, it would appear that the School has been in existence for the last 40 years. It was originally founded and maintained by the Dutch Government while Pulicat was in their possession. When that settlement was ceded to the British agreeably to treaty, this Institution was likewise transferred to them, and has continued ever since to be supported by them at a charge of Rupees 384* per annum.

3. The subjects of instruction are of the most elementary and ordinary character, and the boys appeared to be backward, and little familiar with them. Of the 6 boys composing the 1st class, there was but one who could at all answer the queries put to him.

4. The number of boys and girls on the nominal roll was reduced from 36 to 22 during the year under report which is attributed to the removal of the parents of a great number of the children to Madras and other quarters in search of employment. They all belong to the

* Rupees 300 was sanctioned for the Male School on the 24th June 1825 and Rupees 84 for the Female on the 28th October 1843.

families of the Dutch and other Pensioners residing there, and are in very reduced circumstances requiring clothes to be given them to go to school.

5. No public building is available for educational purposes. The school was held in different buildings at different times, the rent of which was sometimes paid by means of subscriptions raised amongst the resident community of the station, and at other times no rent was paid. It is now situated in a private house in the "Old Fort Street" which, it is understood, will no longer be available for the purpose for which it has been appropriated. The School Master, therefore, proposes to remove the school to his own residence in a Cooppum near Pulicat, as was once the case before.

6. In addition to English which forms the principal language imparted, Tamil was likewise taught sometime since, the salary of the Master being paid by means of subscriptions and Donations; but these subscriptions having ceased to be paid, his services have been dispensed with, and English alone is now taught. Mr. Carmichael, an East Indian, is the School Master, and states that he has been employed as such for the last 18 years. His wife, the School Mistress, instructs the girls in needle work; they possess but moderate attainments though equal perhaps to the salaries paid them.

7. The Chaplains of Saint George's Cathedral at Madras, and especially the Reverend Mr. Younker, who left about 3 Months ago, appear to have ever taken a lively interest in the education of the rising community of this place by conducting Public Examinations, and presenting the children with Books, &c. at their quarterly visits. The school may indeed be said to be virtually under their superintendence, although the salaries of the Teachers are disbursed by Government.

8. The school however, appears to have been at a stand still for a length of time, the instruction to be most rudimentary, and not well grounded, and, unless a better and more continued superintendence is introduced, little likely to be of any use or advantage to the pupils whose capacities cannot be drawn out by the limited nature of the studies they are put to.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed) C. J. SHUBRICK,

Collector.

No. II.

SYNOPSIS OF STUDIES PURSUED IN THE PULICAT MALE AND FEMALE SCHOOLS
DURING THE OFFICIAL YEAR 1854-55.

Classes.	Hours of attendance.	Subjects of Studies.	Portions read during the year.
1st.	From 9 to 12 A. M., and from 2 to 5 P. M.	Old and new Testaments, History of England, Watt's Scripture History, Murray's Grammar, Clift's Geography, Jones' Book of Nature, Walkingham's Arithmetic, Writing.	Exercises in reading Bible (a Chapter a day;) English History (Outlines) from page 1 to 76; Clift's Geography 1-48; Grammar 1-15; Carpenter's Spelling 1-10; Book of Nature 1-67.
2d.		Old and new Testaments, Grammar, Geography, Carpenter's Spelling, Arithmetic, Writing	From 234 to 268 Page. The other subjects as in the 1st Class.
3d.		Mrs. Trimmer's Spelling Book Part 2d } Church Catechism.	From 1st to 53d page.
4th.		Mrs. Trimmer's Spelling Book Part 1st } Church Catechism.	Do. 1st to 8th do.

No. III.

STATEMENT EXHIBITING THE NUMBER, CASTE, &c., OF THE PUPILS OF THE PULICAT
MALE AND FEMALE SCHOOLS ON THE 30th APRIL 1855.

Institutions.	Number of Pupils.	Europeans.	East Indians.	Native Christians.	Hindoos.	Mahomedans.	Remarks.
Male School.....	14	—	11	3	—	—	
Female School	8	—	8	—	—	—	

No. IV.

Establishment as on the 30th April 1855.

Names.	Designations.	Salary.		
Mr. J. Carmichael.....	Master of the Male School.....	25	0	0
Mrs. M. Carmichael.....	Mistress of the Female do. ...	7	0	0

No. V.

Abstract account of Receipts and Disbursements of the Pulicat Male and Female Schools, from 1st May 1854, to 30th April 1855.

DR.

CR.

• 1855 April 30th.	Amount received from the Collec- tor's Treasury...	384	0	0	1855 April 30th.	Amount paid on account of the School Establish- ment of the Male School.....	300	0	0	
							„ Do. of the Female Do...	84	0	0
								384	0	0
	Total Co.'s Rupees.	384	0	0		Total Co.'s Rupees.	384	0	0	0

APPENDIX J.

NEGAPATAM INDUSTRIAL SCHOOL.

- No. I. Report of the Collector.
- No. II. Plan of studies—as on the 30th April 1855.
- No. III. Statement of pupils learning trades.
- No. IV. Abstract account of Receipts and Disbursements.

No. I.

REPORT OF THE COLLECTOR.

Tanjore, Saitoobavah,
22d May 1855.

No. 372.

To A. J. ARBUTHNOT, Esq.,

Director of Public Instruction, Madras.

SIR,

1. I have had the honor to receive your letter of the 5th Instant.

2. I have not had an opportunity of visiting the Government School at Negapatam since last August, but I have received from the Chaplain at Tranquebar a letter dated the 14th Instant, in which he informs me that he has visited the School twice since his return to this district, and that on both occasions he examined the several classes. On his first visit Mr. Knox found them tolerably well prepared in the particular portions of the books they were then reading; but on his second visit a month later, he found little or no progress had been made by the senior classes, which was however partly accounted for, by the intervention of the Easter holidays; the junior classes on this occasion answered fairly to the questions put to them. Mr. Knox expresses his opinion that the Master is diligent in the discharge of his duty, notwithstanding the many difficulties he has to contend with, among which the chief is the utter indifference manifested by the parents regarding the education of their children—an education Mr. Knox believes them not to value, because they are not obliged to pay for it.

3. The school was, as you are aware, originally established as a means of enabling the rising generation of Portuguese and East Indians to earn their own livelihood by any handicraft, or any profession, the rudiments of which it might be possible to teach them at the school. This class of people at Negapatam is sunk in the very lowest depth of poverty; and it is not unusual for a family to subsist on an allowance of $1\frac{1}{2}$ Rupees a month from the Government Protestant poor fund. This fund, originally forty pagodas a month, is now limited to twenty Rupees, with the expressed intention of Government that it shall gradually cease

as existing incumbents die. Its existence no doubt led to much of the poverty that exists: families were content to subsist upon it in preference to earning their bread, and each generation looked upon it as an inheritance, which was to absolve them from the necessity of labor.

4. I am not of opinion that the parents of the children not at School could pay a single Anna for their education, and am quite sure that if they could, they would not.

5. Since the School was established several boys have been sent into the world, and are earning an honest livelihood: there are some in the Collector's establishment as writers, some are working as Carpenters and are said easily to earn eight Annas a day, and two, who were the year before last entered at the Government expense at the Naval School at Madras, have ever since adhered to their profession, and lately sailed in a large ship for England.

6. I enclose for your information a list of the pupils, with the subjects of their study in each class, and the trades that it is attempted to teach them.

7. The Master having been himself a carpenter is competent to impart instruction to them in that trade, and all the furniture now in use at the Provincial High School was made, under my orders, at the Government School at Negapatam.

8. It is less easy than at first sight appears to select trades at which these boys may hereafter earn a livelihood,—because in almost all that can be taught them, either the natives will undersell them, and so obtain the market, or a stock of tools and implements is too expensive for the boys to procure, or for the Government to give. Shoe making, which has been tried, has not answered for the first reason, and book binding which has been proposed, has not been introduced for the second.

9. The pupils are not allowed to enter the school before they are 6 years old, nor to remain in it after they are 16,—and the latter prohibition is much against their acquiring a useful knowledge of any trade, for at the time they leave the school, they have not attained the physical strength necessary for the performance of many parts of the ordinary work of a carpenter or a smith.

10. There are two masters in the school, the Head Master is an East Indian—a man of energy and quite competent for his position: the second master is his step-son, and is also sufficiently able to instruct the lower classes. A statement of the expenses of the school in the official year 1854-55 is enclosed.

11. The sum of Rupees 4,200, regarding which you enquire in the 3d paragraph of your letter, is the total of an allowance of one hundred pagodas a month, paid by the Government for the support of schools established at Tanjore and Ramnad by Schwartz. The allowance, originally 40 pagodas, was granted by the Honorable Court of Directors as a mark of their appreciation of the character of the venerable Missionary, and was increased to its present amount in a letter dated the 11th of January 1809, paragraph 157, on a representation made by his successors in the Mission Messrs. Kohlhoff and Horst, that the original sum was insufficient.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed) H. FORBES,

Collector.

No. II.

PLAN OF STUDIES PURSUED IN THE INDUSTRIAL SCHOOL AT NEGAPATAM, 30TH APRIL 1855.

Class.	Number of Pupils.	Subjects.	Books.	Remarks.
1st	2	Scripture,	Exodus, Luke's Gospel and Church Catechism.	
		History,	Outlines of the History of England and Brief Survey of History, Part II.	
		Grammar,	Lennie's Grammar.	
		Geography,	Symonds' Geography.	
		Arithmetic,	Compound Division.	
		Dictation and Composition,		
		Tamil,	Genesis and Luke's Gospel, Swart's Series of Lessons and Pope's Grammar.	
2d	5	Scripture,	Exodus, Luke's Gospel and Church Catechism.	
		Reading and Spelling,	M'Culloch's Series of Lessons.	
		Grammar,	Murray's Grammar.	
		Geography,	Clift's First Geography.	
		Arithmetic,	Multiplication.	
		Tamil,	Luke and Swart's Series of Lessons.	
3d	8	Scripture,	Exodus, Mark's Gospel and Church Catechism, and Historical Questions.	
		Reading and Spelling,	English Instructor, No. III.	
		Arithmetic,	Subtraction.	
4th	10	Scripture,	Divine Songs and Historical Questions.	
		Reading and Spelling,	English Instructor, No. II	
		Arithmetic,	Addition.	
5th	14	Reading and Spelling,	English Instructor, No. I	
		Arithmetic,	Addition.	
6th	12	Alphabet,		

No. III.

STATEMENT SHOWING THE NUMBER OF PUPILS EN-
GAGED IN LEARNING TRADES.

Age.	Names.	Trades.
10 years ...	J. Daniel	} Gardening.
12 ,, ...	J. Dawson	
6 ,, ..	C. D'Rozario	
7 ,, ...	G. Anderson... ..	
12 ,, ...	J. Cross	} Carpentry.
13 ,, ...	F. Jonas	
11 ,, ...	J. Hanson	
13 ,, ...	E. Rifido	
8 ,, ...	C. Penman	
12 ,, ...	J. Cross	} Blacksmith.
10 ,, ...	J. Daniel... ..	
12 ,, ...	J. Dawson	
7 ,, ...	G. Anderson	

No. IV.

NEGAPATAM INDUSTRIAL SCHOOL.

Abstract account of Receipts and Disbursements from 1st May 1854 to 30th April 1855.

Dr.

Cr.

1855		RS.	A.	P.	1855		RS.	A.	P.
April 30th	Amount received from the Collector's Treasury.....	2,353	6	0	April 30th	Amount paid on account of the School Establishment.....	1,219	0	0
						„ Do. for Boarding and Clothing of the Pupils.....	1,030	11	0
						„ Do. for contingent charges.	103	11	0
							2,353	6	0
	<u>Total Company's Rupees...</u>	<u>2,353</u>	<u>6</u>	<u>0</u>		<u>Total Company's Rupees...</u>	<u>2,353</u>	<u>6</u>	<u>0</u>

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APPENDIX J.

APPENDIX K.

EXAMINATION FOR GOVERNMENT REWARDS.

- No. I. Report of the Examiners.
- No. II. Statement of the results of the Examination.
- No. III. Questions proposed to the Candidates examined.

No I.

REPORT OF THE EXAMINERS.

TO A. J. ARBUTHNOT, ESQUIRE,
Director of Public Instruction.

SIR,

1. We have the honor to report that, in compliance with the orders of Government, we have held a Public Examination of the candidates for the rewards offered for competition in the Educational Notice of the University Board, dated July 18th 1854.

2. The examination was conducted on nearly the same plan as that of the previous year, and entirely in accordance with the principles laid down in the official notice published in the Fort Saint George Gazette. It was divided into two parts, the former comprehending those elementary subjects, specified in the notice, in *each* of which it was essentially necessary that the candidates should obtain *half* the number of allotted marks, in order to entitle them either to the Government Rewards, or failing them, to Certificates of merit; the latter part comprising subjects of a higher order in the specified branches of Literature and Science, from which each candidate was at liberty to select those, in which he preferred to have his attainments tested, the condition being, that one *third* of the marks allotted to such subjects should in each case be obtained, in order that they might be reckoned in the general result. These conditions being fulfilled, the relative claims of the candidates were to be determined by the aggregate sums of their marks upon the whole examination.

3. We deem it of importance to point out, that on the supposition, that out of the candidates who presented themselves, a certain number had passed successfully the elementary examination, but had either not attempted, or had even failed in the higher subjects, not only would they have been entitled to Certificates of merit, but we should have considered it competent to us to assign to them the Government Rewards, according to their relative claims. Moreover, supposing that the aggregate marks of a candidate, who confined himself entirely to the elementary subjects, had exceeded in number those obtained by a

candidate, who attempted one or more of the higher subjects, we should have judged it incumbent on us to give the preference to the former.

4. According, therefore, to the plan laid down for our guidance, it will be seen that no encouragement could be given to superficial attainments in a large variety of subjects, to the disadvantage of those candidates, whose acquirements might be less pretentious, but more substantial.

5. We think it unnecessary to make any observations on the subject of examination, except in so far as they varied from those of the previous year. The subject of English Literature, which then occurred only in the elementary examination, it was judged advisable to divide into two portions, by giving a paper of a more simple kind in this part of the examination, and transferring the test of a more advanced knowledge of the subject to the list of those which may be termed optional. Accordingly our elementary papers on the subject were such as mainly to test the knowledge of English Grammar, and the ability to paraphrase from the easier English authors; whereas into the optional papers were introduced passages of greater difficulty, both in prose and poetry, and questions were asked to elicit a knowledge, not only of the laws of English Composition, but also of the refinement of language and style. We have further to notice that a similar plan was pursued with reference to the Vernacular languages. In the other subjects there was no variation from the scheme of the preceding year, which we deem worthy of particular notice.

6. We beg however to observe that it was found unnecessary to introduce papers, either on the Latin and Greek Classics, or on the subject of the Bible.

7. We have to report that five candidates presented themselves for examination, all of whom either have been, or are now, *alumni* of the Madras High School; two of these, however, confined themselves entirely to the elementary subjects; accordingly in the higher subjects there were but three competitors.

8. In consequence of the condition imposed upon us by the orders of Government, that no candidate should be considered as having passed, who had not obtained half the number of allotted marks in *each* of the elementary subjects, we are under the necessity of reporting that two only of the five competitors have proved successful, and to them we have the honor to adjudicate two of the Government Rewards.

9. The examination of C. Runga Charloo has been highly satisfactory ; he attained the prescribed standard in every subject on which a paper was set, and in many of them he evinced a superiority of intellect, which augurs well for his future usefulness. It is worthy of observation that a period of six years had elapsed since the termination of his formal studies, during which he has been engaged in the public duties of a Cutcherry ; the accurate knowledge shewn in many of his papers is therefore the more remarkable ; they exhibit moreover a clear apprehension of the principles of science, and a power of reasoning upon them, which fully prove that his mind has been well trained. We have no hesitation in recommending that the Reward of Five Hundred Rupees be conferred upon him.

10. P. Vurda Charry, who was an unsuccessful candidate at the last public examination, has shewn some marks of progress, and we are of opinion that he has now established his claim to a reward. It will be observed, however, on reference to the annexed tabular statement, that in one or two of the elementary subjects he did not exactly reach the required number of marks ; but as the deficiency is very slight, we have taken into the account his general success, and are agreed in the opinion that he has virtually attained the prescribed standard, but that there is sufficient ground for the recommendation, which we venture to urge, that the lowest reward of Two Hundred Rupees be assigned to him.

11. P. Chinnatumbee has acquitted himself so creditably in some of his papers, that it would have afforded us much satisfaction to have been enabled to pronounce him entitled to a reward ; but a decided failure in one of the essential subjects, viz. English Composition, notwithstanding his success in all the others, has we regret to say, nullified his claim.

12. The two other candidates B. Gopauliah, and C. Ramiah, who offered themselves for examination only in the elementary subjects, having failed, the former decidedly in Arithmetic and Elementary Algebra, in Elementary Astronomy and Mechanics, and partially in the English paper ; and the latter decidedly in the papers on English and Indian History and partially in English Composition, we are precluded from assigning to them the Certificates of merit which we should otherwise have recommended ; but in some of their papers they have shown so much ability that we entertain hope that they will be more successful on a future occasion.

13. We beg further to express our opinion, that notwithstanding the partial failures, which in accordance with the prescribed conditions,

exclude some of the candidates from all claim to a public recognition of their merits, in no case was there a total failure, and that all the candidates exhibited a more than average amount of intelligence.

14. We now proceed to make a few observations on the general results of the examination, and in so doing, the enquiry is suggested to us, how far the experiment of Public Examinations has hitherto proved successful, or what reasonable prospect is afforded by the results already obtained, that the views, which the Government may be supposed to have entertained in their establishment, are likely to be eventually realized.

15. Although we are not accurately informed as to what were the exact intentions of Government in originating this plan, we cannot doubt that it was designed to give a general impulse to education, and to operate powerfully on all the Scholastic Establishments throughout the Presidency; and perhaps it will appear that a second examination, which has only called forth five candidates, and those *alumni* of a single institution, is a result not at all commensurate with the design, nor with the means which have been employed to carry it out.

16. We cannot however admit that the experiment has failed; it is one, which must, from its very nature, be slow in its operation, and it can only be by repeated attempts and partial success, that results, like those which we conceive to be contemplated, can be expected to ensue. It is matter of regret that little has yet been done, beyond the insertion of a formal notice in the Government Gazette and other papers, to bring the subject prominently before the public, or in such a way as to awaken general interest; we have reason, moreover, to believe that considerable misconception prevails as to the nature of the examination, which by ordinary official notification it is difficult to remove. It would, we think be highly advantageous to call the special notice of the Heads and Managers of Educational Establishments to this measure of Government, and set it before them with a clearer exposition of its objects and fuller explanation of its details. We also entertain a hope that through the usual organs of public opinion the subject will eventually become one of general discussion.

17. It has occurred to us, however, that, looking to the possible establishment of an University in this Presidency, and regarding the annual examination as the ready formed nucleus of such a system, the subject may now be brought before the public under a new aspect, and so as to excite more general attention and a deeper interest.

18. It has been a question under our consideration, whether or not in the subjects hitherto required as essential, the range is too extensive or the standard set too far above the level of the existing Scholastic Institutions. On this point, we would observe, that so far as we understand the object of the Government, it is not so much to distribute a certain number of prizes for competition among the various schools,—as, on the one hand, to improve the character and tone of the system of education now pursued therein, and by powerful incentives to stimulate the more studious youths to aspire to a higher range of attainments than they have now the means of reaching, the effect of which would be gradually to raise the standard in the Schools themselves, and, on the other hand, to bring to the test of public competition any acquirement of a superior order that may be found in the community at large, so as to render them available for the public service. If our view be the correct one, the object would obviously be defeated by lowering the standard of the examinations to the *ordinary level* of the Schools.

19. With respect to what we have termed the optional subjects, we cannot admit that the standard is too high, and in confirmation of our view we have only to point to the fact, that in each of the late examinations one at least of the candidates has fully come up to that standard; to lower it therefore would be to the manifest disadvantage of the very persons, young men of a superior order of mind, whom we conceive it is the special object of the Government to bring into notice: and so far from the range of subjects being too extensive, we are rather disposed to recommend that it should be still further extended, so as to embrace every branch of knowledge, the possession of which may be deemed useful to the State.

20. But to return to the essential subjects; after mature consideration, we are prepared to recommend that in future the requirements in some of them should be slightly lowered, and that in others, modifications of the former plan should be introduced, so as to make the elementary examination still less formidable than it now is. We would therefore suggest,

1st. That the English Essay be transferred to the class of optional subjects, and that in its place a mere exercise, requiring not so much power of thought, as facility and correctness of expression, be substituted.

2d. That in Geometry, two Books of Euclid only, together with the principles of the Mensuration of plane areas be required.

3d. That in Astronomy and Mechanics, an elementary knowledge of which we conceive to be of the highest importance, a scheme be drawn up in a permanent form and promulgated for the guidance of future candidates, setting forth in clear and explicit terms those leading facts and principles of the above sciences, a knowledge of which will be required from them.

4th. That in translations from the Vernacular languages, the grammatical questions proposed be such as simply to test the ability of the candidate to parse, and his knowledge of the construction of the language.

21. We would recommend moreover that Chemistry and Animal Physiology be added to the list of the Essential Subjects, not so as to increase the number of requirements in the Elementary Examination, but so that it may be at the option of any candidate to bring up these subjects instead of Astronomy and Mechanics; and further we propose that a scheme of the more important facts and principles of these sciences be set forth for the guidance of Candidates, in the manner above recommended for Astronomy and Mechanics.

22. We are entirely of opinion, that, when the Elementary examination has been thus modified, the standard will be reduced as low as is at all compatible with the objects of the Government,—that any lower standard would make a certificate of merit of little value,—and if it be the intention of Government to carry out an University system, and to substitute a degree in arts for the certificate of merit,—that any further reduction would be altogether derogatory to the character of their design.

23. On a further calculation of the probabilities of success attendant on the present plan of the Government, we have been led to the conviction, which we venture with great deference to express, that in order to afford due encouragement to a high order of education, some more powerful incentives are required, than the annual offer of pecuniary rewards however liberal, or than mere honorary distinctions. We apprehend, that nothing short of the prospect of permanent worldly advantages is found to furnish an adequate motive to young men to devote the best portion of their lives to the pursuit of knowledge; and in order that this motive may operate steadily, it is necessary to inspire a certain degree of confidence that a successful prosecution of their studies will, other causes concurring, ensure success in any sphere of duty for which their attainments may fit them.

24. We would take the liberty to point out the causes which operate to maintain the high standard of education which prevails in connexion with the Universities at home. 1st, the graduate acquires a recognized status in society. 2d, the learned professions are at once opened up to him. 3d, the distinctions which follow academic success, are accompanied by fellowships, and other substantial advantages which afford the means for the pursuit of literature or science as a profession. 4th, these distinctions are found not only to be the presages and precursors of eminence in the various departments whether of public life or private enterprise, but also practically to open up the path to success.

25. In drawing our conclusions from this view of the state of things at home, we feel bound to admit that it does not flow from any direct action of the State, but is rather the spontaneous result of a highly civilized condition of society working out its own ends; it can only be therefore on the hypothesis of a very different condition of society that we can make it the ground of an appeal for the direct interference of Government in this country. But on this point there can be no question; in this country every thing is yet to be done; in making any step in advance the people are accustomed to look to the Government to take the initiative; and we are of opinion that under present circumstances the only effectual impulses to an improved state of Education, are to be supplied by them. We venture therefore to submit, for the consideration of the Government, how far it is practicable or expedient to hold out the following inducements.

26. Distinguishing the successful candidates at the Public examinations into two classes, 1st, those who have passed the elementary examination, so as to be entitled to a certificate, or under an University system, to an ordinary degree. 2ndly, those who have also passed successfully in the higher subjects, so as to have obtained what are usually termed honors,—we would suggest, that to the first class situations in the various offices under Government, not exceeding a certain value say of Rupees 50 *per mensem*, should be at once open, and that *cæteris paribus*, they should have the right of preference; and that to the second class, in addition to the pecuniary rewards to be conferred on the highest proficient, not only admission to the lower situations should be at once conceded,—but also that such higher appointments as are now, or may in future be open to the uncovenanted servants of Government, should be held out as attainable, on giving proof of their good conduct and efficiency, and that in due course, *cæteris paribus*, they should have a prior claim to such appointments. It can hardly be doubted we con-

ceive, that as a general rule, the best educated youths will prove the most efficient in the lower appointments and accordingly the best qualified for the higher; little more will be required, therefore, than the distinct assurance that promotion shall in all cases take its regular course, according to merit.

27. We submit that the change likely to be effected by the course here recommended must of necessity be gradual; it is hardly probable that for some years to come, any number of candidates will present themselves, sufficient to cause any appreciable inconvenience to the present holders of public patronage.

28. In closing our observations on this part of our Report we venture to point out that the educational test is now becoming universally adopted in the Honorable Company's covenanted service, and as the test of fitness for the higher offices of trust; and we see no reason why it should not be applied with equal advantage to all classes of the servants of Government.

29. In conclusion we beg permission to advert to the important measures now in course of adoption by the Government of this Presidency for the extension of Education, as well as to the solicitude expressed by the Honorable Court in their late Despatch on this subject, that the final aim of these measures should be, to imbue the masses of the Hindoo community, as far as it is practicable, with the spirit of Western Civilization. We are of opinion that no means could be adopted better calculated to promote this end, than the formation of a class of highly educated and learned Natives, who shall be qualified to improve the language of their countrymen and to inform it with a living literature. It is not so much we apprehend, by a communication of the bare *results*, as by the re-production of the *ideas* of European Civilization in their own native forms of thought, that we are to look for the desired results. To raise up a class of men, such as we have described, who shall be competent to accomplish this great work, is we conceive, one main object of the Government plan of Public examinations, which may, when the measure is ripe, be more effectually secured by the complete organization of an University system.

30. In order, however to carry out this design we deem it of importance to point out the necessity which exists for a more efficient cultivation, in the higher native Schools, of the Vernacular languages simultaneously with that of the English, and that the students be taught systematically to clothe the ideas, which they have acquired through the

medium of the English, in their own native idiom. We are quite aware of the difficulty of effecting this object with the present limited agency, but we are of opinion that it is one, which should be kept steadily in view, and constantly urged on the attention of the Managers of these Schools.

We have the honor to be,

Sir,

Your obedient Servants,

(Signed) JOHN RICHARDS, M. A.,

(„) A. R. SYMONDS, M. A.,

(„) EYRE BURTON POWELL.

Madras, }
27th April 1855. }

II.

TABULAR STATEMENT OF THE RESULTS OF THE PUBLIC EXAMINATION HELD BY ORDER OF GOVERNMENT, AT THE COLLEGE HALL, IN FEBRUARY 1855.

Names of Candidates.	Where educated.	Subjects requisite for passing.									Extra subjects, which it was optional for Candidates to bring in.										Grand Total.	Remarks.		
		Elementary English Literature.	English Essay.	English History.	Indian History.	Geography.	Arithmetic and Elementary Algebra.	Euclid Books 1, 2, 3, and 4.	Elementary Mechanics and Astronomy.	Translation from English into a Vernacular Language and Vice Versa.	Total for essential Subjects.	Higher English Literature.	Latin.	Greek.	Greek and Roman History.	Modern History.	Euclid and Algebra.	Plane Trigonometry.	Spherical Trigonometry and Plane Astronomy.	Mechanics.			Bible or Moral Philosophy.	Higher Vernaculars.	Total for Extra Subjects.
Marks allotted to subjects.....		100	100	45	40	45	70	20	100	570	100	100	75	50	100	70	50	70	70	100	100	885	1,455	
P. Chinnatumbee	High School.	58	F. (35)	21	20	28	39	11	80	347	39			F.	47	34	25	28	25	42	73	313	660	Not passed.
B. Gopauliah	do.	F. (43)	55	22	23	29	31	F. (6)	70	296													296	do.
C. Ramiah.....	do.	50	F. (45)	F. (17)	F. (13)	24	26	10	75	312													312	do.
C. Runga Charloo.....	do.	68	70	29	28	31	56	44	10	55	402	39		37	65	52	34	28	55	64	51	425	827	Certificate and Reward of 500 Rs.
P. Vurda Charry	do.	50	60	20	22	32	28	10	85	336	37			28	47	F. 19	F.	F.	57	77	260	596	Certificate and Reward of 200 Rs.	

A dash in any Column signifies that the Candidate did not compete in the corresponding subject.
 The letter F. implies that the Candidate did compete, but failed to obtain the required number of marks.

No. III.

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QUESTIONS PROPOSED TO THE CANDIDATES EXAMINED
FOR GOVERNMENT REWARDS.

—

Elementary English Literature.—(FORENOON.)

Q. 1. Define a letter, and distinguish between its use in oral and in written language.

Q. 2. What prefixes and affixes give a negative force to a word? Quote an example of each.

Q. 3. When are the letters *c* and *g* pronounced as hard and when as soft sounds?

Q. 4. Define a Proper and a Common noun. Can either be used as the other? Illustrate by a quotation, or by a sentence of your own framing.

Q. 5. What words are used as Relatives? Illustrate their use.

Q. 6. In connexion with what words is the sign "to" omitted before the infinitive? Illustrate.

Q. 7. Paraphrase the following passages.

1. Look round our world ; behold the chain of Love
Combining all below, and all above
See plastic Nature working to this end,
The single atoms each to other lend,
Attract, attracted to, the next in place
Form'd and impell'd its neighbour to embrace.
See Matter next with various life endued
Press to one centre still, the General Good.

2. Has God, thou fool ! work'd solely for thy good,
Thy joy, thy pastime, thy attire, thy food ?
Who for thy table feeds the wanton fawn,
For him as kindly spread the flowery lawn ;
Is it for thee the linnet pours his throat
Loves of his own and raptures swell the note.

3. It is highly probable, indeed, that an ambitious hierarchy did not endure without reluctance this imperial supremacy of Charlemagne, though it was not expedient for them to resist a prince so formidable and from whom they had so much to expect. But their dissatisfaction at a scheme of Govern-

ment incompatible with their own objects of perfect independence produced a violent recoil under Louis Debonair, who attempted to act the censor of ecclesiastical abuses with as much earnestness as his father, though with very inferior qualifications for so delicate an undertaking.

Q. 8. Give the synonyms of the following words and distinguish between them.

Tranquil, Design, Teach, Ask, Therefore.

Q. 9. Re-write the following sentences, correcting any errors of orthography, expression, or construction that occur in them.

1. The king with his armies besieged the town and captivated its inmates, who afterwards in a manner altogether shocking and barbarous he put to the death.

2. While I and Ramalingum were journeying together a stupendous disaster befell us in the overturning of our bandy and the precipitating of us into the mud.

Elementary English Literature.—(AFTERNOON.)

Q. 1. Paraphrase the following passage.

“That form of Government appears to me the most reasonable, which is most conformable to the equality that we find in human nature, *provided* it be consistent with public peace and tranquillity. This is what may properly be called liberty, which exempts one man from subjection to another, so far as the order and economy of Government will permit.

“Liberty should reach every individual of a people, as they all share one common nature; if it only spreads among particular branches, *there had better* be none at all, since such a liberty only aggravates the misfortune of those who are deprived of it, by setting before them a disagreeable subject of comparison.”

(a) Explain fully the grammatical construction of the following words or phrases in the above passage, *provided, there had better be*.

(b) Point out the different senses, in which the following words are used, and show the connexion of thought—*nature, subject, reason, interest*.

Q. 2. Paraphrase the following stanza.

‘ Roll on, thou deep and dark blue ocean,—roll !
 ‘ Ten thousand fleets sweep over thee in vain ;
 ‘ Man marks the earth with ruin—his control
 ‘ Stops with the shore ;—upon the watery plain
 ‘ The wrecks are all thy deed, nor doth remain

' A shadow of man's ravage, save his own,
 ' When, for a moment, like a drop of rain,
 ' He sinks into thy depths, with bubbling groan,
 ' Without a grave, unknell'd, unconfin'd and unknown.

Q. 3. When is *if* used with the indicative mood, and when with the subjunctive? give examples.

Q. 4. Point out the essential differences between *may* and *can*, *shall* and *will*, *should* and *would*.

Q. 5. What are the several uses of the word *but*? shew how they may be reduced to one common idea.

Q. 6. Explain the form of the verb *ought*, and shew the distinction between *ought* and *must*.

Q. 7. Point out the distinctive force of each of the following prefixes, *dis*, *con*, *mis*, *inter*, *intra*, *intro*, and illustrate by examples.

Q. 8. What is the use of the *second future* tense? give an example.

Subject for English Essay.

The advantages which a Mother Country derives from her Colonies.

English History.

Q. 1. What was the Heptarchy, and how did it terminate?

Q. 2. What led to the battle of Evesham, between whom was it fought, and what were its results?

Q. 3. In whose reign was Calais won by the English, and in whose was it lost? Why did the English covet its possession?

Q. 4. Give the genealogies of Henry VI and Edward IV tracing them up to Edward III.

Q. 5. Give a brief account of Cromwell Earl of Essex.

Q. 6. What were Ship-money, the Star Chamber Court, and the High Commission Court.

Q. 7. Who was William III and what circumstances combined to place him on the throne of England?

Q. 8. When and how did England gain possession of Jamaica, Gibraltar, and the Cape of Good Hope?

Q. 9. What changes did the Reform Bill effect, and when was it passed?

Q. 10. Trace the progress of the naval power of England from the reign of Elizabeth to the present time?

Q. 11. Compare the power of the English Parliament at the following epochs—Edward I, Elizabeth, George III.

Q. 12. Give the dates of the following events—Landing of Cæsar in Britain; battle of Hastings; battle of Bannockburn; battle of Agincourt; accession of Henry VII; death of Charles I; union of England and Scotland; battle of Waterloo, and the accession of Queen Victoria?

Indian History.

Q. 1. What was the first European invasion of India?

Q. 2. During what period did the Pathans hold rule in India, and who were their most distinguished princes?

Q. 3. Give a very brief sketch of Baber's career.

Q. 4. Name the most distinguished of the Mogul Emperors, and state for what each is remarkable.

Q. 5. Who were the most noted Frenchmen in the struggle between the English and French in India?

Q. 6. State the chief exploits of Clive.

Q. 7. Describe briefly the course by which Hyder Ali made himself master of Mysore.

Q. 8. What was Lord Wellesley's policy with regard to the native princes of Hindoostan?

Q. 9. State how the Mahratta power originated, and over what portions of India it extended.

Q. 10. What was the occasion of the first Burmese war, by whom was it conducted, and what was its result?

Q. 11. Describe briefly the origin of the East India Company, and mention the changes its constitution has undergone, giving the date of each change?

Q. 12. Give the dates of the following events—The battle between Alexander and Porus; the foundation of the Ghiznvide dynasty; the invasion of India by Timur; the death of Baber; the battle of Plassey; the death of Tippoo Sultan; and the battle of Hydrabad.

Geography.—(ENTIRELY VIVA VOCE.)

1. Define accurately Latitude and Longitude, explaining their use and the principles on which they are laid down.

2. What are the Zones;—why so called;—the extent of each;—and within what included?

3. In what Zones are the following countries contained; Spain, Ceylon, Sumatra, Greenland, India, Madagascar and Van Diemen's land?

4. Describe accurately the various representations of the earth, distinguishing between them.

5. Where are the figures of latitude and longitude marked on globes, on Maps of the Hemispheres, and on Maps of countries?

6. On looking at a Map of any country, how can you at once tell whether it is in Northern or Southern latitude and in Eastern or Western longitude?

7. How do the following countries lie with regard to each other;—Persia and Beloochistan, Australia and New Zealand, China and Japan, Switzerland and Germany, England and Ireland?

8. Where are the following ranges of Mountains; the Pyrenees, the Apennines, the Alps, Caucasus, the Uralian and Carpathian chains, and the Andes?

9. To what countries do the following Rivers belong; Thames, Danube, Don, Mississippi, Amazon and Indus?

10. What will you arrive at, 1 starting from Canton and proceeding directly east; 2 leaving New Zealand and going directly North; 3 sailing through the straits of Gibraltar and pursuing a direct Western course?

What would be the shortest route to Van Diemen's land from England?

11. Give the following courses; from Borneo to the Crimea, entirely by Sea; a shorter way, partly by land; from Japan to the Cape of Good Hope; from Calcutta to the Caspian Sea; from Iceland to Kamschatka.

12. When was America discovered? Generally how does South America lie with regard to North America in respect of longitude? Name the tract of America that stretches most to the east;—the same omitting to notice Greenland. Does America extend further to the

North or further to the South? Where does the equator run with regard to America?

13. Where are the rivers, Columbia, Colorado, Grande del Norte, Madeira, Orinoco and Uruguay?

14. Where are the straits of Le Maire, Davis' straits, the Falkland islands, Newfoundland, Jamaica, and Trinidad?

15. What are the productions of Brazil? Name its capital, and its most important Northern port. Is the latter North or South of Cape Saint Roque?

16. Name the ancient capital of Peru, the modern one, and the port of the latter.

17. Give the chief port of Mexico in the gulf of that name, also the principal port on the Pacific.

18. What and where is the capital of Cuba? To what Sovereign does the island belong?

19. Who originally colonized Canada? What are the chief productions of the country? Where are Toronto or York and Kingston?

20. Which is the leading power in America? Name four of its principal towns. On what river is New York?

21. How does the Niger flow?

22. A vessel sails from Gibraltar to the Cape of Good Hope, touching on her way at the principal islands or groups of islands that lie South of the straits of Gibraltar: name in order those islands or groups of islands. To which group does Teneriffe belong?

23. Where are Lake Dembea, Port Natal, Orange river, and Socotra?

24. How does the equator divide Africa as regards latitude? How much of the whole continent lies north, and how much lies south of the equator?

25. What countries constitute the basin of the Nile?

26. What is the meaning of the word Australia? Where are Melbourne, Hobarton, Torres' straits, Bass's strait, Swan river, and the gulf of Carpentaria?

Arithmetic and Elementary Algebra.

Q. 1. Find the value of $\frac{2}{3}$ of $\frac{3}{7}$ of 16£ 8s. 1½d.

Q. 2. Bring 4 weeks 6 days 6 hours to the fraction of $365\frac{1}{4}$ days.

Q. 3. If 30 men can do a piece of work in 12 days, working 10 hours a day; how many hours a day must 12 boys work in order to complete the same in 50 days; the work of a boy being half that of a man?

Q. 4. If at the exchange of 2s. 1d. the rupee, 4£ be gained on 100£, will the loss be the same on that amount at the exchange of 1s. 11d. the Rupee?

Q. 5. What is the difference between the simple and compound interest on 1,050 rupees for three years at four and half per cent?

Q. 6. Multiply $\cdot 1$ by $\cdot 01$, and divide the product by $\cdot 00001$: also write the final result as a vulgar fraction.

Q. 7. Find the equivalent in English money of 3,432 Rs. 9 As. 7 P. at the exchange of 2s. $0\frac{3}{4}$ d. the rupee.

Q. 8. Reduce $(1 - \sqrt{-1})^2 \times (1 + \sqrt{-1})^2$ and $(\frac{1}{a^2})^{-2}$ to their simplest forms.

Q. 9. Find the greatest common measure of $a^2 - x^2$ and $ax^2 + a^2b - 2acx + 2cx^2 - abx - x^3$

Q. 10. Solve the equations.

$$\frac{\sqrt{a+x}}{a} \times \frac{\sqrt{a \times x}}{x} = \frac{\sqrt{x}}{b}$$

$$x + 4 + \sqrt{\frac{x+4}{x-4}} = \frac{12}{x-4}$$

N. B. The working to be given.

Elementary Geometry.

Q. 1. What are postulates, and what axioms?

Q. 2. Enunciate the proposition on which Euclid Book I Proposition VIII mainly depends.

Q. 3. Prove that the three interior angles of a triangle are together equal to two right angles.

Q. 4. Explain the difference between a direct and indirect proof. Refer to two instances of each in Euclid Book I.

Q. 5. Shew from Euclid how we may find the area of any polygon by means of a measure of length. What instrument is requisite, and why?

Q. 6. In every triangle, the square of the side subtending either of the acute angles, is less than the squares of the sides containing that angle, by twice the rectangle contained by either of those sides, and the right line intercepted between the perpendicular let fall upon it from the opposite angle and the acute angle. Prove the foregoing proposition.

Q. 7. Give the construction for drawing a tangent to a circle from a point without.

Q. 8. An arc of the circumference of a circle being given, shew how we may complete the circle.

Q. 9. Inscribe a circle in a given triangle.

Q. 10. Shew how we may inscribe a regular figure of 30 sides in a circle.

Elementary Astronomy and Mechanics.

Q. 1. Under what circumstances would there be no variation of seasons?

Q. 2. At the moon how many days make a month?

Q. 3. When does a planet appear to retrograde?

Q. 4. What are the causes of eclipses of the sun and moon? name another phenomenon analogous to an eclipse of the sun.

Q. 5. Approximately, what is the form of a planet's orbit? how is that form modified?

Q. 6. When is the distance of the earth from the sun greatest, and by what simple observation may this be ascertained?

Q. 7. What phases are shewn by Neptune, Mars and Venus?

Q. 8. What is the centre of gravity of a body? how may it be found practically in the case of a plane figure of irregular form?

Q. 9. When is there equilibrium with a screw? to what simple mechanical powers is the screw reducible?

Q. 10. Explain the mechanical maximum. "What is gained in power is lost in time."

Q. 11. Define specific gravity.

Q. 12. What is the property of a pendulum, which makes it available as a means of measuring time? what adjustments are requisite to correct gain or loss in a time-piece?

Q. 13. Explain the use of a fly-wheel in machinery.

Translation from English into Tamil.—(LOWER STANDARD.)

Do you think that the natives of India are admitted to as large a share in the civil government of the country as they ought in their present state of education and knowledge to possess?

There is a great and growing desire to admit them to all offices for which they are considered sufficiently qualified in point of trustworthiness. Hitherto they have not been admitted to any situation in which there is not a controlling European authority over them; but there is hardly any situation admitting of that control, to which they are not now eligible; or if there be any such, there is a constant tendency to open such situations to them. They have now, especially in the Bengal and Agra provinces, almost the whole of the administration of justice in the first instance, subject to appeal to Europeans. They are also largely employed as Deputy Collectors, that is in the branch of the Government, on which the prosperity of the country depends more than on any other, and those situations are sought for by natives of the highest rank and connexions. There was a remarkable proof of this some years ago in the North Western Provinces. When the Nawab of Rampoor, who was the descendant of Feyzoolla Khan died leaving no direct heirs, the Collateral, who was next in succession, was a Deputy Collector in our provinces, and two other near relations of the deceased Nawab happened to be Deputy Collectors also. The new Nawab went from being a Deputy Collector under our Government to succeed to his own principality, and immediately commenced introducing the improvements which he had learned under our system.

Translation from English into Tamil.—(LOWER STANDARD.)

வடக்குத் 1 தேசத்திற் சர்வாதிகாரியாயிராச்சியாதிகாரஞ்செய்துகொண்டிருந்தவொருபெரியராசனாவன்தனக்குக் 2 கீழ்ப்பட்டிருந்த சின்னராசாக்களிற் கோபாலசிங்கென்பவன் உபாயமும் புத்தியுந் தைரியமுமுடையவனாயும், தன்னிடத்தில் மிகுந்த விசுவாசமுள்ளவனாயிருந்தது நிச்சயமாகத் தெரிந்துகொண்டான். அதிலொருநாளவரினத் தன்னிடத்துக்கழைப்பித்து தன்பெரிய தண்டுகளுக்கெல்லாமவரினச் சேனாதிபதியாக்கி 3 விவரயுயர்ந்த வஸ்திரங்களுமாபரணங்களுந் திரவியங்களும் வாகனங்களுமாயுதங்களும்வனுக்கு வெகுமானமாகக்கொடுத்து அவரின மகிமைப்படுத்தி அப்போது தனக்கடங்காமலிருந்த ராசாக்கவிராச் செய்தவர்கவிராத் தனக்குப்பகுதிகட்டும்படி செய்துகொண்டுவரச்செய்யவே னுமென்றவனுக்குத்தரவுபண்ணினான். பின்பு கோபாலசிங்கந்தச்சேவரினக் 4 எல்லாந்தன்வரினச் சூழ்ந்துவரப்பறப்பட்டுப்போய் அங்கங்கிருந்த சிலராசாக்களுடனே சண்டைசெய்து அவர்கவிராவென்று அவர்களைல்லாந்தன்னெசமானானுகியவந்தப் பெரிய ராசனுக்குக் கீழ்ப்பட்டிப் பகுதிகட்டும்படியாயவர்களோடும்படிக்கைககள்செய்துகொண்டிருந்தபியந்தப்பெரியராசாவின் சமூகத்திற்குவந்து நடந்தசங்கதிகவிராயவனுக்கு விண்ணப்பம்பண்ணினான். அப்பெரியராசா பிறகவனிதத்திஷுவற்ற சந்தோஷமுண்டாகி அவரினத்தன்கையாஸ்தருவிக்கொண்டதுமல்லாமல் அவனுக்கு மகாராசாவென்கிறவொருபெயருமொருடெரியசாகீருங்கொடுத்தான். அப்போது கோபாலசிங்கந்தப் 5 பெரிய ராசாவிற்கு வந்தனம்பண்ணி அடியேன் தங்கள்சமூகத்திலொன்று மனுபண்ணிக்கொள்ளவிரக்கிறேன், அடுத்தன்னவென்றால், நானென்னுடையபுசபலத்தாற் செளரியமுள்ள ராசாக்கவிராயெல்லாஞ் செய்திதுவந்தபடியினால் என்னுற்செயிக்கப்பட்டவந்த ராசாக்களைல்லாரும் பொன்னினால் எந்தோவிராப்போல் ஒருருபஞ்செய்துவைத்துக்கொண்டு அதைப்பூசிக்கும்படிக்குத் தாங்கள் கட்டவிராயிட வேண்டுகென்று பிரார்த்தித்தான்.

1. தேசமென்பது உருபேற்கும்போது “தேசத்தில்” என்றனதற்குச் சூத்திரமென்ன?

2. “கீழ்ப்பட்டிருந்த” இதில் “பட்டு” என்பது என்னகாலம்? காலத்தைக்காட்டுவதெது? “இருந்த” என்பது என்னசொல்? பகுதி விசூதி முதலியவை?

3. “விவரயுயர்ந்த” இதில் யகரவுடம்படுமெய் தோன்றினதற்குச் சூத்திரமென்ன?

4. “எல்லாந்தன்வரின” இதில் - மகரம் நகரமாகத்திரிந்ததற்குச்சூத்திரமென்ன? “தான்” என்பது - தன் - என்றனதற்கும் இங்கு ஐயுருபு ஏற்றபோதுனகரமிரட்டித்ததற்கும் சூத்திரங்களெவை?

5. “பெரிய” என்னசொல்? பகுதி விசூதி என்ன? பெருமையென்பது பகுபதமா, பகாப்பதமா?

Translation from English into Telugu.—(LOWER STANDARD.)

The common charge against those who rise above their original condition, is that of pride. It is certain that success naturally confirms us in a favorable opinion of our own abilities.

Scarce any man is willing to allot to accident, friendship, and a thousand causes which concur in every event without human contrivance or interposition, the part which they may justly claim in his advancement.

We rate ourselves by our fortune, rather than our virtues, and exorbitant claims are quickly produced by imaginary merit.

Examination from Telugu into English.—(LOWER STANDARD.)

1 విక్రమార్కు డు రాజ్యమేలకాలమందు వైకృత్యమువాడు అవంతిపురమేలే రాజుదగ్గరికిపోయి విక్రమార్కునిశార్య సాహసాదులనుగురించి చెప్పియుండే 2 పద్యములు కొన్నిచదవగా అవంతిరాజువని అసూయచేత వానికిస్వల్పముగా బహుమానముచేయించి వాణ్ని అపించి తర్వాత విక్రమార్కునికీర్తికి ఆశ్చర్యపడి మనకు అటువంటి కీర్తి యెట్లావచ్చును అని చింతచేస్తూవుండెను - 3 అప్పుడు వైకృత్యమునై వచ్చి ఆ రాజునుచూచి 4 రాజా నీవు మహాదొడ్డవాడవు యిప్పుడు నిన్నుచూస్తే కొంచెము యేమోవిచారపడేటట్టుగావున్నది యెందుకు విచారపడుతున్నావు - యేమి వింతలుచూచినావు - నాతో చెప్పుమనగా స్వస్థానినిచూచి 4 అయ్యా నేహాకభట్టువాడు వచ్చినాడు - వాడు విక్రమార్కునిమాజ చెప్పివుండే పద్యాలు వదిలినాడు - సుమస్తదేశాలరాజులబాదిపద్యాలు విన్నానుగాని యిటువంటి కీర్తిగలవాడు యెవడున్ను లేడు అతని శార్యసాహసాదిగుణములువింటే అత్యాశ్చర్యముగావున్నది - అటువంటి కీర్తి నాకుయెట్లాకలుగునని చింతచేస్తున్నాను అనిచెప్పెను - ఆమాట స్వస్థానినిచూచి యెవరాజా - అయితేనేమాయెను - యింతమాత్రానికే నీవు విచారపడవచ్చునా - నీయిష్ట సిద్ధికి నేనుకయిపాఠము చెప్పతానువిను - హిమవత్పర్వతముదగ్గర వైక 5 దుర్గ గుడివున్నది - అక్కడ కొందరు యోగపురుషులు సర్వదా హేమామముచేస్తూవున్నారు - నీవక్కడికిపోయి స్నానముచేసి దుర్గనుసేవించి దుర్గనుగూర్చి హేమామము చేసి తర్వాత ఆ హేమామగుండములో నీవుధుమికి నీశరీరం పూర్ణాపతిగాయిస్తే అక్కడి యోగపురుషులు నిన్ను మనీబ్రతికింతురు - అప్పుడు దుర్గ నీకుప్రత్యక్షమై నీకుకావలసినవరములిచ్చును - అనిచెప్పి స్వేచ్ఛగాపోయెను.

1. విక్రమార్కుశబ్దముయొక్క అకారమునకు దుష్వర్ణకము పరమగునపుడు ఉత్వము యేసూత్రమువలనవచ్చుచున్నది?
2. పద్యములు అను పదమునందు లు అను వర్ణకము యేసూత్రముచేత వచ్చుచున్నది?
3. అప్పుడు అనుశబ్దమునకు రూపాంతరముకలదా అట్లుగలిగినేని దానికి సూత్రోదాహరణములుయేమి?
4. ఓయాత్యామంత్రణంపవికృదౌస్యాదనుసూత్రమువలన సుబోదనార్థకములయిన - ఓయి - ఓ - అనుపదములు పరమందులేక - రాజా - అయ్యా - అనియుండుటకు సూత్రోదాహరణములుయేమి ?
5. ఆకారాంతస్త్రిలింగమయిన దుర్గాశబ్దమునకు దుర్గగుడియని యేసూత్రమువలన ప్రాస్వమువచ్చెను?

Higher English Literature.—(FORENOON.)

Q. 1. What is the basis of the English language as at present spoken—what other languages enter into it?—and account historically for their introduction.

Q. 2. Give instances of words derived from the languages before alluded to—and mention any of the original language either not now in use or used in a different sense.

Q. 3. Paraphrase the following passages.

1. “ So may the outward shows be least themselves,
The world is still deceiv'd with ornament,
In law, what plea so tainted and corrupt,
But, being season'd with a gracious voice,
Obscures the show of evil? In religion,
What damned error, but some sober brow,
Will bless it, and approve it with a text,
• Hiding the grossness with fair ornament?
There is no vice so simple, but assumes,
Some mark of virtue on his outward parts.”

- (a) What kind of reasoning is employed in this passage?
- (b) Point out where ellipsis occurs in this passage.
- (c) How is the word “ but ” used in each place where it occurs. ?

2. “ Laws of reason have these marks to be known by. Such as keep them resemble most lively in their voluntary actions that very manner of working which nature herself doth necessarily observe in the course of the whole world. The works of nature are all behoveful, beautiful, without superfluity or defect, even so theirs, if they be framed according to that which the law of reason teacheth ; secondly those laws are investigable by reason, without the help of Revelation supernatural and divine. Finally, in such sort they are investigable, that the knowledge of them is general, the world hath always been acquainted with them ; according to that which one in Sophocles observeth, concerning a branch of this law ; “ It is no child of to-day's or yesterday's birth, but hath been no man knoweth how long sithence.”

(a) Note any peculiar or obsolete words in this passage and explain them.

(b) Even so their's—whose and what?

(c) What kind of figure is employed in the sentence quoted from Sophocles?

Q. 4. Explain and illustrate the meaning of the following terms—Antithesis—Pleonasm—Ellipsis—Apposition—Inflection.

Q. 5. What constitutes Poetry? Illustrate by quotations the several metres chiefly used in English Poetry.

Q. 6. Explain the meaning of the following terms in connexion with Poetry—Metre—Rhythm—Rhyme—Blank—Scan—Feet.

Q. 7. Note any peculiar expressions in the following sentences and explain them.

1. "Methinks 'tis useless to resist."
2. "I have a motion much imports your good."
3. "Revenge back on itself recoils.
Let it, I reckon not, so it light well aimed."

Q. 8. Enumerate in chronological order the leading poetical and prose writers from the 16th century to the present time.

Q. 9. Distinguish between the styles of De Foe, Addison and Johnson, and say which you prefer and why.

Q. 10. Paraphrase the following passage,

"Civil liberty, the liberty of a community, is a severe and a restrained thing; implies in the notion of it, authority, settled subordinations, subjection, and obedience; and is altogether as much hurt by too little of this kind as by too much of it. And the love of liberty when it is indeed the love of liberty which carries us to withstand tyranny, will as much carry us to reverence authority, and support it; for the most obvious reason, that one is as necessary to the very being of liberty, as the other is destructive of it. And therefore the love of liberty, which does not produce this effect; the love of liberty which is not a real principle of dutiful behaviour towards authority—is as hypocritical as the religion which is not productive of a good life. Licentiousness is, in truth, such an excess of liberty, as is of the same nature with tyranny."

1. 'The liberty of a community'—what is the construction of this clause?

2. 'This effect'—what effect?

3. Explain the use of the word 'as' in the last clause.

Higher English Literature.—(AFTERNOON.)

Q. 1. Paraphrase the following passage.

"It showeth more wit, but no less vanity to commend one's self, not in a straight line, but by reflexion. Some sail to the port of their own praise by a side-wind: as when they dispraise themselves, stripping themselves naked of what is their due, that the modesty of beholders may clothe them with it again; or when they flatter another to his face, tossing the ball to him, that he may throw it back again to them; or when they commend that quality, wherein

themselves excel, in another man, (though absent,) whom all know for their inferior in that faculty ; or, lastly, (to omit other ambushes men set to surprise praise,) when they send the children of their own brain to be nursed by another man and commend their own works on a third person ; but, if challenged by the company that they were authors of them themselves, with their tongues they faintly deny it, and with their faces strongly affirm it."

(a) Describe the *style* of the above passage,—at what period do you think it was written ?

Q. 2. Paraphrase the following passages.

" The clouds that gather round the setting sun
Do take a sober colouring from an eye
That hath kept watch o'er man's mortality ;
Another race hath been, and other palms are won.
Thanks to the human heart by which we live,
Thanks to its tenderness, its joys, and fears,
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

There is a kind of character in thy life,
That to the observer doth thy history
Fully unfold : Thyself and thy belongings
Are not thine own so proper, as to waste
Thyself upon thy virtues, them on thee.
Heaven doth with us as we with torches do ;
Not light them for themselves : for if our virtues
Did not go forth of us, 'twere all alike
As if we had them not ; spirits are not finely touched
But to fine issues ; nor nature never lends
The smallest scruple of her excellence,
But, like a thrifty goddess, she determines
Herself the glory of a creditor,
Both thanks and use.....

Q. 3. Point out the beauties of the following passages, and shew wherein the skill of the Poet consists. •

" He, above the rest
In shape and gesture proudly eminent.
Stood like a tower : his form had not yet lost
All her original brightness ; nor appeared
Less than Archangel ruin'd, and the excess
Of glory obscur'd : as when the sun new risen,
Looks through the horizontal misty air

Shorn of his beams ; or from behind the moon,
 In dim eclipse, disastrous twilight sheds
 On half the nations, and with fear of change
 Perplexes monarchs."

Attended with ten thousand thousand Saints,
 He onward came ; far off his coming shone.

The other shape.

If shape it might be call'd, that shape had none
 Distinguishable in member, joint or limb
 Or substance might be call'd that shadow seem'd
 For each seem'd either, black it stood as night,
 Fierce as ten furies, terrible as Hell,
 And shook a dreadful dart ; what seem'd his head
 The likeness of a kingly crown had on.

Q. 4. Take the following as examples of a *simile* and give your opinion of their comparative merits.

Here like a younker, or a prodigal
 The scarfed bark puts from her native bay,
 Hugg'd and embraced by the strumpet wind !
 How like a prodigal doth she return :
 With over-weather'd ribs, and ragged sails,
 Lean, rent, and beggar'd by the strumpet wind.

The sun had long since, in the lap
 Of *Thetis, taken out his nap,
 And, like a lobster boil'd, the morn
 From black to red began to turn.

Q. 5. A harrowing scene in Macbeth's castle, between Macbeth and his wife is succeeded by the following in front of the castle.

Duncan.—This castle has a pleasant seat the air
 Nimbly and sweetly recommends itself
 Unto our gentle senses.

Banquo.— This guest of summer,
 • The temple-haunting martlet does approve,
 By his lov'd mansionry, that the heaven's breath
 Smells wooingly here : no jutty, frieze, buttress,
 Nor coigne of vantage, but this bird hath made
 His pendent bed, and procreant cradle : where they
 Most breed and haunt, I have observ'd the air
 Is delicate.

* In Greek mythology, the goddess of the sea.

Point out the beauties of this passage, and the dramatic skill of Shakspear therein.

Q. 6. Criticise the style of the following sentence.

“My Lords, I am now about to launch upon the main point, on which the drift of this matter turns.”

Q. 7. Define *Tragedy*, and illustrate your definition from the English drama.

Greek and Roman History.

Q. 1. What provinces or districts were comprised under the name of Hellas? Enumerate them according to their relative position beginning from the North west.

Q. 2. What was the period of Athens' greatest power and prosperity? Assign your reasons.

Q. 3. What were the real and ostensible causes of the Peloponnesian war? Mention the chief engagements that took place during it, and what was its final result?

Q. 4. Mention the most distinguished Grecian Legislators, and to what states did they respectively belong?

Q. 5. Mention in chronological order the most celebrated Grecian Writers, and say whether Poets, Historians or Philosophers.

Q. 6. Give in historical order the early kings of Rome. When and how did Rome become a Republic?

Q. 7. What was the cause of the Punic wars. Who were the most distinguished Generals on either side. What the chief battles fought and the result of each?

Q. 8. State what countries the Roman Empire comprised, when at its greatest extent.

Q. 9. Mention in their chronological order the most distinguished Roman Writers and say whether they were Poets, Historians or Philosophers.

Modern History.—(FORENOON.)

Q. 1. What was the state of Europe in the age of Charlemagne, and how did he influence that state?

Q. 2. With what nations has the progress of commerce been chiefly connected during the last seven centuries?

Q. 3. In what respects did the acknowledgment of the Papal authority operate beneficially on the nations of Europe ?

Q. 4. When and for how long has the Mahomedan Power obtained footing in Europe ?

Q. 5. Give a brief sketch of the life of Mahomed.

Q. 6. Name the Universities that have at any time obtained eminence.

Question 7. When did Spain occupy the highest position among European nations, and what was the cause of her decline ?

Q. 8. What are the leading forms of Government, and name the countries in which they are exemplified.

Q. 9. Describe the character and policy of Louis XI. of France.

Modern History.—(AFTERNOON.)

Q. 1. What was the spirit that led to the Crusades ? Who were the principal parties engaged in the first and last ?

Q. 2. Between whom was the battle of Angora, and what results followed that battle ?

Q. 3. Describe the object of the Council of Constance.

Q. 4. Give a short account of the fall of Constantinople, and mention its effects upon Europe.

Q. 5. Sketch the character of Luther, and describe the course he pursued.

Q. 6. When and how did Russia become one of the leading powers of Europe ?

Q. 7. How came Bourbon princes to sit upon the thrones of France, Spain and Naples ?

Q. 8. What gave rise to the French Revolution ? Name the men that became most noted either for good or evil, to the end of the Reign of Terror.

Q. 9. How did Napoleon Bonaparte rise into notice ? Describe his character, and mention his chief victories.

Q. 10. Give the dates of the following events—Coronation of Charlemagne as Emperor of the West ; Accession of Hugh Capet ; Capture of Constantinople, by the French and Venetians ; Invention of Gun-powder by Swartz ; Discovery of Hispaniola ; Battle of Lepanto ;

Accession of the duke of Braganza to the throne of Portugal; Battle of Blenheim: Battle of Austerlitz.

Euclid, Books VI. and XI. and Algebra.

Q. 1. In a right angled triangle, if a perpendicular be drawn from the right angle to the base; the triangles on each side of it are similar to the whole triangle, and to each other.

Q. 2. Similar triangles are to each other in the duplicate ratio of their homologous sides.

Q. 3. Taking a base of (a) feet, and ascertaining the angles B C which it makes with the lines of direction to a neighbouring object; shew how to ascertain the distance of the object from B or C by simply plotting the triangle—What principle is involved in this process?

Q. 4. Enumerate the solids of revolution, and shew how they are generated.

Q. 5. Prove that the solid angles of a triangular prism are contained by plane angles, which are together less than four right angles.

Q. 6. Investigate the rule for the extraction of the cube root.

Q. 7. In a convergent geometric series, continued without limit, prove that

$$S = \frac{a}{1-r}$$

and interpret this formula.

Q. 8. Find the number of combinations of n things, taken r together.

Q. 9. Express $\sqrt[n]{7}$ in a continued fraction, and shew the converging fractions.

Q. 10. In a system of notation, whose radix is r , the sum of the digits of any number divided by $\overline{r-1}$ will leave the same remainder, as the whole number divided by $\overline{r-1}$.

Q. 11. Find the present value of an annuity, which is to continue a certain number of years, allowing simple interest for the money.

Q. 12. Shew how a number may be transferred from the denary to the duodenary scale of notation.

Ex. A floor in the form of a rectangular parallelogram contains 1,552 Square feet 9' 9", and is 81 feet 9' long; required its breadth.

Plane Trigonometry.

Q. 1. Trace the sign and magnitude of the tangent through the four quadrants. What function is always positive?

Q. 2. Prove the following formulæ.

$$\cos A = 2 \cos \left(45 + \frac{A}{2} \right) \cdot \left(\cos 45 - \frac{A}{2} \right)$$

$$\frac{\tan \frac{A + B}{2}}{\tan \frac{A - B}{2}} = \frac{a + b}{a - b}$$

Q. 3. What is the ambiguous case in the solution of triangles? shew by means of formulæ, where it is that the ambiguity enters.

Q. 4. In a triangle A B C the angle A is 45° , and A D is drawn at right angles to B C, meeting that line in the point D. Supposing the side B C (a) and the perpendicular A D (p) to be known, obtain an expression for B D, and shew how the several unknown parts of the triangle may then be determined.

Q. 5. A and B are two inaccessible objects in a right line with a spectator at C; after walking over 100 yards to a point D, in a direction making an angle of 45° with C B, the spectator finds the angle C D B to be 60° and the angle B D A to be 30° ; what is the distance in yards between A and B?

Q. 6. The limb of a circle is graduated to half degrees, calculate the vernier required in order to read to minutes.

Q. 7. Describe briefly the process of levelling the horizontal circle of a Theodolite.

Q. 8. Obtain an expression for the area of a regular decagon in terms of one of its sides.

Astronomy.

Q. 1. Define and illustrate by a diagram the astronomical terms—Right ascension, Declination, Latitude, Longitude, Hour angle, Azimuth.

Q. 2. Trace the changes in the phenomena which the sun presents in the course of a year to spectators in different zones.

Q. 3. Shew the effects of Refraction on astronomical observations, and prove that for stars near the zenith refraction varies as the tangent of the apparent zenith distance.

Q. 4. What is parallax? Find the error with which it effects the declination of a planet.

Q. 5. The moon's horizontal parallax being 0.9505° find her distance from the earth.

Q. 6. Explain the phenomenon of Aberration and find the aberration of a fixed star.

Q. 7. Find the longitude of a place on the earth's surface by the method of lunar distances.

Q. 8. What is sidereal time? Shew how sidereal time is converted into mean solar time.

Q. 9. Find the mean time of a star's transit across the meridian.

Q. 10. Given the Right ascension and Declination of a star, find its latitude and longitude.

Q. 11. Find the time and duration of a solar eclipse.

Q. 12. Shew how to construct a horizontal dial.

Mechanics.

Q. 1. Enunciate and prove the proposition called "the parallelogram of forces."

Q. 2. Two forces which are as 3 : 4 acting on a particle perpendicularly to each other, produce the result of 15 lbs; what are the forces?

Q. 3. In pulling a weight along the ground by a cord inclined to the horizon at an angle of 45° , a power of 100 lbs. was exerted: required the force with which the weight was dragged horizontally.

Q. 4. Two men carry a weight of 150 lbs. hung on a pole which rests on their shoulders; supposing the pole to be $3\frac{1}{2}$ feet from shoulder to shoulder and the weight to hang 8 inches from the middle, what part of the load is borne by each man?

Q. 5. Prove, for the inclined plane, that $P \times$ its virtual velocity = $W \times$ its virtual velocity.

Q. 6. An inclined plane is 60 feet long, and its fall is 1 foot in 25 feet, what time will a body take to descend it, and what will be the final velocity of the body?

Q. 7. A seconds pendulum is shortened one-fourth of an inch, how many oscillations will it make in an hour?

Q. 8. A solid whose weight is 8 lbs. floats on a fluid, so that the weight of the portion above the surface is 2 lbs. compare the specific gravities of the solid and fluid.

Q. 9. If 13 inches of water be inserted in the tube of a barometer upon the mercury, what will be the height of the upper surface of the water when the common barometer stands at 30 inches, the specific gravity of mercury being 13?

Moral Philosophy.

Q. 1. Distinguish between Ethics, Metaphysics, and Physics, shewing why each is so called and the objects that each embraces.

Q. 2. Describe man as an intellectual and moral being. Are the faculties appertaining to man's intellectual and moral nature really separable in their existence and exercise, or only in our conception of them?

Q. 3. Discuss the question "Is self-love a right principle of action?"

Q. 4. What is conscience? To what extent does it determine the right or wrong of an action?

Q. 5. "The end sanctifies the means."—Discuss this principle.

Q. 6. A man in a position of trust, or in carrying on his business, takes for his motto 'Honesty is the best policy'—Ethically considered is such a man really honest?

Q. 7. What do you understand by a man being said to be actuated by expediency as opposed to principle—Is acting upon expediency under any circumstances allowable?

Q. 8. On what ethical considerations may cruelty to the inferior animals be condemned?

Q. 9. Under what circumstances is war justifiable?

Q. 10. A judge entertains some doubt as to the guilt of a prisoner charged with a capital crime against whom however the evidence on the whole preponderates.—The judge under the influence of his doubt transports the prisoner instead of passing sentence of death. Is this right?

Translation from English into Tamil.—(HIGHER STANDARD.)

The common charge against those who rise above their original condition, is that of pride. It is certain that success naturally confirms us in a favorable opinion of our own abilities.

Scarcely any man is willing to allot to accident, friendship, and a thousand causes which concur in every event without human contrivance or interposition, the part which they may justly claim in his advancement.

We rate ourselves by our fortune rather than our virtues, and exorbitant claims are quickly produced by imaginary merit.

Translation from Tamil into English.—(HIGHER STANDARD.)

மூன்றுலோகங்கவிராயும் ஒருவனாகவே ஜயிக்கும்படியான பாகுபலம் அந்திரபலமுள்ள மகா வீரசிகாமணியாயிருந்து பேடிவேடந்தரித்து பின்னலும் ரவிக் கையுமாசுக்கன் னிகைகளின் டிவையிருந்து ஆடல் பாடல்கவளிக்கற்பித்துக்கொடு த்துப்பிழையானின்ற அற்கனனேடு இதைச்சொல்வதிற்பயனென்ன. இவர்கவிரா ப்பார்த்துப்பிரதும் நிவணக்கும்போதும் வெருவிசனமாயிருக்கிறது அப்படியே உமது 1 வீஷயத்திலும் விசனப்படவேண்டுவதாயிருக்கிறது. ஏனென்ற ல் நீர் ஒருகாலத்தில் புலிகள் சிக்கக்கள் முகலான துஷ்ட மிருகங்களோடு அர சன்முன்னிலையில் 2 போர்செய்யுமளவில் அந்த மிருகங்கள் உமது திற்பாய நீர் அஞ்சியவர்போல் சற்றே பின்னிடையக்கண்டு சுதேஷணதேவியா னவள் கவாஷ்த்திருந்து சிரித்தாள். ஏனென்றால் உமது மகிமையை அறிந்து கொள்ளாமல் உம்மைச்சாதாரணமாகப்பாகசாவலு யூழியக்காரனென்றே நிவிரா த்து அறியாமையாலே மிருகங்களோடு யுத்தஞ்செய்யப்போய் அகப்பட்டுக்கொ ண்டதாயெண்ணியபடியால் சிரிக்கும்படியாயிற்று. இதுவுமன்றி அந்த யுத்தங் களிலேயே உமது தேகங்களினின்றும் உதிரம் வடியவும்கண்டு நான் உம்மைப் பார்க்கச்சுகிபாமல் தவிர 3 யிறங்கிக் கொண்டுபோனென் அப்போது அ ந்த சுதேஷண தனதுகோழிகவளக்கூப்பிட்டு தோழிகளே! பாருங்கள் இந்த வல்லவனுக்குத்தயரம் 4 வருவதை ப்பார்க்கமாட்டாமல் இந்தச்சைரந் திரிமுகம் வடப்பெருமூச்செறிந்துகொண்டு போகிறாள் இதனாலே எனக்குத் தோற்றுகிறது 5 இவளுக்கும் அவனுக்கும் மனங்கலந்தநேசமிருக்க லாம். ஏனென்றால் இவ்விருவரும் தருமபுத்திர மகாராஜாவினிடத்தில் 6 நெ டுநாள் வாசஞ்செய்துகொண்டிருந்தார்கள்ல்லவோ? இவரும் மங்கைப்பரு வமும் அமரும் பொருந்தியவள் அவனும் அப்படிப்பட்ட குணமுடையவனாகி இ வளுக்கு ஏற்றிருக்கிறான். ஆனதுபற்றியப்படிப்படசம்பந்தமுண்டாயிருக்கலாம். இல்லாவிட்டால் அவனுக்காக இவளுக்குத்துக்கம் வரவேண்டுவதென்ன என்று சொல்லி நகைத்தாள். இந்தக்காரணங்களினாலே உம்மைக்குறித்தும் நான் விச னப்படவேண்டுவதாயிருக்கிறது மிகவுமென்மையுள்ள நாம் யாவரும் இழிவா ன தொழில்வெளிச்செய்வதற்காகப்பொதுவாய் விசனப்பட வேண்டியதாயிருக் கிறதாமல்லாமல் விசேஷமாயவர்கவளக்குறித்தும் விசனப்படவேண்டியிருக்கிற

தே இவையெல்லாம் எனது தூர்ப்பாக்கியங்களே தவிர வேறில்வரு. இப்படி நீங்கள் பணிவிடைசெய்து வருத்தப்பட்டுக்கொண்டிருக்க என் விஷயத்தில் சீசுகன் செய்ததை நான் சொல்வதிற்பயனில்வருயே. என்றிப்படி துரோபதை சொல்லக்கேட்டு வீமனுக்கு மிகுந்த கோவமுண்டாகி செந்தாமரை மலர்போன்ற கண்கள் மிகவும் 7 சிவந்தன. அதுகண்டு துரோபதி சமாதானமாக மறுபடி ஒருவார்த்தை சொன்னார்.

1. விஷயமென்பது உருபேற்கும்போது “விஷயத்தில்” என்றானதற்குச்சூத்திரமென்ன?

2. “போர் செய்யுமளவில்” இதில் செய்யுமென்பதுஎன்ன சொல்? எத்தவையுறுப்பால்முடிந்தது?

3. “இறங்கி” இதில் பகுதி விசுதி யென்ன? காலத்தைக்காட்டுவது எது?

4. “வருவதை” யென்னபெயர்?

5. “இவளுக்கும் அவனுக்கும்” இதில் உம்மை - என்ன உம்மை?

6. “நெடுநாள்” இதில் நெடுமையென்பது நெடுவென நின்றதற்குச் சூத்திரமென்ன?

7. “சிவந்தன” என்பதற்குபகுதிவிசுதிமுதலிய எவை? என்னகாலம்? காலத்தைக்காட்டுவதெது?

Translation from English into Telugu.—(HIGHER STANDARD.)

Do you think that the natives of India are admitted to as large a share in the civil government of the country as they ought in their present state of education and knowledge to possess?

There is a great and growing desire to admit them to all offices for which they are considered sufficiently qualified in point of trustworthiness. Hitherto they have not been admitted to any situation in which there is not a controlling European authority over them; but there is hardly any situation admitting of that control, to which they are not now eligible; or if there be any such, there is a constant tendency to open such situations to them. They have now, especially in the Bengal and Agra provinces, almost the whole of the administration of justice in the first instance, subject to appeal to Europeans. They are also largely employed as Deputy Collectors, that is in the branch of the Government, on which the prosperity of the country depends more than on any other, and those situations are sought for by natives of the highest rank and connexions. There was a remarkable proof of this some years ago in the North Western Provinces. When the Nawab of Rampoor, who was the descendant of Feyzoolla Khan died leaving no direct heirs, the collateral, who was next in succession, was a Deputy Collector in our

provinces, and two other near relations of the deceased Nawab happened to be Deputy Collectors also. The new Nawab went from being a Deputy Collector under our Government to succeed to his own principality, and immediately commenced introducing the improvements which he had learned under our system.

Subject for Vernacular Essay.

The indications afforded by the works of Nature of an intelligent Creator.

APPENDIX L.

MADRAS MEDICAL COLLEGE—SESSION 1854-55.

- No. I. College Council and establishment of Professors—as on the 30th April 1855.
- No. II. Report of the College Council.
- No. III. General Roll of the Registry of Merit.
- No. IV. Nominal Roll of Students removed from the College.
- No. V. Numerical Abstract of the classes of Instruction.
- No. VI. List of Students brought to notice for *High Approval* and *Approval*.
- No. VII. Nominal Roll of Students who have received Certificates of qualifications.
- No. VIII. List of Students who have received Honorary Certificates.
- No. IX. Do. Do. recommended to be discharged from Service.
- No. X. Do. of Native Medical Pupils recommended to be remanded.
- No. XI. Do. of Students recommended to be admonished for insufficient progress.
- No. XII. Do. of Donors to the College Museum.
- No. XIII. Do. of Text books used by the Students.
- No. XIV. Result of the Final Examination of the Students.
- No. XV. Do. of Do. Do. for Diploma.
- No. XVI. Tabular Statement of Dissections conducted by the Students.
- No. XVII. Cases treated by each Student in the Surgical Wards.
- No. XVIII. List of operations performed on the dead body by the Senior Students.
- No. XIX. Tabular Report on the Journals and Nominal Register of the class of Clinical Surgery.
- No. XX. Expenses of the College for the Session 1854-55.
- No. XXI. Abstract Statement of Military and Civil Students who received pay during the Session, 1854-55.
- No. XXII. Abstract Statement of expenditure.

COLLEGE COUNCIL, AS ON THE 30TH APRIL 1855.

- W. Evans, Esq. M. D., President and Acting Secretary.
J. E. Mayer, Esq.
J. Shaw, Esq., F. R. C. S.
A. Blacklock, Esq.
H. F. C. Cleghorn, Esq., M. D. F. L. S.
G. Smith, Esq., M. D., Relieved 1st December 1854.
W. J. Van Someren, Esq., M. D., from 31ST December 1854.

Establishment of Professors, &c.

- Professor of Chemistry and Pharmacy...J. E. Mayer, Esq.
- Professor of Anatomy and Physiology. { G. Smith, Esq., M. D., Relieved 1st December 1854.
W. Evans, Esq., M. D., (Acting) from 1st to 30th December 1854.
W. J. Van Someren, Esq., M. D., from 31st December 1854.
- Professor of Medicine and Clinical Medicine. } W. Evans, Esq., M. D.
- Professor of Surgery and Clinical Surgery. } A. Blacklock, Esq.
- Professor of Midwifery and Diseases of Women and Children. } J. Shaw, Esq.
- Professor of Botany, Materia Medica and Therapeutics. } H. F. C. Cleghorn, Esq., M. D.
- Professor of Ophthalmic Medicine and Surgery. } J. Shaw, Esq.
- A course of Lectures on Medical Jurisprudence. } A. Blacklock, Esq.
- A course of Practical Chemistry.....J. E. Mayer, Esq.
- Dissections and Demonstrations..... { G. Smith, Esq., M. D., Relieved 1st December 1854.
W. J. Van Someren, Esq., M. D., from 31st December 1854.
- Assistant to the Professor of Chemistry...Mr. G. Norton.
- Demonstrator of Anatomy and Curator of the Museum. } Mr. J. Keess.
- Native Assistant.....P. S. Mootosawmy Moodelliar.

No. II.

REPORT OF THE COLLEGE COUNCIL.

SESSION 1854-55.

1. The Session which closes this day, was opened on the 2d of August last, with an Introductory Lecture by Professor A. Blacklock.

Changes among the Professors.

2. During the Session, a change has taken place in the Department of Anatomy and Physiology; Dr. Smith having been appointed in December last to the Residency of Hyderabad, and his place in the College supplied by Assistant Surgeon W. J. Van Someren, M. D., who entered upon his duties in the beginning of January.

3. The College Council take this opportunity of acknowledging the zeal and efficiency, as a teacher, of the late Professor of Anatomy and Physiology.

4. Dr. Cleghorn, Acting Professor of Botany, Materia Medica and Therapeutics, has, during the Session, been confirmed in this appointment.

5. The appointment of Secretary to the College Council has not yet been filled up permanently.

6. Government having recommended that a separate course of Military Surgery should be given, arrangements have been made for carrying out their orders, so as to constitute a complete course of Military Surgery, to be given by Professor Blacklock. This arrangement will come into operation from the commencement of the next Session.

7. It may here be mentioned that, with the view of increasing the opportunities of the students of witnessing Surgical operations, arrangements have been made with the Surgeon in charge of the Native Infirmary to report to the College when any important Surgical operations are to be performed at that institution, so as to enable as many of the senior students as can be spared, to attend on those occasions.

8. But the want of a large Civil Hospital, attached to the College, has long been much felt. It has been the duty of the Surgical Professor annually to point out the paucity of operations which take place in the General Hospital. The cause of this paucity is accounted for by the fact of its being a Military Hospital. It is well known that persons in the Military Service are amongst the healthiest and best cared for amongst the population, and that the great mass of cases call-

ing for operative assistance are in natives in civil life. It is also well known that natives in civil life have a great dislike to enter Hospitals which are Military, and the feeling no doubt is increased, where, as in the General Hospital, the guards consist principally of European Soldiers.

This want has not been overcome by the Students being present at the operations performed at the Native Infirmary. They only witness the mere operations, which may often be considered as subordinates to the treatment afterwards.

9. The following is an enumeration of the several descriptions of Students entered for instruction on the 2d day of April 1854, viz.

Enumeration and description
of Students.

Military Students.

Senior and Junior Medical Apprentices and paid	
Candidates European and Eurasian.....	82
1st, 2d and 3d Class Native Medical Pupils.....	70
2d Dressers.....	3

Civil and Free Students.

Stipendiary Students Natives.....	5
Lane Scholar do.	1
Private Student.....	1
	<hr/>
Total.....	162

Lapses.

Pupils Discharged.....	5
Casualties by death viz. 2 Appren- tices and 2 Native Medical Pupils.	4
	<hr/>
Total Lapses.....	9

Total No. of Students at present in College..... 153

10. The conduct of the Students, as a body, has been such as to merit commendation, and no instance of serious misconduct has been brought to notice during the Session. The attendance at the different classes has been regular.

11. The progress of the Students of the Medical Apprentice class, has, on the whole, been highly satisfactory. They have exhibited much zeal and industry in the prosecution of their studies, and various classes have acquitted

Conduct of the Students.

Progress of the Students.

themselves in a very creditable manner, in the opinion of the Judges, in the several Examinations; while of the whole number of 36 senior Students, of both classes, viz. 20 Eurasians and 16 Natives, who have presented themselves this year before the Board of Examiners, to be passed out of College, if found qualified for the Public Service, not one has been rejected. This fact is unexampled in the history of the institution.

With regard to the progress generally, of the class of Natives, the Council may repeat their oft reiterated remark, as to the obstacles thereto, connected as they are, with extremely defective preliminary education and want of intellectual training. From this cause, added to the disadvantage the class of Natives labor under, in having to study the subject of Medicine in a language foreign to them, they each year contrast unfavorably with their fellow students of the other division, and which is always the most discouragingly marked in the junior classes, especially in the more difficult subjects, such as Chemistry and Physiology.

The College Council however are led to hope, that under the operation of the new educational arrangements, the difficulty which has hitherto been experienced in obtaining proper qualified Native lads for the Medical Service will year by year diminish, and that ere long Candidates of the requisite quality will present themselves in sufficient numbers.

Stipendiary Students. 12. Stipendiary Student Rajantheram a remanded Student of last year, has again made no progress this year, but has rather gone back. He is therefore recommended for removal from the Service, as unlikely ever to prove an efficient Native Surgeon. Stipendiary Students Narrainasawmy and Venckatarungam have made but indifferent progress this year. On the other hand the conduct and progress of Stipendiary Students Ruthnum and Manikum have been satisfactory.

Lane Scholar.

13. This remark applies also to Anthony the Lane Scholar and to

Private Student.

14. Private Student John Bilderbeck all of whom have been well conducted and have progressed satisfactorily in their respective Classes.

15. "The Anatomical course comprising Extract from the Report of the Professor of Anatomy. " 79 Lectures and 18 Examinations (in all 97) " was delivered to the Apprentices and Pupils " of the 1st and 2d Classes."

“My Assistant Mr. Keess has given a course of 85 Demonstrations to the Junior Class on the subjects traversed by myself in the Anatomical course.”

“The Senior Class of Apprentices have been well behaved and their progress is on the whole satisfactory.”

“The Junior Apprentices generally are attentive and intelligent youths.”

“The lower half of the 2d Class of Native Pupils know little or nothing of Anatomy and the same remark applies to the 1st or Junior Class also.”

“The dissecting season commenced on the 1st October, and terminated on the 31st March. During this period 84 subjects were received from the following Institutions.”

	Male.	Female.	Total.
General Hospital	18	3	21
Native Infirmary	16	3	19
Vepery Dispensary	9	14	23
Triplicane do.	13	7	20
Lying-in-Hospital	0	1	1
	<hr/>		
	Total 56	28	84

“The students of both classes have with few exceptions, acquitted themselves well during the dissecting season.”

Extract from the Report of the Professor of Physiology. 16. “The course consisted of 104 Lectures and Examinations, there were 76 of the former and 28 of the latter.”

“The conduct of both classes has been good.”

“The Apprentices generally are intelligent and industrious.”

“I have reason to believe that several of the Native Pupils toil hard, but their toil is in a large measure labour thrown away. It is scarcely possible that with their limited knowledge of the language in which they are instructed, they can obtain an adequate acquaintance with such a subject as Physiology.”

“Of the Stipendiary students, Rajantheram has made poor progress. Having studied this subject last year, he has now completed two Sessions attendance on the Physiology lectures, and still holds a lower position in the class than he should.”

Extract from the Report of
the Professor of Chemistry.

17. "The course of instruction in Chemistry for the Session 1854-55 commenced on the 2d August last. It consisted of 114 Lectures, and 19 viva voce examinations in Inorganic Chemistry, and of 50 Lectures and 12 Examinations in Organic Chemistry."

"The subjects of Lecture were Heat, the general principles of Chemical Philosophy, the elementary substances, and their more important compounds."

"Those elements which are rare were very cursorily noticed. The special attention of the students was directed to those substances which are employed in Medicine and Pharmacy, some of the more frequently occurring operations in the Arts and Manufactures were also noticed."

"The conduct of the students was regular, and merited my approbation. The progress of the Apprentices in the studies, with a few exceptions was good. I regret I cannot speak so favorably of the Native Pupils, few of whom manifested any intelligence. On the contrary I found them to be dull and of slow comprehension. The majority were unable to express themselves correctly in English, and some of them were not even able to understand the subject matter of the Lecture. It cannot be expected that Students of this description can make any advancement in Chemistry,—a science, which in particular requires the exercise of thought to a pretty considerable extent."

Organic Chemistry.

18. "The subjects taught were the same nearly as mentioned in last report. The progress of the Apprentices generally was fair, that of the Pupils indifferent. Their conduct was good and their attendance at Lectures regular."

Extract from the Report of
the Professor of Botany.

19. "The arrangements for tuition, have been made to depend, as much as possible, on practical demonstration on living plants, or on good figures. The Horticultural Gardens afford great facilities to the students, in a good supply of officinal and other plants, while the appointment of a Draughtsman to the College has greatly enlarged the series of Drawings and Diagrams."

"The conduct of the class has been good, the intelligence and industry of both divisions have been generally satisfactory."

"It has been my wish as heretofore to communicate as much information and instruction as possible, regarding the vegetable Kingdom;

“ and the occurrence of the Madras Exhibition this year, has afforded
 “ an excellent opportunity of enlarging upon those Botanical riches,
 “ which minister to the immediate wants of man in the Arts, Medicine
 “ and Domestic Economy.”

“ Every boy in the class was furnished with a copy of Dr. Balfour’s
 “ excellent Class Book of Botany.”

“ The Specimens and Diagrams, have been prepared, before lecture
 “ by 2d Dresser F. Appavoo, who has been very useful to me, and has
 “ acquired considerable knowledge of plants, although his time has
 “ been occupied with other duties. At this time, I would beg to
 “ urge the great advantage of a permanent Assistant. The corres-
 “ pondence connected with the vegetable kingdom, has greatly increased,
 “ since the departure of Dr. Wight. References are made to me from
 “ the Revenue and Military Boards as well as from the different Collec-
 “ torates &c. and the constant influx of specimens of interest (especially
 “ this year) has been so overwhelming, that I have many times desired
 “ the fulfilment of the proposition in the Minutes of Consultation dated
 “ 1st September 1854. An Assistant, I consider to be most desirable
 “ for the due preservation of the specimens and records connected with
 “ the department, as well as for the systematic instruction of the Pupils
 “ in structural Botany.”

“ The class, on two occasions visited the gallery of the Banqueting
 “ Hall for the purpose of inspecting the food plants and vegetable sub-
 “ stances employed in the Arts. The consideration of these substances
 “ was most instructive to them. Four excursions in the vicinity of
 “ Madras were fairly attended, and the Pupils, as heretofore, appear to
 “ take much interest in them, joining the party at each place of meeting
 “ with alacrity.”

Extract from the Report of
 the Professor of Materia Medi-
 ca.

20. “ The arrangements for tuition have
 “ been the same as last year.”

“ The conduct of the class has been good, the intelligence and in-
 “ dustry of the pupils have been generally satisfactory.”

“ I am happy to say that an ample supply of copies of Dr. Royle’s
 “ Manual were received in time for distribution to the class.”

Extract from the Report of
 the Professor of Midwifery and
 diseases of the Eye.

21. “ During the Session, 85 Lectures
 “ on Midwifery and the Diseases of Women
 “ and Children, and 34 (including examina-
 “ tions) on the Diseases of the Eye, were delivered to the 4th and 3d
 “ classes.”

“ The conduct of the pupils attending my classes has been uniformly correct.”

“ The majority of the lads of the 4th class of Apprentices, will, I am satisfied, prove good public servants.”

“ I regret that my report of the 3d class of Native Pupils must be even more unfavorable than it has been annually my duty to make.”

“ As a body, they are so deficient in the knowledge of the English language, that it is quite impossible that they could benefit by teaching.”

“ The clinical duties at the Eye Infirmary have been carried on in the same manner as in former years.”

“ 2,760 cases of Diseases of the Eye came under the observation of the Students, between the 1st April 1854 and 31st March 1855.”

“ At the Lying-in-Hospital, one or more of the class are upon duty every night, and are present at the labors which happen then; their avocations at the Medical College prevent their attendance during the day, but even with this limited attendance they have ample opportunity of becoming practically acquainted with midwifery as 773 confinements took place at the institution during the year.”

22. “ The course on the Principles and Practice of Surgery, has consisted of 78 lectures, nine written and thirteen oral examinations.”

Extract from the Report of the Professor of Surgery.

“ The general conduct of the lads of this class has been very good.”

“ The third Class Apprentices have a fair knowledge of Surgery.”

“ The third Class Medical Pupils have a pretty fair knowledge of Surgery, but have not advanced so much in this branch as might have been expected.”

“ The second Class of Apprentices and Pupils in Surgery are (taken as a whole) the least satisfactory Classes I have yet had under instruction.”

“ The indifference of the 2d Class of Medical Apprentices, and Pupils, to the business of the Surgical Class, has led me to believe that they are careless in their first year's study of Surgery, merely because they know they are to have a second course, and delay therefore to give it their attention this year, in the belief that next year will be time enough.”

Extract from the Report of
the Professor of Surgery and
Clinical Surgery.

23. "The Class of Clinical Surgery has
"met 30 times."

"The plan of instruction is the same as that which has been detail-
"ed by me in former reports."

"Number of cases treated in the Surgical Wards of the General
"Hospital from 1st April 1854 to 31st March 1855—951."

"Military Europeans..... 125

"Military Natives..... 166

Total Military..... 291

"Civil Europeans..... 345

"Civil Natives..... 315

Total Civil..... 660

Total Civil and Military... 951

"All those cases have been attended by the Students."

"524 cases of actual Surgical diseases have been written, and
"brought before the class, and nearly the whole of them have been
"read aloud, commented on, at the class meetings."

"The Surgical Clinical Students have conducted themselves during
"this Session, generally very much to my satisfaction. I cannot point
"out any one in particular as being either very clever or very indefati-
"gable; but I may safely say, that they possess a fair share of practi-
"cal knowledge for their standing."

"To conduct the class with due regard to its requirements and
"necessities, I consider that an Assistant Apothecary who has been
"educated at this institution since it was constituted a College, should
"be attached to the Surgical Wards of the General Hospital, to aid in
"the Surgical training of the young Pupils and Apprentices."

24. "48 Lectures have been delivered to this class, and 15

Extract from the Report of
the Professor of Medical Ju-
risprudence.

"written and 4 oral examinations have been
"held making a total of 67 days devoted to
"this science. In addition to this course, the

"class has had the benefit of 52 separate hours of instruction in the
"practice of testing for poisons in the laboratory under the superin-
"tendence of Professor Mayer."

“ I can scarcely speak too favorably of this class,* and I am certain
 “ its members will be most valuable additions to the Service. They
 “ have profited much by the course.”

“ Last year I had the pleasure of noticing to the College Council,
 “ that several of the 3d Class Native Medical Pupils, had attended the
 “ course of Medical Jurisprudence, as volunteer students of the science.
 “ This year it is my still more agreeable duty to inform the Council,
 “ that the whole of the 3d class Pupils, have been very regular attenders
 “ at the Jurisprudence Lectures, and have conducted themselves through-
 “ out the whole course, in a most praiseworthy manner. The College
 “ Council will not fail to appreciate this evidence of zeal in the senior
 “ Native Students, when they call to mind the very various subjects
 “ which demand the time and attention of these young men during their
 “ last College Session.”

Extract from the Report of
 the Professor of Medicine and
 Clinical Medicine.

25. “ During the Sessions 113 Lectures
 “ (including examinations) were delivered
 “ upon the “ Theory and Practice of Medi-
 “ cine;” in addition to which 32 Lectures were given to the class of
 “ Clinical Medicine.”

“ The conduct of the students in these two classes has been excel-
 “ lent, and I have been much pleased with their attention to their stu-
 “ dies, both in College, and at the bedside of the sick in Hospital. I
 “ have never had a class who have shewn more good sense, and sound-
 “ ness, upon the subject of actual practice, nor more interest in their pa-
 “ tients ; and the Clinical Reports of the Apprentices of the cases en-
 “ trusted to their care, exhibiting, as they do, in numerous instances,
 “ much appropriateness of remark and justness of reasoning, testify that
 “ they have well availed themselves of their valuable opportunities. The
 “ Native Pupils also, have as a rule been very attentive to their patients
 “ and their case books are well kept. During the year 870 cases of dis-
 “ ease, have come under the attendance, in Hospital, of the students in
 “ Clinical Medicine.”

Annual Examination.

26. The Annual Examinations of the
 Students in all the classes, commenced on the
 11th April, and extended over a period of 9 days, of which 5 were de-
 voted to the oral, and 4 to the written trials.

The arrangements for conducting these Examinations under the su-
 pervision of the Medical Board, were precisely the same, as was describ-
 ed in the last Annual Report.

Report of the Final Examination Committee upon written Exercises.

The following are Extracts from the Final Examination Committee's communication upon the written exercises, to whom they were referred for Report.

“ The majority of the Essays are good, and reflect credit upon both the Professors and Pupils, as the different subjects treated of are given in a clear manner, proving that the Pupils have benefited by the instruction they have received at the College.”

“ Of the 4th year's Students, the Essays by senior Medical Apprentices William Donnelly, R. J. G. Boyd, and M. Craggs were considered the best. Those by G. C. Brown, C. St. John Lawrence, E. S. Mayley, and R. Harvey, were also very creditable. Of the Essays by the 3d or senior Class of Medical Pupils those by C. Moosawmy, J. Ramiah, L. Ponnosawmy, S. Sinnapan, and M. Appavoo were very good.”

“ The Essays of the 3d Class Students are also creditable, and give evidence of care and attention to the different studies. Those by R. H. Legge, R. T. Lyons, and A. L. Xavier, are the best.”

“ There are several Essays of considerable merit amongst those by the 2d Class students. The best are by J. W. Lincoln, H. Staggs, and G. Shunker. Those by R. S. J. Hurst, S. Johnston, J. Sausman, H. Joseph, and J. A. Falloon are all worthy of notice. The Essays by A. Vencatasawmy, M. Rawmasawmy, A. L. Canagasawmy, and K. Somasoondarum are also fair productions.”

“ Of the Essays by 1st or junior Class those by William Hamilton, J. McFarland, E. Vint, J. R. Carey, and W. G. Wright, are the best.”

“ The Committee have examined with great care the Essays of the different Pupils, and they cannot conclude, without expressing their unqualified satisfaction with the system of instruction imparted in this institution by means of Lectures, Demonstrations, and written Essays, in all of which the students have shewn that they are all well grounded in the rudiments of that knowledge which they will hereafter be required to apply practically.”

Result of the Final Examination Committee of the Senior Medical Apprentices and Pupils.

27. The Final Examination of the senior students, Apprentices and Pupils, 36 in number, as to their fitness or otherwise for the Public Service, was conducted as usual by the “ Final Examination Committee,” and the following are Extracts from the Committee's Report upon this subject.

“ The Committee had much pleasure in observing the great proficiency all had made in the several branches of study in which they were examined, enabling them to report all qualified for the Public service ; thus reflecting the greatest credit on the institution they are now leaving.”

“ Of the Native Medical Pupils all passed very creditable examinations, not one having been rejected, or remanded for further study, although a few were recommended by the Committee, to improve themselves in Botany and one or two other subjects where they shewed a little hesitation or nervousness in replying to the several questions put to them. Upon the whole, however, the Committee had every reason to be satisfied with the result of the examinations.”

28. 2d Dresser Kanagaroyen No. 123 appeared before this Committee on the 2d April for his first Examination which he has passed successfully.

29. Mr. G. W. Flynn formerly student of the College, and subsequently Demonstrator of Anatomy and Curator of the Museum also appeared before this Committee for examination for the Diploma of the College, and was found qualified after a most creditable examination and will receive his Diploma to day.

30. The following Students are entitled to the Prizes for this Session, having secured the highest places in the Register of Merit.

Medical Apprentices in the 1st or Junior Class.

Apprentice W. Hamilton a Prize for attainments in Anatomy and another for Chemistry. Apprentice J. W. Lakin a Prize for attainments in Botany.

In the 2d Class.

John Green a Prize for attainments in Anatomy, another for Physiology, another for Organic Chemistry and another for Surgery. W. Karney a Prize for attainments in Materia Medica.

In the 3d Class.

Apprentice R. T. Lyons a Prize for attainments in Surgery, another for Midwifery, another for Medicine and another for Diseases of the Eye. Apprentice J. J. L. Wheatley a Prize for attainments in Midwifery and another for Diseases of the Eye. Apprentice T. Cripps a Prize for the best account of cases in Clinical Surgery. Apprentice R. T. Lyons a Prize for the best reports of cases in Clinical Medicine.

• *In the 4th or Senior Class.*

Apprentice R. Harvey a Prize for attainments in the theory and practice of Medicine, an Extra Prize for Clinical Medicine, a Prize in Midwifery, another in Diseases of the Eye, and another in Medical Jurisprudence. Apprentice J. A. F. Hadden a Prize for attainments in Midwifery, another in Diseases of the Eye, and an Extra Prize in Clinical Medicine.

Apprentice C. St. John Lawrence a Prize for attainments in Midwifery, another in Medicine, and another for the best reports of cases in Clinical Medicine.

William Donnelly a Prize for the best written Essay upon the "Questions."

• *Native Medical Pupils 1st or Junior Class.*

Native Medical Pupil Appala Nursiah No. 450 a Prize for attainments in Anatomy, another in Botany.

• *In the 2d Class.*

Native Medical Pupil M. Seetarawmiah No. 426 a Prize for attainments in Anatomy. Native Medical Pupil A. Vencatasawmy No. 415 a Prize for attainments in Physiology and another in Surgery. Native Medical Pupil A. L. Canagasawmy No. 423 a Prize for attainments in Organic Chemistry. Native Medical Pupil K. Somasoondaram No. 440 a Prize for attainments in Medicine.

• *In the 3d Class.*

Native Medical Pupil Narrainasawmy a Prize for attainments in Medicine. Native Medical Pupil W. Colundavaloo No. 398 a Prize for attainments in Surgery. Native Medical Pupil J. Ramiah No. 411 a Prize for attainments in Surgery.

Johnston Gold Medal. 31. The Johnston Medal for this year has been awarded to Senior Medical Apprentice Robert Harvey as the first in the Register of Merit among the Senior Students. Harvey is a highly intelligent, industrious and well conducted Student.

Government Gold Medal for Native Medical Pupil. 32. The Government Gold Medal was last year awarded, temporarily, to Native Medical Pupil W. Colundavaloo No. 398, who was to receive it permanently this year, on the usual condition of having manifested sufficient evidence of progress in his studies to entitle him to the distinction. The Council, however, regret to state that they consider this Pu-

pil has not come up to the standard established for the Medal ; and they are therefore precluded from awarding it to him permanently and it will revert to the College.

Temporary Gold Medal. 33. The Temporary Gold Medal has been adjudged to A. L. Canagasawmy, as being the first of his class in the Register of Merit, who will receive it permanently next year on fulfilling the usual conditions. Canagasawmy is a pupil of much intelligence and promise.

Conniah Chetty's Prize. 34. There is no claimant this year for Conniah Chetty's Prize of the case of surgical instruments as no Native Surgeon passes out of College.

Anatomical and Pathological Museum. 35. The Anatomical and Pathological Museum continues to receive an accession of specimens, many of them of considerable interest and value, of which 56 have been sent by various contributors during the year. A list of Donors and Donations is given in Appendix No. 10 of this Report, and the College Council take this opportunity of returning their thanks to the former for their contributions.

The Wax Models which were notified in the last Annual Report as having been added to this Museum have proved extremely useful in the course of instruction, and the Council are happy to observe, that intimation of the despatch from England of 66 additional Models for the use of the College has been received.

Museum of Botany and Materia Medica. 36. In reference to this Museum the Professor of Botany observes. "The constant influx of specimens of interest this year has been great, and some interesting specimens have been added to this Museum from Singapore, contributed by Assistant Apothecary J. J. Wood. It is expected that not a few duplicates may be furnished from the valuable interesting collection of vegetable specimens on the Madras Exhibition, especially those which illustrate Natural History and Economical Botany."

The Wants of the Departments. 37. The chief want at present in the various departments and which has been noticed in former Reports is the want of space. The building has, for some time, been inadequate in size for the requirements of the Institution, and this defect is increasingly felt with its increasing development, and richness of its Museums. The want of room

is more especially experienced in the Chemical and Anatomical Departments, and in the Museum and Library.

The Professor of Anatomy remarks in his Report "the seats in my Lecture Room are unequal to the number of Students that attend the Anatomical course, and I feel very much need of a private room, where I may carry on dissections without interruption and command that valuable auxiliary to a Lecturer's labors an hour's tranquil study and reflection before he meets his Class." Professor Van Someren remarks also that the Dissecting Room is too small and too low, its ventilation defective and its site not good, while the absence of a verandah constitutes an additional serious objection to the building as it stands. Similar complaints of want of room continue to be made by the Professor of Chemistry, while with reference to the wax Models already alluded to as being on their way out from England, the Council have to remark that, owing to the limited amount of space in the Museum, there will be much difficulty in providing for them safe and convenient location in the College.

Another want is that of illustrative preparations for the department of Physiology and which can only be procured in England.

The Council have the satisfaction to state that a splendid Achromatic Microscope by A. Ross has been received and forms a most valuable standard Instrument. A second Microscope has been secured for dissecting purposes, together with a large supply of Apparatus for the Chemical Department.

The Council are also happy to notice the receipt from England of the Text Books for the several Classes, the previous non-arrival of which had as before noticed occasioned much inconvenience. The only Text Book now wanting is Wilson's Vade Mecum in Anatomy to replace the one at present in use and which is considered to be defective.

The Anatomical Museum has secured during the year the long required supply of Glass Jars for putting up Morbid preparations.

College Library. 38. During the Session 124 Volumes have been added to the Library which now numbers 1,632 Volumes.

Expenses of the College. In the Appendix to this Report No. XXI a detailed Tabular Statement is given of the Expenses of the College from which it appears that there has been a decrease in the Total Expenses this year amounting to Rupees 479-3-10 arising from the circumstance of the Professor of Chemistry drawing

only 150 Rupees a month this year instead of 300 Rupees as last year when he did not hod a second appointment.

The average montly charge for the year for the maintenance of the College, including he salaries of the Professors, Assistants and servants, and contingent expenses, exclusive of supplies from England, amounts to Rupees 1,593-1/-10.

Recognition of the Colege. 40. With reference to the remarks in the last Annual Report upon the subject of the admission of ths Institution to the privileges accorded by the Royal College of Surgeons of England to Colonial Schools of Medical Science, the Council have tonoice that by an official Statement received from the Surgeon of the General Hospital, it appears that the daily average number of patients in that institution considerably exceeds one hundred. This, as before mentioned, being the sole condition of recognition by the London College, anl as the necessary communication has been already forwarded to England through Government, the Council fully expect that the desired privilege will now be early accorded.

Conduct of the Assistants. 41. The conduct of the College Assistants has as usual been very satisfactory. Mr. Norton Assistant to the Professor of Chemistry, Mr. Keess Demonstrator of Anatomy md Curator of the Museum, and Mootoosawny Moodelliar Native Assistant, have each discharged their duties in a very praiseworthy nanner. The College Writer, the Draughtsman and the Librarian also have proved themselves to be efficient and zealous servants.

42. As the weatier in the month of August is usually extremely sultry and exhausting, the College Council have applied for and obtained permission to open the Session for the future on the 1st September instead of the 1st August, terminating consequently in May instead of April.

(Signed) W. EVANS, M. D.,

*Acting Secretary to the Council
of the Medical College.*

Madras, Medical Colege, }
27th April 1855. }

No. III.

General Roll of the Register of Merit.

4th or Senior Class under Instruction in Practical Medicine, Midwifery, Diseases of the Eye and Medical Jurisprudence.

No.	Names of Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of studie. at the close of the Session.				General Order of Merit at the close of the Session.
				Practice of Medicine.	Midwifery.	Diseases of the Eye.	Medical Jurisprudence.	
1	R. Harvey.....	4	.....	1	1	1	1	1
	J. A. F. Hadden.....	4	.....	3	3	2	2	3
	C. St. John Lawrence.....	4	.....	2	2	3	3	2
	T. G. Eade.....	4	.....	6	4	4	4	4
5	J. J. H. Everard.....	4	.....	4	9	8	5	5
	G. C. Browne.....	4	.....	5	6	7	6	6
	D. R. Thompson.....	4	.....	9	7	5	7	7
	J. P. Friddell.....	5	1st Class.	8	15	10	9	10
	F. H. H. Smith.....	4	.....	10	5	14	17	11
10	W. Donnelly.....	4	.....	11	8	6	11	8
	R. J. G. Boyd.....	4	.....	13	2	12	15	14
	M. Craggs.....	5	1st Class.	7	4	18	12	12
	T. F. Wint.....	4	.....	12	0	11	18	9
	F. A. Wint.....	4	.....	14	3	13	10	13
15	F. E. Smith.....	4	.....	16	1	19	16	15
	R. Stewart.....	4	.....	17	6	17	13	17
	J. E. Ross.....	4	.....	15	7	9	18	16
	J. W. Axen.....	4	.....	18	0	20	19	20
	D. A. Phillips.....	4	.....	20	9	15	20	19
20	E. S. Mayley.....	4	.....	19	8	16	14	18

*3d Class under Instruction in Practice of Medicine, Surgery, Midwifery,
and Diseases of the Eye.*

No.	Names of Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of study at the close of the Session.					General Order of Merit at the close of the Session.
				Practice of Medicine.	Practice of Surgery.	Midwifery.	Diseases of the Eye.		
1	R. T. Lyons...	3	.....	1	1	2	1	1
	J. V. Duckworth.....	3	.....	2	5	3	4	2
	C. D'Santos	3	.....	4	4	5	3	5
	J. J. S. Wheatley.....	3	.....	3	6	1	2	3
5	A. L. Xavier.....	3	.....	5	2	4	5	4
	R. H. Legge.....	3	.....	6	3	9	6	6
	J. Hardaker.....	4	1st Class.	7	7	6	7	7	
	P. G. Paul.....	3	.....	8	9	8	7	8
	T. Cripps.....	4	1st Class.	10	11	10	10	11	
10	R. Rajantherum, S. S.....	3	.....	11	0	0	9	0
	R. G. Wright.....	4	1st Class.	12	10	7	8	10	
12	J. E. Lillywhite.....	3	.....	9	8	11	11	9
1	W. Colendavaloo, No. 398	3	.....	3	1	3	3	1
	T. Manickum, " 407	3	.....	2	8	2	2	4
	L. Ponnosawmy, " 401	3	.....	4	3	4	6	3
	Narrainsawmy, " 369	3	.....	1	2	1	8	2
5	R. Valoyden, " 395	3	.....	6	5	6	5	5
	P. Appiah, " 378	3	.....	5	7	7	7	6
	T. Teroovengadasawmy, 406	3	.....	8	6	14	4	7
	J. Ramiah, " 411	3	.....	10	4	13	9	8
	A. C. Maucellamony " 418	3	.....	9	11	10	10	12
10	L. Murion, " 416	3	.....	11	9	11	11	10
	M. Appavoo, " 404	3	.....	12	10	5	1	9
	Ramsunnassee, " 412	3	.....	7	13	8	12	11
	S. Sinnaphen, " 400	3	.....	13	12	9	13	13
	Apow, " 370	3	.....	14	15	12	14	14
15	C. Mootosawmy, " 373	3	.....	16	16	15	15	16
16	Davood Beg, " 402	3	.....	15	14	16	15	15

*2d Class under Instruction in Anatomy, Physiology, Materia Medica,
Organic Chemistry, and Surgery.*

No.	Names of the Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of study at the close of the Session.					General Order of Merit at the close of the Session.
				Anatomy.	Physiology.	Materia Medica.	Organic Chemistry.	Surgery.	
1	P. Rajantherum, S. S.	3	.....	9	7	1	0	5	4
	J. Green, - - - - -	2	.....	1	1	3	1	1	1
	T. Ward, - - - - -	2	.....	5	6	18	7	3	5
	H. Staggs, - - - - -	2	.....	4	3	4	3	6	3
5	T. Lee, - - - - -	2	.....	14	13	6	2	9	6
	W. Karney, - - - - -	2	.....	3	2	2	10	2	2
	G. Wilkie, - - - - -	2	.....	17	4	15	5	4	9
	R. N. Manickum, S. S.	2	.....	0	12	17	4	0	11
	T. Ruthnum, - - - - -	2	.....	0	5	14	8	0	7
10	T. A. D'Sylva, - - - - -	2	.....	2	14	20	11	8	10
	J. Sausman, - - - - -	2	.....	6	11	9	6	12	8
	J. J. Flynn, - - - - -	2	.....	7	10	11	9	13	12
	J. Hennessey, - - - - -	2	.....	12	18	6	18	7	16
	E. A. Morris, - - - - -	2	.....	8	9	19	14	11	14
15	R. S. J. Hurst, - - - - -	2	.....	18	17	10	19	10	17
	H. Joseph, - - - - -	2	.....	10	16	5	13	14	13
	J. A. Falloon, - - - - -	2	.....	13	26	12	15	16	19
	R. Watcham, - - - - -	2	.....	15	15	22	21	19	21
	Y. Anthony, L. S. - - - - -	2	.....	0	22	7	12	0	20
20	H. Boon, - - - - -	2	.....	16	20	8	17	15	18
	J. Bilderbeck, P. S.	2	.....	0	8	13	16	0	15
	C. S. Fonsworth, - - - - -	2	.....	22	23	21	23	17	24
	L. W. Lincoln, - - - - -	2	.....	20	19	23	20	20	23
	J. Walker, - - - - -	2	.....	21	25	26	25	21	26
25	J. Johnston, - - - - -	2	.....	11	24	24	22	18	22
26	G. Shunker, - - - - -	2	.....	19	21	25	24	22	25

2d Class under Instruction in Anatomy, Physiology, •Materia Medica,
Organic Chemistry and Surgery (continued.)

No.	Names of the Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of study at the close of the Session.						General Order of Merit at the close of the Session.
				Anatomy.	Physiology.	Materia Medica.	Organic Chemistry.	Surgery.	Medicine.	
1	A. L. Canagasawmy, No. 423	2	.....	3	2	2	1	2	2	1
	A. Vencatasawmy Naidoo, No. 415.	2	.....	2	1	3	2	1	3	2
	C. M. Narrainawmy No. 435	2	.....	10	6	5	4	9	4	7
	K. Soomasoondaram, ,, 440	2	.....	5	10	9	7	4	1	3
5	A. Appavoo, ,, 439	2	.....	12	5	1	5	3	7	5
	M. Ramasawmy, ,, 436	2	.....	8	3	4	3	5	5	4
	T. Moonesawmy, ,, 409	2	.....	6	9	6	6	7	6	6
	M. Seetaramiah, ,, 426	2	.....	1	7	10	8	11	8	9
	P. Veerasawmy Moodilly, No. 431.	2	.....	11	14	7	11	8	10	11
10	C. Rungasawmy, No. 422	2	.....	4	4	8	14	6	9	8
	R. Veerasawmy, ,, 445	2	.....	7	8	11	9	10	11	10
	V. Narrainasawmy, ,, 438	2	.....	9	11	12	18	12	12	12
	C. M. Ramasawmy, ,, 421	2	.....	19	15	13	13	13	13	13
	P. T. Vencatchellum Moodilly, No. 420.	2	.....	17	19	19	10	15	16	16
15	P. Vencatasawmy Naidoo, No. 397.	2	.....	14	12	14	12	16	17	14
	S. K. Vencataram Naidoo, No. 414.	2	.....	13	16	17	16	14	15	15
	Veerapootera, No. 427	2	.....	16	18	15	17	17	14	17
	J. D. Gnananootoo ,, 446	2	.....	18	13	18	15	18	18	18
19	M. Lutchmiai, ,, 430	2	.....	15	17	16	19	19	19	19

1st or Junior Class under instruction in Anatomy Chemistry and Botany.

No.	Names of the Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of study at the close of the Session.			General Order of Merit at the close of the Session.
				Anatomy.	Chemistry.	Botany.	
1	R. N. Manickum, S. S.	2	.....	1	3	0	1
	T. Ruthnum, S. S.	2	.....	2	4	0	2
	Y. Anthony, L. S.	2	.....	3	6	0	3
	J. Bilderbeck, P. S.	2	.....	4	2	0	4
5	J. A. Evers.....	2	1st Class.	5	18	2	5
	W. Watson.....	2	Do.	20	15	17	12
	W. Trutwein.....	2	Do.	24	22	8	15
	W. Hamilton.....	1	.....	6	1	3	1
	J. W. Lakin.....	1	.....	7	10	1	3
10	J. H. McClosky.....	1	.....	15	24	15	16
	J. T. Van Hams.....	1	.....	21	23	9	17
	J. Ringrow.....	1	.....	17	25	25	22
	W. G. Wright.....	1	.....	8	8	4	4
	R. J. Ramsbottom.....	1	.....	10	16	7	7
15	J. R. Hewett.....	1	.....	28	33	28	27
	E. J. Heiden.....	1	.....	11	29	13	20
	J. R. Carey.....	1	.....	9	5	5	2
	T. R. J. Jones.....	1	.....	23	27	24	24
	G. Watson.....	1	.....	19	17	20	14
20	E. Lee.....	1	.....	30	28	26	26
	J. F. J. Borgonha.....	1	.....	14	21	11	10
	R. T. Brooks.....	1	.....	33	31	29	28
	J. G. Ashworth.....	1	.....	18	20	23	21
	C. A. Clermont.....	1	.....	34	34	27	30
25	T. Everard.....	1	.....	13	12	18	9
	C. Benn.....	1	.....	27	9	19	13
	J. Lawe.....	1	.....	29	13	16	19
	J. Shapton.....	1	.....	32	32	30	29
	T. G. Devine.....	1	.....	25	14	21	18
30	E. O. C. Vint.....	1	.....	22	11	6	8
	W. J. Gray.....	1	.....	12	7	10	6
	J. McFarland.....	1	.....	16	19	12	11
	R. Narrainsawmy, S. S.....	1	.....	31	26	14	23
	R. Vencatarungum Naidoo, S. S.....	1	.....	26	30	22	25
35	R. Jugganay cooloo, No. 417 ...	2	.....	5	6	6	6
	T. J. Nursimooloo, „ 434 ...	2	.....	13	8	11	10
	C. Permalloo, „ 436 ...	1	.....	17	16	14	15
	C. S. Menzies, „ 441 ...	1	.....	3	5	3	3
	C. Rajoo, „ 447 ...	1	.....	6	9	13	8

1st or Junior Class under instruction in Anatomy, Chemistry and Botany, (continued.)

No.	Names of the Students as they stood at the commencement of the Session.	No. of years in attendance.	Remanded and in what Class.	Order of Merit in the separate branches of study at the close of the Session.			General Order of Merit at the close of the Session.
				Anatomy.	Chemistry.	Botany.	
40	S. Appala Nursiah, No. 450	1	1st Class.	6	1	1	1
	C. Veerasawmy, „ 451	1	.....	24	19	25	24
	Laulsing, „ 452	1	.....	11	18	15	16
	C. Senthvale, „ 453	1	.....	4	3	7	4
	L. Manuel, „ 454	1	.....	9	7	2	5
45	M. Rungasawmy, „ 460	1	.....	26	25	26	26
	M. A. L. Appasawmy „ 461	1	.....	2	4	4	2
	S. Venkiah, „ 462	1	.....	25	24	24	25
	Appavoo, „ 463	1	.....	15	13	16	13
	M. Teroomaliah Naidoo „ 464	1	.....	7	14	9	9
50	J. Lutchmiah Naidoo, „ 470	1	.....	19	10	18	14
	P. Ragavarow, „ 471	1	.....	18	11	20	17
	Moorogasen, „ 472	1	.....	14	2	8	7
	S. Appasawmy, „ 428	1	.....	20	15	21	19
	C. S. Venkanah, „ 442	1	.....	10	21	17	18
55	Mahomed Ghouse, „ 449	1	.....	16	23	23	22
	C. Seethumbaro Pillay „ 456	1	.....	22	12	5	11
	S. Sooranarain, „ 458	1	.....	12	26	10	20
	R. Davasegayum, „ 467	1	.....	23	22	22	23
	Rungasawmy, „ 473	1	.....	8	17	12	12
60	Chengulrow, „ 474	1	.....	21	20	19	21

No. IV.

Nominal Roll of Students removed from the Medical College during the Session 1854-55.

Native Medical Pupil	A. Reid, No. 363, Promoted to 2d Dresser.
Do.	P. Poonoosawmy, No. 396, Discharged for having absented himself without leave.
Do.	C. S. Moonesawmy Moodelliar, No. 448, Discharged the Service for repeated absence from his duties.
Do.	J. F. Iyasawmy, No. 424, Died 28th August 1854.
Do.	B. Appasawmy, No. 465, Died 17th do.
Do.	N. Sabaputhy, No. 423, Discharged for absence from duty.
Do.	N. Veerasawmy, No. 459, Discharged for having deserted the service.
Do.	E. Vanagopaul, No. 437, Discharged for absence from duty.
Medical Apprentice	T. W. Higgins, Died 8th March 1855.
Do.	D. McDicken, Died 25th January 1855.

Numerical Abstract of the Classes of Instruction, shewing the number which have been removed from the College for the several reasons indicated in the Nominal Roll, with the number remaining at this date.

Classes.	Number at commencement of Session.	No. remanded.	On Sick leave.	Discharged for desertion.	Discharged for irregular conduct.	Death.	Total.	No. Remaining in classes.
<i>4th or Senior Class.</i>								
Medical Apprentices.....	20	...	...	...	...	...	...	20
2d Dresser.....	1	...	...	...	...	...	...	1
<i>3d Class.</i>								
Medical Apprentices.....	13	...	...	...	...	2	2	11
Native Medical Pupils..	16	...	...	...	...	...	...	16
<i>2d Class.</i>								
Medical Apprentices.....	21	...	...	...	...	...	...	21
Native Medical Pupils...	21	...	...	1	1	...	2	19
Stipendiary Students....	3	...	...	...	...	...	...	3
Private Students.....	1	...	...	...	...	...	...	1
Lane Scholar.....	1	...	...	...	...	...	...	1
<i>1st or Junior Class.</i>								
Medical Apprentices.....	28	...	...	...	...	...	...	28
Medical Pupils.....	29	...	...	1	...	2	3	26
Stipendiary Students....	2	...	...	...	...	...	...	2
2d Dressers.....	2	...	1	...	...	...	1	1
Native Medical Pupils..	4	...	...	...	...	...	...	4
Total.....	162	...	1	2	1	4	8	154

No. VI.

List of Students who have been brought to the notice of the College Council for High Approval and for Approval.

HIGH APPROVAL.

Medicine.

MEDICAL APPRENTICES.

C. St. John Lawrence,	|	T. G. Eade,
J. A. F. Hadden,	|	M. Craggs,
J. J. H. Everard,	|	J. P. Friddell,
G. C. Brown,	|	W. Donnelly.

Native Medical Pupil A. L. Conagasawmy.

Clinical Medicine.

J. J. H. Everard,	|	P. S. Mootoosawmy Moodr.
E. S. Mayley,	|	C. D'Santos,
W. Donnelly,	|	J. V. Duckworth,
G. C. Brown,	|	J. J. L. Wheatley.

P. G. Paul.

Surgery.

A. L. Xavier,	|	J. E. Lillywhite,
R. H. Legge,	|	W. Karney.

Native Medical Pupil A. Appavoo.

Materia Medica.

W. Karney.

Anatomy.

T. A. D'Sylva,	|	R. N. Manickum, S. S.
W. Karney,	|	T. Ruthnum, S. S.
H. Staggs,		T. Anthony, L. S.
T. Ward,		J. Bilderbeck, P. S.

J. A. Evers.

Physiology.

W. Karney,		H. Staggs.
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Chemistry.

Native Medical Pupil Appalah Narasiah.

" APPROVAL."

Medicine.

D. R. Thompson,	L. Poonosawmy, No. 401.
F. H. H. Smith,	R. Valoyden, ,, 395
T. F. Vint,	J. Ramiah, ,, 411
R. Stewart,	A. Vencatasawmy, ,, 415
J. V. Duckworth,	C. M. Narrainsawmy, ,, 435
J. J. L. Wheatley,	M. Ramasawmy, ,, 436
C. D'Santos,	T. Moonesawmy, ,, 409
A. L. Xavier,	R. H. Legge,
T. Manickum,	J. Hardaker.
W. Colendavaloo, No. 398	

Clinical Medicine.

T. G. Eade,	F. H. H. Smith,
J. P. Friddell,	M. Craggs,
D. R. Thompson,	R. Stewart.

Surgery.

Native Medical Pupil Narrainsawmy.

Materia Medica.

J. Green,	A. Vencatasawmy, No. 415
H. Staggs,	M. Ramasawmy, ,, 436

Anatomy.

A. Vencatasawmy, No. 415	M. A. S. Appasawmy No. 461
A. S. Conagasawmy, ,, 423	C. S. Menzies, ,, 441
C. Rungasawmy, ,, 422	C. Senthvale. ,, 463

Physiology.

G. Wilkie,	T. Ruthnum, S. S.
A. L. Canagasawmy, No. 423.	

Chemistry.

J. Bilderbeck, P. S.	R. Carey,
R. N. Manickum, S. S.	W. J. Gray,
T. Ruthnum, S. S.	W. G. Wright,
Y. Anthony, L. S.	C. Benn.

Botany.

J. A. Evers,	L. Manuel, No. 454
W. Hamilton,	C. S. Menzies, ,, 441
W. G. Wright,	M. A. L. Appasawmy. ,, 461

C. Senthvale, No. 453.

No. VII.

Nominal Roll of Medical Apprentices and Native Medical Pupils, who have received "Certificates of Qualifications" since the date of last Report, and who will be removed from the College for promotion to Assistant Apothecaries and 2d Dressers respectively.

MEDICAL APPRENTICES.

1 R. Harvey,	11 F. H. Smith,
C. St. John Lawrence,	M. Craggs,
J. A. F. Hadden,	F. A. Vint,
T. G. Eade,	R. J. G. Boyd,
5 J. J. H. Everard,	15 F. E. Smith,
G. C. Brown,	J. E. Ross,
D. R. Thompson,	R. Stewart,
W. Donnelly,	E. S. Mayley,
T. F. Vint,	D. A. Phillips,
10 J. P. Friddell,	20 J. W. Axen.

NATIVE MEDICAL PUPILS.

1 W. Colendavaloo, No. 398	11 M. Appavoo, No. 404
Narrainsawmy, ,, 369	10 L. Murion, ,, 416
L. Poonnoosawmy, ,, 401	Ramsunnassee, ,, 412
T. Manickum, ,, 407	A. C. Mausellamony, ,, 418
5 R. Valoyden, ,, 395	S. Sinnapen, ,, 400
P. Appiah, ,, 378	Apow, ,, 370
T. Teroovengadasawmy, 406	15 Davood Beg, ,, 402
J. Ramiah, ,, 411	16 C. Mootoosawmy. ,, 393

No. VIII.

List of Students who have received Honorary Certificates for the Session 1854-55.

Mr. G. W. Flynn.

Medical Apprentice	R. Harvey,	Assistant in the Chemical Department.
Do.	R. T. Lyons,	do. in Physiological do.
Do.	G. Green,	do. in Chemical do.
Do.	T. Ward,	do. in Anatomical do.
Medical Pupil	A. S. Conagasawmy,	do. in Botanical do.

No. IX.

List of Students recommended to be discharged from Service as having failed to afford evidence of progress in their Studies.

<i>Medical Apprentices.</i>	<i>Native Medical Pupils.</i>
W. Trutwein,	S. K. Vencataram Naidoo, No. 414
J. R. Hewill,	P. T. Vencatachellum Moodely, „
T. J. Brooks,	Veerapooteran, „ 427
J. Shapton,	J. D. Gnamamootoo, „ 446
C. A. Clermont,	J. Lutchmiah, „ 430

Stipendiary Student P. Rajantherum.

No. X.

List of Native Medical Pupils recommended to be remanded as unfit to pass on to the next Superior Class.

1st or Junior Class.

1 C. Permalloo, No. 432	6 Mahomed Ghouse, No. 449
C. S. Venkanah, „ 442	R. Davasagayum, „ 467
S. Appasawmy, „ 428	C. Veerasawmy, „ 451
S. Sooranaram, „ 458	S. Venkiah, „ 462
5 Chengulrow, „ 474	10 M. Rungasawmy, „ 460

No. XI.

List of Students recommended to be admonished for insufficient progress during the Session.

<i>Medical Apprentices.</i>	<i>Native Medical Pupils.</i>
J. A. Falloon,	K. Soomasoondarum, No. 440
R. Watcham,	T. Moonesawmy, „ 409
S. Johnston,	R. Veerasawmy, „ 445
G. Shunker,	P. Veerasawmy Moodelly, 431
J. Walker,	V. Narrainsawmy, „ 438
	C. M. Ramasawmy, „ 435
	P. Vencatasawmy Naidoo, 397

No. XII.

*List of Donors to the Museum of the Medical College,
Session 1854-55.*

DOCTOR A. HUNTER.

- 1 Ununited fracture of right humerus.
Cranium of an Idiot.
Thumb and forefinger, lacerated by gun shot wound.
Compound fracture of Tibia and Fibula with gangrene.
- 5 Case of fungous growth, involving two phalanges of the ring finger, removed by excision.
Calculus weighing 1 ounce and $2\frac{1}{2}$ drachms passed by a female when voiding urine.
Rupture of the heart.

PROFESSOR A. BLACKLOCK.

- Diseased ovary.
Fractured skull.
- 10 Shot imbedded in the posterior tibial nerve of Medical Student McDicken, who died of traumatic Tetanus.

PROFESSOR W. EVANS, M. D.

- Calvarium thinned in two places by cerebral tumors in a subject who died from Epilepsy.
Incomplete closure of foramen ovale in the heart of a man who died of Consumption.
Scirrhus of the Pancreas.
Tibia of an Ostrich.
- 15 Dilatation of the left ventricle and aorta.
Aneurism of the ascending aorta passing through two ribs in right side of the chest.
Atheromatous deposit on the lining membrane of the aorta and Semilunar valves thickening of the walls of the left ventricle and adhesion of the Pericardium to the surface of the Heart.

SURGEON YOUNG.

- Sac of a large abscess in right lobe of Liver adhering to right lung.

DR. CHIMMO.

- Thickening of the coats of the bladder.
- 20 Specimen of contracted knee joint.

DR. EYRE.

Encysted abscess of the Brain.

Inflamed Stomach.

Specimen of Pericardites.

Pericardites with formation of Lymph and effusion.

ASSISTANT SURGEON J. COLEBROOKE.

25 Drawing shewing hypertrophy and elongation of left index finger.

SURGEON J. WILLIAMS.

Compound comminuted fracture of the leg (amputated.)

ASSISTANT APOTHECARY BARROW.

Diseased bladder with portion of abdominal parietes adhering to it.

NATIVE ASSISTANT P. S. MOOTOOSAWMY MOODILY.

Human Ovum of six weeks.

ASSISTANT SURGEON MADDEN, H. M. 43D REGIMENT.

Aneurism of the abdominal aorta.

30 Caries of Lumbar Vertebra with Psoas abscess.

Hip joint disease.

ASSISTANT SURGEON BLACKWELL.

Diseased femur.

Vesical Calculus.

PROFESSOR J. SHAW, F. R. C. S.

Calculus removed from sublingual ducts of a gouty subject.

35 Amputated foot.

ASSISTANT SURGEON DAVIDS.

Fatty tumour.

PROFESSOR W. J. VAN SOMEREN, M. D.

Renal concretion.

ASSISTANT SURGEON J. SHORTT, M. D.

Specimens of Insects from the banks of the Nile.

SURGEON J. M. JACKSON.

Thickening of the bladder with fleshy deposits adherent to the neck and inner surface.

40 Rupture of the aorta.

Rupture of the bladder from a kick.

Heart weighing 1 lb. and 1½ oz.

ASSISTANT SURGEON RATTON.

Disease of the heart.

Fatty degeneration of the Kidneys and disease of the heart.

45 Vesical Calculus.

The following Plaster of Paris Casts and colored drawings.

- 1 Malformation of the hands and feet.
- 2 Congenital dislocation of the left knee inwards.
- 3 Reversed Potts fracture of the right leg.
- 4 Compound fracture of the bones of the right leg.
- 5 A profile of an insane patient.
- 6 do.
- 7 do.
- 8 Profile of a transported convict.

SURGEON PORTEOUS.

Elephantiasis of the leg.

A small aneurism above the aorta valves which burst into the Pericardium.

Dilatation of the left auricle, deposit in its interior and contraction of the left auriculo-ventricular opening.

50 Aneurism above the Aortic valves.

Ununited fracture of the femur.

DR. WALTER.

Carcinomatous ulceration of Pharynx and Larynx.

SECOND DRESSER PULNEY ANDEY.

Deformed duckling.

Head of a monkey.

- 2 Flying squirrels.
- 3 Ground squirrels.

Museum Materia Medica.

ASSISTANT APOTHECARY J. J. WOOD.

- 4 Bottles containing a variety of fruits, nutmeg, Mangosten, Mangrove and Ferns and a variety of dry specimens.

2d DRESSER PULNEY ANDEY.

- 1 *Garcinia Pictoria* Lebuam Gamboge.
- 2 Liquid or oil of Camphor.
- 3 Naphtha of Borneo.
- 4 Pitcher Plants specimens.
- 5 A variety of Ferns.
- 6 *Lycopodium*.

MEDICAL APPRENTICE T. G. EADE.

A few specimens of *Lycopodium*.

No. XIII.

List of Text Books used by the Students of the Madras Medical College.

Anatomy.—The Dublin Dissector, by R. Harrison, M. D. M. R. I. A., 5th Edition 2 Vols.

The Anatomist's Vade Mecum by E. Wilson, F. R. S., recommended in the Report 1854-55, 6th Edition.

Chemistry.—A Manual of Chemistry Inorganic and Organic by T. Key, Esq., 2d Edition, 1852.

Dr. Fownes' Manual of Chemistry Edited by A. W. Hofmann and H. B. Jones, M. D. (not yet received.)

Botany.—A Class Book of Botany, by J. H. Balfour, M. D. F. L. S. and F. R. S. E.

Materia Medica.—A Manual of Materia Medica and Therapeutics, by J. F. Royle, M. D. F. R. S.

Physiology.—A Manual of Physiology, by W. B. Carpenter, M. B. F. R. S.

Practice of Medicine.—Dr. Hooper's Physician's Vade Mecum, by W. A. Guy, M. B.

Elements of the Theory and Practice of Medicine, by G. Gregory, M. D. F. R. C. P. 6th Edition (not yet received.)

Surgery.—The Surgeon's Vade Mecum, by R. Druitt.

Midwifery.—A Manual of Midwifery, by F. Churchill, M. D. M. R. I. A.

Ophthalmic.—Med. and Surgery, Dr. Morgan's Lectures on the Diseases of the Eye.

A Manual of Ophthalmic Med. and Surgery, by W. Jones, F. R. S.

Diseases of Children.—Lectures on Diseases of Infancy and Childhood, by C. West, M. D.

Medical Jurisprudence.—A Manual of Medical Jurisprudence, by A. S. Taylor, F. R. S.

Principles of Forensic Medicine, by W. A. Guy, M. B. (not yet received.)

Dictionary.—A Dictionary of Terms used in Med. and the Collateral Sciences, by R. D. Hoblyn, A. M.

Practical and Surgical Anatomy.—The Dissector's Manual of Practical and Surgical Anatomy, by E. Wilson, F. R. S. (used in the Dissecting room.)

All Students are required to provide themselves with the above Books, when studying the several subjects to which they relate.

Students in general are also permitted to take works on loan from the Library.

No. XIV.

*Result of the Final Examination of Medical Apprentices and Native Medical Pupils of the Medical College
Session 1854-55.*

Names.	Anatomy and Physiology.	Chemistry and Pharmacy.	Botany and Mat. Medica.	Surgery.	Medicine.	Midwifery.	Diseases of Women & Children.	Diseases of the Eye.	Medical Jurisprudence.	Written Examination.	Colloquial knowledge in Tamil.	Result.	Remarks.
<i>Apprentices.</i>													
J. W. Axen.....	Good	Good	Indifferent	Good	Good	Good	Good	Good	Good	Good	Correct	Fit	Recommended to study.
R. J. G. Boyd.....	Very Good	Indifferent		do	Very Slow	Fair	Very Slow	Fair	Fair	Fair	Fair	do	
G. C. Browne.....	do	Good	Good.	Good	Good	Good	Good	Good	Good	Good	do	Qualified	
M. Craggs.....	do	do	do	do	do	do	do	do	do	do	do	do	
W. Donnelly.....	do	do	do	do	do	do	do	do	do	do	do	do	
T. G. Eade.....	do	do	do	do	do	do	do	do	do	do	Moderate Knowledge. Tamil. Tamil Hindoostanee. Tamil.	do	
J. J. H. Everard.....	do	do	do	do	do	do	do	do	do	do		do	
J. P. Friddell.....	do	Fair	Fair	do	do	do	do	do	do	do		do	
J. A. F. Hadden.....	do	Good	Good	do	do	do	do	do	do	do	do	do	
R. Harvey.....	do	do	do	do	do	do	do	do	do	do	do	do	
C. St. J. Lawrence.....	do	do	do	do	do	do	do	do	do	do	do	do	
E. S. Mayley.....	do	do	do	do	do	do	do	do	do	do	do	do	

Result of the Final Examination of Medical Apprentices and Native Medical Pupils, &c. (continued.)

Names.	Anatomy and Physiology.	Chemistry and Pharmacy.	Botany and Mat. Medica.	Surgery.	Medicine.	Midwifery.	Diseases of Women & Children.	Diseases of the Eye.	Medical Jurisprudence.	Written Examination.	Colloquial knowledge in Tamil.	Result.	Remarks.
<i>Apprentices.</i>													
D. A. Phillips.....	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Tamil	Qualified	
J. E. Ross.....	do	do	do	do	do	do	do	do	do	do	do	do	
F. H. Smith.....	do	do	do	do	do	do	do	do	do	do	do	do	
F. E. Smith.....	do	do	do	do	do	do	do	do	do	do	do	do	
R. Stewart.....	do	do	do	do	do	do	do	do	do	do	do	do	
D. R. Thompson.....	do	do	do	do	do	do	do	do	do	do	do	do	
T. F. Vint.....	do	do	do	do	do	do	do	do	do	do	do	do	
F. A. Vint.....	do	do	do	do	do	do	do	do	do	do	do	do	
<i>Pupils.</i>													
M. Appavoo, No. 404	do	do	do	do	do	do	do	do	do	do	do	do	Qualified
P. Appiah, „ 378	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	do	do	
Appavoo, „ 370	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	do	do	
W. Colendavalo, „ 398	do	do	do	do	do	do	do	do	do	do	do	do	

Davood Beg,	„ 402	Fair	do	do	do	do	do	do	Fair	do	do	} Teloogoo Persian Hindoostanee.	do
A.C. Maucellamoney,	„ 418	Good	do	do	do	do	do	do	Good	do	do		Tamil.	do
T. Manickum,	„ 407	do	Fair	do	do	Fair	do	do	Fair	Fair	Fair	do	do
C. Mootoosawmy,	„ 393	Ordinary	do	do	Fair	Good	Ordinary	Ordinary	Good	do	do	do	do
L. Murrian,	„ 416	Fair	Good	do	Good	do	Fair	Good	do	Good	Good	} Teloogoo & Tamil.	do
Narrainasawmy,	„ 369	Good	do	do	do	do	Good	do	do	do	do		do	do
L. Poonoosawmy,	„ 401	do	do	do	do	do	do	do	do	do	do	} Teloogoo Tamil.	do
J. Ramiah,	„ 411	do	do	do	do	do	do	do	do	do	do		} Hindoo- stanee Tamil Teloogoo	do
Ramsunnasee,	„ 412	do	do	do	do	do	do	do	do	do	do	} Tamil & Teloogoo		do
S. Sinnapen,	„ 400	do	do	do	do	do	do	do	do	do	do		Tamil	do
T. Teroovengadasawmy	406	do	Fair	Fair	do	do	do	Fair	do	Fair	do	} Tamil Teloogoo	do
R. Valoyden,	„ 395	do	Good	Good	do	Fair	do	Good	Fair	Good	Fair		Tamil	do

Madras, }
19th April 1855, }

(Signed) W. BUTLER, Superintending Surgeon, *President.*
do. J. MCKENNA, M. D., Garrison Surgeon, }
do. W. AITKEN, Assistant Surgeon, 31st Regt. L. I. } *Members.*

No. XV.

Result of Examination of Candidates for Diploma Session 1854-55.—2d or Final Examination.

No.	Name.	Medicine.	Surgery.	Dissection and Practical Surgery.	Mid-wifery.	Diseases of Women and Children.	Diseases of the Eye.	Medical Juris-prudence	English Literature.	Result.
1	P. S. Mootoosawmy Moodely, No. 171.	Good	.....	.....	Bad	Unsatisfac-tory.	Bad	.....	.....	Withdrawn with the permission of the Com-mittee from any fur-ther Examination not qualified.

1st Examination.

No.	Name.	Anatomy.	Physiology.	Chemistry and Pharmacy.	Botany.	Materia Medica and Therapeutics.	Result.
1	Kanagaroyen No. 123.....	Good—recommended that he attend another course of Dissections.	Good.	Failed in Chemis-try.	Fair	Good	Passed.

Examination for Diploma.

No.	Name.	Anatomy.	Physiology.	Chemistry & Pharmacy.	Botany.	Materia Me-dica and The-rapeutics.	Medicine.	Surgery.	Dissections and Practical Sur-gery.	Midwifery.	Diseases of Women and Children.	Diseases of the Eye.	Medical Ju-risprudence.	Result.
1	Mr. G. W. Flynn.	Excellent.	Excellent.	Very Good.	Fair.	Very Good.	Very Good.	Very Good.	No subjects avail-able for dissec-tions, it is known however that he is well acquainted with both points.	Very Good.	Very Good.	Very Good.	Very Satis-factory.	Passed a highly credita-ble Examination. Qualified.

Madras, Medical College, }
27th April 1855. }

(Signed) W. BUTLER,
" J. McKENNA, M. D. } Assessors.

(Signed) J. B. PRESTON,
Surgeon General, Govt. Examiner.

No. XVI.

Tabular Statement of Dissections conducted by the Students during the Session 1854-55.

2D CLASS APPRENTICES.

Rank and Names.		Part dissected.	How often.	Part dissected.	How often.	Part Dissected.	How often.	Part dissected.	How often.	
A K	Jun. Med. Apprentice	J. Green.....	Head & Neck.	2	Sup. extremity	1	Abdomen.	1	Infr. extremity	1
	Do.	T. Ward.....	"	2	"	1	"	1	"	1
	Do.	H. Stagg.....	"	2	"	1	"	1	"	1
	Do.	T. Lee.....	"	2	"	1	"	1	"	1
	Do.	W. Karney.....	"	1	"	1	"	1	"	1
	Do.	J. Sausman.....	"	1	"	2	"	1	"	1
	Do.	G. Wilkie.....	"	1	"	2	"	1	"	1
	Do.	T. A. D'Silva....	"	1	"	2	"	1	"	1
	Do.	J. J. Flynn.....	"	1	"	2	"	1	"	1
	Do.	J. Hennessey....	"	1	"	2	"	1	"	1
	Do.	E. A. Morris. ...	"	1	"	1	"	1	"	1
	Do.	R. S. J. Hurst...	"	1	"	1	"	2	"	1
	Do.	H. Joseph.....	"	1	"	1	"	2	"	1
	Do.	J. A. Falloon....	"	1	"	1	"	2	"	1
	Do.	R. Watchman ...	"	1	"	1	"	2	"	1
	Do.	H. Boon.....	"	1	"	1	"	2	"	1
	Do.	C. F. Fonsworth.	"	1	"	1	"	1	"	1
	Do.	L. W. Lincoln...	"	1	"	1	"	1	"	2
	Do.	J. Walker.	"	1	"	1	"	1	"	2
	Do.	S. Johnston.....	"	1	"	1	"	1	"	2
	Do.	G. Shunker.....	"	1	"	1	"	1	"	2
	Stipendiary Student	P. Rajantheram.	"	2	"	1	"	1	"	1
	Do.	Manickum.....	"	1	"	1	"	1	"	1
Do.	Rutnum.....	"	2	"	1	"	1	"	1	
Lane Scholar	Anthony.....	"	2	"	1	"	1	"	1	
Private Student	J. Bilderbeck....	"	1	"	1	"	1	"	2	

2d CLASS PUPILS.

Rank and Names.	Part Dissected.	How often.	Part Dissected.	How often.	Part Dissected.	How often.	Part Dissected.	How often.
2d Class Pupil A. L. Canagasawmy.....	Head & neck	2	Superior Extremity.	1	Abdomen.	1	Inferior Extremity.	1
do. A. Vencatasawmy.....	...	2	...	1	...	1	...	1
do. C. M. Narrainsawmy.....	...	2	...	1	...	1	...	1
do. K. Somasoondrum.....	...	2	...	1	...	1	...	1
do. A. Appavoo.....	...	1	...	2	...	1	...	1
do. M. Ramasawmy.....	...	1	...	2	...	1	...	1
do. T. Mooneasawmy.....	...	1	...	2	...	1	...	1
do. M. Seetaramiah.....	...	1	...	2	...	1	...	1
do. P. Veerasawmy Moodely..	...	1	...	2	...	1	...	1
do. C. Rungasawmy.....	...	1	...	1	...	1	...	1
do. R. Veerasawmy.....	...	1	...	1	...	2	...	1
do. V. Narrainsawmy.....	...	1	...	1	...	2	...	1
do. C. M. Ramasawmy.....	...	1	...	1	...	2	...	1
do. P. VencatachalumMoodely	...	1	...	1	...	2	...	1
do. P. Vencatasawmy Naidoo.	...	1	...	1	...	2	...	1
do. T. K. Vencataram.....	...	1	...	1	...	1	...	1
do. Veerabadren.....	...	1	...	1	...	1	...	2
do. I. L. Gnanamootoo.....	...	1	...	1	...	1	...	2
do. M. Lutchmiah.....	...	1	...	1	...	1	...	2

3D CLASS APPRENTICES.

Rank and Names.		Parts Dissected.	How often.	Parts Dissected.	How often.	Parts Dissected.	How often.	Parts Dissected.	How often.
		Head & Neck.		Superior Ex- tremity.		Abdomen.		Inferior Extre- mity.	
Sen. Med. Apprentice	R. T. Lyons.	"	1	"	2	"	2	"	2
Do.	T. V. Duckworth..	"	1	"	2	"	2	"	2
Do.	C. D'Santos.....	"	1	"	2	"	2	"	2
Junior Do.	J. J. L. Wheatley.	"	1	"	2	"	2	"	2
Senior Do.	A. L. Xavier.....	"	1	"	2	"	2	"	2
Junior Do.	R. H. Legge.	"	2	"	2	"	2	"	2
Do.	J. Hardaker.	"	1	"	2	"	2	"	2
Do.	P. G. Paul.....	"	1	"	2	"	2	"	2
Do.	T. Cripps.....	"	1	"	2	"	2	"	2
Do.	R. G. Wright.....	"	1	"	2	"	2	"	2
Do.	J. E. Lillywhite....	"	0	"	3	"	2	"	2

3d CLASS PUPILS.

Rank and Names.	Parts Dissected.	How often.	Parts Dissected.	How often.	Parts Dissected.	How often.	Parts Dissected.	How often.
1st Class Pupil Colendavaloo.....	Head & Neck.	1	Upper Extre- mity.	2	Abdomen.	2	Inferior Ex- tremity.	2
do. T. Manickum.....	...	1	...	2	...	1	...	1
do. Appiah.....	...	1	...	2	...	2	...	2
do. Valoyden.....	...	1	...	1	...	2	...	2
do. Poonoosawmy.....	...	2	...	2	...	2	...	2
do. Narrainsawmy.....	...	2	...	2	...	2	...	1
do. Muacellamoney.....	...	1	...	1	...	2	...	3
do. Ramiah.....	...	1	...	2	...	2	...	2
do. Teroovengadusawmy.....	...	1	...	2	...	2	...	2
do. Davood Beg.....	...	1	...	2	...	2	...	2
do. Apow.....	...	1	...	2	...	2	...	2
do. Sinnapen.....	...	1	...	3	...	2	...	1
do. Ramasunnassee.....	...	1	...	2	...	2	...	2
do. Mootoosawmy.....	...	1	...	2	...	2	...	2
do. Murrian.....	...	1	...	2	...	2	...	2
do. Appavoo.....	...	1	...	2	...	2	...	2

No. XVII.

APPENDIX No. 1.

Cases treated by each Student in the Surgical Wards during the Session 1854-55.

- R. T. Lyons.—Contusio 4, Phlegmon et abscess. 1, Scorbutus et Orchitis 1, Orchitis 2, Vulnus Incisum 1, Gonorrhœa 1, Fractura 3, Arthritis 1, Dracunculus 1, Syphilis Consecutiva 2, Otitis 1, Hernia et Hydrocele 1, Ulcus 1, = 20.
- J. V. Duckworth.—Contusio 1, Vulnus Incisum 2, Ulcus 3, Phlegmon et Abscess 2, Paronychia 1, Syphilis Consecutiva 1, Tumores Enchondroma 1, Fractura 1, Caries 1, Stricture Urethræ 1, Hæmorrhoids 1, Syphilis prim. 1, = 16.
- C. D'Santos.—Ulcus 3, Arthritis 1, Phlegmon et Abscess. 2, Paronychia 1, Vulnus Incisum 2, Phymosis 1, Contusio 1, Dracunculus 1, Ambustio 2, Syphilis prim. 1, Syphilis Consec. 1, Gonorrhœa 1, Otitis 1, Fistula in Ano 1, = 19.
- J. J. L. Wheatley.—Syphilis Consec. 4, Fractura 2, Contusio 2, Scorbutus 2, Ulcus 3, Otitis 1, Bubo Simp. 4, Syphilis Primitiva 1, Erysipelas 1, Orchitis 1, Phlegmon et Abscess. 4, Tumores Prolapsus Ani 1, Psora 1, Dysenteria Acut. 1, = 29.
- A. L. Xavier.—Gonorrhœa 1, Phlegmon et Abscess. 6, Bubo simplex 1, Dracunculus 1, Syphilis prim. 3, Syphilis Consec. 2, Contusio 1, Ulcus 3, Fractura 1, Subluxatio 1, = 20.
- R. K. Legge.—Rheum. Chron. 3, Febris Ephem. 3, Catarrh. Chron. 1, Erysipelas 1, Dyspepsia 1, Febris Cont. Com. 4, Cholera 2, Mania 2, Dysent. Ac. 5, Paralysis 1, Observatio 1, Catarrh Act. 1, Phlegmon et Abscess. 1, = 26.
- J. Hardaker.—Phlegmon et Abscess. 3, Psora 1, Gonorrhœa 2, Dracunculus 1, Syph. Consec. 1, Syphilis prim. 2, Contusio 2, Observatio 1, Subluxatio 1, Tumores 1, Scrofula 1, Bubo Simp. 1, Ulcus 1, Hæmorrhoids 1, = 19.
- P. G. Paul.—Herpes 1, Ulcus 2, Diarrhœa 4, Elephantiasis 1, Phthisis pul. tub. 2, Periostitis 1, Febris Quot. Int. 3,

- Observatio 4, Dentitio 3, Fractura 1, Chlorosis 1, Vermes 1, Cholera Epid. 1, Obstipatio 1, Anthrax 1, Febris Cont. Com. 4, Erysipelas 1, Psora 2, Hæmoptysis 1, Debilitas 1, Lumbago 1, Dysenteria Chron. 1, Catarrhus Chronic. 1, Phlegmon et Abscess 2, Dyspepsia 1, Febris Eph. 2, Bronchitis Acut. 1, Bronchitis Chron. 1, Mania 1, Nephritis 1, = 48.
- T. Cripps.**—Paronychia 1, Psora 1, Urticaria 1, Fractura patellæ 1, Gonorrhœa 1, Syphilis Consec. 5, Syphilis prim. 1, Bubo Simplex 1, Sibbens 1, Vulnus Incisum 2, Vulnus Laceratum 2, Subluxatio 2, Phthisis pulmon. 1, Contusio 1, Hernia 1, Ulcus 1, = 23.
- R. G. Wright.**—Contusio 2, Syphilis prim. 2, Paraphymosis 1, Hernia 1, Gonorrhœa 2, Fractura 1, Syphil. Consect. 1, Strictura Urethræ 1, Phlegmon et Abscess. 2, Ulcus 1, Subluxatio 1, Veruca 1, Vulnus Laceratum 1 = 17.
- J. E. Lillywhite.**—Anthrax 1, Arthritis 2, Bubo 1, Contusio 3, Syphilis Primit. 1, Erysipelas 1, Fractura 2, Fractura patella 1, Gonorrhœa 1, Orchitis Chronic. 2, Phlegmon et Abscess. 1, Subluxatio 1, Scrofula 1, Ulcus 3, Vulnus Incisum 2, Vulnus Canina 1, = 24.
- W. Colendvailoo.**—Phlegmon et Abscess. 3, Ambustio 1, Dracunculus 1, Orchitis 1, Phlegmonous Erysipelas 1, Psora 1, Scrophula 1, = 9.
- J. Manickem.**—Scrophula 1, Contusio 1, = 2.
- L. Poonosawmy.**—Orchitis 3, Contusio 2, Phlegmon 1, Syphilis prim. 1, Vulnus Incisum 2, Vulnus Laceratum 1, Fistula in the groin 1, Fistula in perinœo 1, Erysipelas Scroti 1, Otitis 2, Necrosis 1, Psora 1, = 17.
- J. A. Narainsawmy.**—Ulcus 6, Orchitis 1, Contusio 4, Observatio 1, Vulnus Incisum 1, Strictura Urethra 1, Gonorrhœa 1, Dysenteria chronic. 1, Cancrum Oris 1, Bubo Simplex 2, Phleg. et abscess. 1, Phlebitis 1, Dracunculus 3, = 24.
- R. Valoyden.**—Observatio 1, Cholera 1, Ulcus 4, Phlegmon et abscess. 2, Dracunculus 1, Syphilis Prim. 1, Vulnus Incisum 1, Hernia 1, Contusio 2, Bubo Simplex 1, Ambustio

- 1, Scorbutus 1, Gonorrhœa 1, Amputatio 1, Fractura 1, Anthrax 1, Orchitis acut. 1, = 22.

P. Appiah.—Observatio 1, Erysipelas 1, Strictura Urethra et fistula in Perinœo 1, Syphilis prim. 1, Syphilis consec. 1, Paronychia 1, Phlegmon et abscess. 1, Tumores 1, Ulcus 2, Bubo Simp. 3, Fractura 2, Vulnus Laceratum 1, Scrofula 2, Orchitis 2, Phymosis 1, Lepra 1, = 22.

T. Teroovangadasawmy.—Varicocele 1, Hydrocele 3, Scrofulous Ulcer 1, Psora 1, Syphilis prim. 1, Syphilis consec. 1, Hernia 3, Bubo 4, Abscesses 1, Erysipelas 1, Dracunculus 1, Vulnus Incisum 1, Contusio 2, Observatio 2, = 23.

I. Ramiah.—Dracunculus 1, Orchitis chronic 2, Bubo Simp. 3, Syphilis consec. 2, Aneurism aortic 1, Hydrarthus 1, Tetanus 1, Dysentaria chronic. (Scorbutus) 1, Strictura Urethra 3, Contusio 2, Fractura 1, Psoriasis 1, = 19.

A. C. Macellamony.—Contusio 1, Psora 1, Fractura 1, Gonorrhœa 2, Ulcus 5, Syphilis consec. 1, Bubo 2, Tumores 1, Orchitis 1, Vulnus Sclopitorium 1, = 16.

L. Murion.—Paronychia 1, Phlegmon et abscess. 1, Vulnus Incisum 1, Dracunculus 2, Syphilis prim. 1, Arthritis 1, Ambustio 1, Scrofula 3, Observatio 1, Gonorrhœa 2, Erysipelas 1, Hydrocele 1, Ischuria Renalis 1, Vulnus Laceratum 2, Rheumat. ch. 1, Caries 1, Hernia 1, Fractura 1, Hæmorrhoids 1; = 24.

M. Appavoo.—Vulnus Laceratum 2, Contusio 1, Phlegmon et abscessus 3, Ulcus 5, Arthritis 1, Dracunculus 1, Caries 1, Periostitis 1, Gonorrhœa 1, Syphilis consec. 1, Bubo simplex 1, Febris Quot. Int. 2, Febris cont. com. 2, Cholera Epid. 7, Dysentaria act. 1, Diarrhœa 1, Dysepepsia 2, Rheumat. chronic. 2, Lumbago 1, Drowning 1, Psora 3, = 40.

Ramsunnasee.—Contusio 2, Scrofula 1, Luxatio 1, Subluxatio 2, Paronychia 1, Ulcus 1, Bubo simp. 1, Phlegmon 2, Fractura 1, Syphilis consec. 1, = 13.

S. Sinnappen.—Vulnus Incisum 1, Phlebitis 1, Scorbutus 1, Bubo Simplex 1, Phlegmon et abs. 1, Contusio 2, Scrofula

1, Dracunculus 3, Syphilis consec. 2, Syphilis prim. 1, Atrophia 1, Fractura 1, Anasarca 1, Rheumat. chronic. 2, Luxatio 1, Phymosis 1, Ulcus 1, Observatio 1 = 23.

Appow.—Orchitis 2, Ulcus 4, Phlegmon et abscess. 2, Contusio 2, Syphilis consec. 2, Otitis 3, Dracunculus 1, Scorbustus 2, Bubo Simp. 2, Strictura 1, Vulnus Sclopitorium 1, = 22.

C. Moottoosawmy.—Ulcus 5, Vulnus Laceratum 3, Contusio 1, Gonorrhœa 2, Syphilis primitiva 2, Psora 1, Phlegmon et Abscess. 2, Paralysis 1, Cholera Epidemica 1, Rheumat. chronic. 3, Variola 1, Febris Ephemera 1, Catarrh chronic. 1, Diarrhœa 1, = 25.

Davood Beg.—Otitis 1, Morbus Artus 1, Observatio 2, Dracunculus 2, Phlegmon et Abscessus 5, Ulcus 3, Strictura Urethra 1, Scrofula 1, Gonorrhœa 1, Contusio 3, Syphilis Consec. 2, Fractura 1, = 23.

Total Surgical Cases.....	514
Total Medical Cases.....	71
	585

(Signed) A. BLACKLOCK,
Professor of Surgery.

17th April, 1855.

No. XVIII.

APPENDIX No. 2.

List of operations performed on the dead body by the Senior Students during Session 1854-55.

- R. Harvey.—Ligature of the Right Subclavian artery 3d part, also just as it emerges from below the Clavicle—common carotid in upper and lower triangle. Dorsalis pedis of right foot, left common Iliac, amputation of the upper extremity from the phalanges to shoulder, Syme's amputation at the ankle joint, amputation of right hip, resection of the elbow, removal of Mammary gland.
- J. A. F. Hadden.—Ligature of left Subclavian artery 2, amputation of shoulder joint 2, Chopart's and Syme's operation on foot, amputation of thigh and leg.
- C. St. J. Lawrance.—Ligature of common carotid artery high and low operation axillary, Brachial high and low and Radial at the wrist, Femoral high and low, amputation of thumb, wrist, finger, thigh, great toe.
- J. G. Eade.—Ligature of right axillary artery 2, Brachial 2, Ulnar at elbow, Radial at wrist 2, common carotid, right Subclavian above and below clavicle, amputation of the upper extremity from the phalanges to the shoulder.
- J. J. H. Everard.—Ligature of anterior Tibial artery 2, Posterior Tibial of left leg, at the inner ankle, and lower third of leg parallel with the Tendo Achilles, Dorsalis pedis of left foot, Radial and Ulnar arteries of left hand just above the wrist, amputation of thigh and leg.
- G. C. Browne.—Ligature of left axillary artery, Brachial at its upper part, Ulnar at its lower part, Radial above the wrist.
- D. R. Thompson.—Ligature of Right Subclavian artery above and below the clavicle left axillary, Right ant. Tibial Posterior Tibial behind the inner ankle, Chopart's operation, operation of hip joint.

- J. P. Friddell.—Ligature of left Subclavian artery below the clavicle 2, Right common carotid above omo-hyoid, Brachial high operation, Dorsalis pedis of right foot, amputation of the metatarso phalangeal articulation of the left foot.
- F. H. H. Smith.—None.
- W. Donnelly.—Ligature of Femoral artery above and below sartorius, Dorsalis pedis, castration of right testicle.
- R. J. G. Boyd.—Ligature of Right Subclavian artery.
- M. Craggs.—Ligature of Right Brachial Artery, External Iliac.
- T. F. Vint.—Ligature of Left Femoral Artery, Scarpa's and Hunter's operation, Anterior and Posterior Tibial, Dorsalis pedis.
- F. A. Vint.—Amputation of little finger at 2d phalangeal articulation.
- F. E. Smith.—Ligature of common carotid Artery of left side, Facial of the same side, Radial and Ulnar at wrist, Amputation below the elbow, of thumb, fingers, great toe.
- R. Stewart.—Ligature of Right axillary Artery 2, Brachial at upper part, Radial Femoral above and below Sartorius, Amputation of left thigh, Flap operation of thigh.
- J. E. Ross.—Ligature of Posterior Tibial parallel with Tendo Achilles 2, Posterior Tibial lower third also at the inner ankle, Guthrie's operation for tying the Posterior Tibial, Amputation of the shoulder joint. Syme's operation of the ankle joint, Amputation of leg immediately below the knee-joint, Lisfranc's operation (Tarso Metatarsal) and Metatarsophalangeal.
- J. W. Axen.—Ligature of Femoral Artery, Scarpa's and Hunter's operation, Popliteal Posterior Tibial (Guthrie's) amputation of leg at lower third.
- D. Phillips.—Ligature of Right Subclavian artery, Left common carotid at upper triangle, Femoral, Hunter's and Scarpa's operation.
- E. S. Mayley.—Ligature of Femoral artery, Hunter's and Scarpa's operation, Anterior and Posterior Tibial, Flap operation of the leg immediately below the knee-joint.
- W. Colendavaloo.—Ligature of the Left Subclavian artery, Right common Iliac, amputation of the great toe, Metatarsal

bones, Lisfranc's, Chopart's, Syme's, operation of foot, circular and flap operation of foot, ditto of thigh, amputation of right Hip-joint, right thumb, Metacarpal bones, Metacarpo-phalangeal articulation, circular amputation of the arm, amputation of the shoulder joint.

- T. Manicum.—Ligature of Posterior Tibial artery, Radial and ulnar, above and below, amputation of the right fore-arm, wrist with the carpus, middle figure from the Metacarpal articulation, little finger with the Metacarpal articulation.
- L. Poonoosawmy.—Ligature of Posterior Tibial artery high up, Left Radial high up.
- Narrainsawmy.—Guthrie's operation for tying the Posterior Tibial artery. —Ligature of Subclavian artery, 3d portion above and below the clavicle, Left common Iliac, amputation of left thumb, middle finger, with the removal of the head of the Metacarpal bone to avoid deformity, flap amputation of the arm, circular amputation of the Fore-arm 2, circular and flap amputation of the leg.
- R. Valoyden.—Ligature of Radial artery at wrist and below elbow joint, amputation of left arm, thumb 2, fingers, below the elbow, hand, left wrist, thigh, skull trephined in front of the parietal eminence.
- P. Appiah.—Amputation of the hand, above the wrist.
- T. Teeroovangadasawmy.—Ligature of Right Radial at its lower part, left common Iliac, amputation of the right leg below the knee.
- I. Ramiah.—Ligature of Posterior Tibial behind the inner ankle, anterior Tibial in middle of leg, Chopart's operation.
- A. C. Macellamony.—Ligature of Anterior and Posterior Tibial arteries, at the middle of their course.
- L. Murion.—Ligature of Right Femoral artery above and below the sartorius, amputation of the Penis.
- M. Appavoo.—Ligature of Right Brachial artery, Left Popliteal, castration of the left testicle, amputation of the left leg 4 inches below the knee.

Ramsunnasee.—Ligature of anterior and Posterior Tibial arteries of left leg about the middle of their course, amputation of left arm at middle, left shoulder joint.

S. Sinnappen.—Ligature of Right ulnar artery at its lower part, amputation of Tarso Metatarsal and Metatarso-phalangeal articulations of Right Foot.

Appavoo.—None.

C. Mootoosawmy.—None.

Davood Beg.—None.

No. XIX.

Tabular Report on the Journals and Nominal Register of the class of
Clinical Surgery, Session 1854-55.

No.	Names.	Case how drawn up.	Remarked on the cases.	Condition of the case book.	Index and Register.	Conduct.
MEDICAL APPRENTICES.						
1	T. W. Higgins.....	Died on the 8th March, 1855.				
	R. T. Lyons.....	Well	Good	Well kept	Correct.	Good
	J. V. Duckworth.....	do	do	do	Register correct no Index.	do
	C. D'Santos.....	do	do	do	Correct.	do
5	J. J. L. Wheatley.....	do	do	do	do	do
	A. L. Xavier.....	do	do	do	do	do
	R. H. Legge.....	do	do	do	do	do
	J. Hardaker.....	do	do	do	do	do
	D. McDicken.....	Died on the 26th January 1855.				
10	P. G. Paul.....	Well	Good	Well kept	Correct.	Good
	T. Cripps.....	do	do	do	do	do
	R. G. Wright.....	do	do	do	do	do
13	J. E. Lillywhite.....	do	do	do	do	do
MEDICAL PUPILS.						
1	W. Colendavaloo, No. 398	Well	Good	Well kept	Correct.	Good
	T. Manickum, „ 407	do	do	do	do	do*
	L. Poonoosawmy, „ 401	do	do	do	do	do
	Narrainsawmy, „ 369	do	do	do	do	do
5	R. Volyden, „ 395	do	do	do	do	do
	P. Appiah, „ 378	Not well expressed.		do	do	do
	T Teroovengadasawmy, „ 406	Well	Good	do	do	do
	J. Ramiah, „ 411	do	do	do	do	do
	A. C. Macellamony, „ 418	do	do	do	do	Not satisfactory in the words
10	L. Murion, „ 416	do	do	Ill kept & rearranged	do	Good
	M. Appavoo.....	do	do	Well kept	Correct.	do
	Ramsunnassee.....	do	do	do	do	do
	S. Sinnapen.....	do	do	do	do	do
	Apow.....	do	do	do	do	do
15	C. Mootoosawmy.....	do	do	do	do	do
16	Davood Beg.....	do	do	do	do	do

(Signed) A. BLACKLOCK,
Professor of Clinical Surgery.

* Only 2 cases in 4 months, 2 Index all up side down, cases mixed, case book, do. do.

No. XX.

EXPENSES OF THE MADRAS MEDICAL COLLEGE, FOR THE SESSION 1854-55.

	1854.								1855.				Total.	Total of Abstract.	
	May.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.	April.			
<i>Professors and Assistants.</i>															
Professor of Medicine and Clinical Medicine.	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Do. of Chemistry and Pharmacy.	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Do. of Midwifery and diseases of the Eye	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Do. of Surgery and Clinical Surgery	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Do. of Botany, Materia Medica and Therapeutics.	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Do. of Anatomy and Physiology	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Secretary to the Council of the Medical College.	100	100	100	100	100	100	100	100	100	100	100	100	100	1,200	
Assistant to the Professor of Chemistry.	155	155	155	155	155	155	155	155	155	155	155	155	155	1,860	
Demonstrators of Anatomy and Curator of Museum	155	155	155	155	155	155	155	155	155	155	155	155	155	1,860	
Native Assistant	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	74 8	894	
5 Subordinate Assistants in the several Departments of instruction, at Rupees 5 each per month.				25	25	25	25	25	25	25	25	25	25	225	
<i>Servants of the College.</i>															
1 Draughtsman		18 10	35	35	35	35	35	35	35	35	35	35	35	368 10 8	
1 Writer	24	24	24 15 6	30	30	30	30	30	30	30	30	30	30	342 15 6	
1 Anatomical Attendant	7	7	7	7	7	7	7	7	7	7	7	7	7	94 2 7	
1 Do. Do.	7	7	7	7	7	7	7	7	7	7	7	7	7	76 15	
1 Do. Do.	5	5	5	5	5	5	5	5	5	5	5	5	5	77 8	
1 Peon	6	6	6	6	6	6	6	6	6	6	6	6	6	62 5	
1 Chemical Lascar	5	5	5	5	5	5	5	5	5	5	5	5	5	120	
2 Lascars, at 5 Rupees each per month	10	10	10	10	10	10	10	10	10	10	10	10	10	120	
2 Gardeners, at 5 Rupees each per month	10	10	10	10	10	10	10	10	10	10	10	10	10	120	
Contingent Expenses of the Madras Medical College	70 4	115 1	34 4 6	68 1 2	90 5	41 12	37 6 8	266 1 2	34 13	35 8	44 1 6	75 7 6	913 1 6	913 1 6	
<i>On account of Stipendiary Students.</i>															
3 Stipendiary Students	21	21	21	30	30	30	30	30	30	30	30	30	30	333	
2 Do. Do. at Rs. 7 each per month.				14	14	14	14	14	14	14	14	14	14	126	
<i>On account of Military Students.</i>															
* Senior Medical Apprentices	424 8	440	460 2 1	460	483 9 10	480	480	480	480	480	467 2 1	480	480	5,615 6	
Junior Medical Apprentices	572 6	560	822 4 2	768	761 9 10	768	768	768	764 14 5	768 12 5	770 15 6	768	768	8,860 14 4	
Paid Candidates			68	132	120	120	120	120	120	108	108	96	96	1,107	
1st Class Native Medical Pupils	143 8 8	163 7 7	150	160	160	160	160	160	160	160	160	160	160	1,897 0 3	
2d Class Native Medical Pupils	180 10 3	175	234	238 6 2	238 3 1	231	231	231	224	224	224	231	231	2,664 3 6	
3d Class Native Medical Pupils	15 5 2	10	119 9 11	109 5 6	105 10 4	80	80	80	89	80	80	96 3 1	940 2	21,084 10 1	
Total Company's Rupees.....														40,669 5 11	

* For the number of Students of the several Ranks Vide Appended Abstract

No. XXI.

ABSTRACT STATEMENT of *Military and Civil Students attending the Madras Medical College, who received pay during the Session 1854-55.*

	1854.								1855.			
	May.	June.	July.	Augt.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April.
Stipendiary Students.....	3	3	3	5	5	5	5	5	5	5	5	5
Senior Medical Apprentices.....	22	22	23	23	24	24	24	24	24	24	23	24
Junior Medical Apprentices.....	35	35	48	48	48	48	48	48	48	48	48	48
Paid Candidates.....	0	0	11	11	10	10	10	10	10	9	9	8
1st Class Native Medical Pupils...	15	15	15	16	16	16	16	16	16	16	16	16
2d Class Native Medical Pupils.....	26	25	33	34	34	33	33	33	32	33	32	33
3d Class Native Medical Pupils.....	3	3	20	20	19	16	15	15	16	16	16	16

No. XXII.

ABSTRACT STATEMENT of the *Expenses.*

	Rs.	A.	P.	Rs.	A.	P.
Salaries of Professors and Secretary.....	12,000	0	0			
Do. of Assistants.....	4,614	0	0			
Do. of Pupils Assistants.....	225	0	0			
Do. of Servants.....	1,373	10	4			
Contingent Expenses.....	913	1	6			
				19,125	11	10
<i>Salaries of Students.</i>						
Stipendiary Students.....	459	0	0			
Military Students.....	21,084	10	1			
				21,543	10	1
Total Company's Rupees.....				40,669	5	11

APPENDIX M.

REPORT ON THE REVENUE BOARD SURVEY SCHOOL.

No. I. Report of the Master.

No. II. Abstract account of Receipts and Disbursements.

Department of Public Works.

No. 414.

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

SIR,

I am directed by the Board of Revenue, with reference to the order of Government as per Margin, to submit the accompanying Report on the Survey School attached to this office, for the last official year.

Dated 27th March 1855, No. 418.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) J. H. BELL,

Officiating Secretary Board of Revenue, D. P. W.

Madras, 14th May 1855.

MEMORANDUM.

1. The Survey School Department of Public Works was re-opened on the 20th February 1854 when ten pupils were admitted. The Examination, preparatory to admission, that these Candidates underwent, comprized Euclid 4 books, Arithmetic, Fractions, Decimals, Square and Cube Roots; one or two of the Candidates possessed a slight knowledge of Logarithmic calculations.

2. On admission, the pupils commenced their field duties by thoroughly learning the use of the simplest of surveying Instruments, viz., the Prismatic Compass and Circumferentor; during their office hours they are instructed in the use of Mathematical Instruments and their practical application to Geometry.

3. When this course (which occupied no more of their time than one month) was gone through they were instructed in the use of the protractor for laying down their field work and in the more correct and important method by traverse calculations being previously well grounded in Plane Trigonometry, and the method of calculation for area by Gale's Universal Theorem. A call on the Board being made by Lieut-

tenant Tyrrell in June 1854 for some of the pupils to assist him in prosecuting the Negapatam and Trichinopoly Railway Survey could not be complied with in consequence of the lads not having been instructed in the use of Levelling Instruments. They were immediately placed under instruction in this branch of a Surveyor's duty and in the early part of September of the same year three young men were placed at the disposal of Lieutenant O'Connell to assist him in the Survey and Levels for the project of water supply to Madras. These youths having completed the field duty to which they were attached two of them were returned to the Survey School for further instruction and Plan-drawing, Designing and Estimating while one was retained by Lieutenant O'Connell to further assist him in laying down the work and estimate for the probable amount of expenditure requisite to carry out the important project on which they were employed. One lad (George Brown) had to resign the farther prosecution of his studies and prospects in life as a Surveyor consequent on physical incapacity and private views of his friends. During the months of September and November Lieutenant Chambers, Superintendent Eastern Coast Canal, applied for and obtained the services of five of the pupils entertained in February 1854. These young men are now fully occupied under that officer's orders and he as well as Lieutenant O'Connell are fully satisfied with the efficient manner in which they perform the several duties assigned them.

4. Of the original party admitted as pupils the following names and employment are given.

S. Ottmann under Lieutenant O'Connell.		
G. Brown,	Do.	but resigned after completion of work.
A. Stoddard,	Do.	now under Lieutenant Chambers.
S. Ward,		Do.
G. Woodfall,		Do.
M. Carney,		Do.
C. O'Brien,		Do.
R. Butterfield,	}	At present in School.
A. Price,		
W. Laskey,		

5. Of these latter young men R. Butterfield shows the best general knowledge of professional matters and the most application; he has made considerable improvement in Plan-drawing and estimating, understands and can apply the use of the compass, levelling instrument, and is generally speaking a well informed, educated, and well conducted young man who will hereafter do credit to his employment as Surveyor.

6. A. Prid is a young man whose character is not yet formed, but I entertain hopes that he will persevere in the endeavours he has lately made to come up to the standard required to form a good Surveyor, he has some knowledge of estimating and is a fair draftsman, can Survey by Compass and Theodolite and conduct a series of Levels.

7. William Laskey had some experience of field duty in the 7th Division though not an employee of the State. On his entry into the Survey School he had a good general knowledge of Arithmetic and Mensuration but was deficient in Geometry, he has however since by my particular desire improved himself in this latter important point and has gone through the 1st 3 Books of Euclid, he is a good draftsman but wants energy and forethought in overcoming obstacles in the field, he was employed temporarily by Lieutenant Rawlins and that Officer speaks favorably of his management of a line of levels entrusted to him.

8. There is one drawback to a good instruction in levelling, in holding the Survey School in Madras, the unvaried sameness in the features of the country placing it out of the power of the Instructor to give lessons to pupils in contouring; this was found to be the case under Lieutenant O'Connell with the pupils employed at and near Palaveram, they at first did not understand the subject but from a viva voce instruction from Lieutenant Rawlins they immediately comprehended the matter and performed the duty to Lieutenant O'Connell's satisfaction; another matter to be mentioned is that although I may be able to give the lads in the School a Theoretical knowledge of the method of conducting a survey and lines of levels &c., and the proper method in which Brickwork and Carpentry should be carried out by the proper Artificers or how granite and other rock should be bored for blasting and applied to the purposes of Engineering still their presence on the spot when such operations are being conducted would tend to add to the value of such instruction in School by their seeing them practically applied in the field. This I consider the secret of the progress of the Thomason College at Roorkee, and it might be put in force at the Palar Anicut allowing the lads as in former days a small stipend and encouraging their progress by rewards for merit and diligence.

9. Seven of the ten pupils entertained in 1854, having been employed on duty as aforesaid, Government authorized the entertainment of ten additional students and a notification in the Fort St. George

Gazette having been published the Candidates for admission having been duly examined (23d October 1854,) as to their qualifications in Ordinary English and Mathematical acquirements the prescribed number were selected and are named as follows.

S. Lee,	Fox,
Carr,	Plunkett,
Erskine,	Streeneevassen,
Huffton,	Anderson,
Vardon,	Druem,

10. Of these young men Lee appears to make the most rapid improvement as he can now survey by Compass and Theodolite and conduct a Levelling operation, in addition to which he shows considerable taste as a draftsman and can plan any Hydraulic work Estimate and take out quantities for the same; his application to his studies deserves praise.

11. Plunkett stands next for general intelligence and perseverance.

12. Carr is a young man of good parts and application and will make a good surveyor.

13. Erskine shews taste as a draftsman and has perseverance in his duties.

14. Streeneevassa, Huffton, and Vardon, are of the same standard with good abilities, and a wish to apply them. All the abovementioned young men can survey by the usual Instruments and Level.

15. Fox, Anderson, and Druem have not as yet shown any decided ability but I have hopes of them in which I trust I shall not be deceived.

16. In addition to the abovementioned pupils the following who had claims on the State in consequence of their fathers' services were admitted.

W. Wylie,	W. Green,
J. Wylie,	R. Cottrell.
A. Gaynor,	

17. I entertain a high opinion of Mr. Wylie and A. Gaynor, as their application to their studies and willingness to learn will bear me out. The others are of a low standard of acquirement, but they are very young and will no doubt see the necessity of application.

18. The survey students as before observed are obliged to pass a preliminary examination,—they are expected to know four books of

Euclid and Arithmetic to some extent ; they are instructed in the Survey school in Mensuration, plane Trigonometry, and the application to Estimating and Surveying. The young men of the survey school are called on to write Essays on the various operations incident to those employed as they will be. Their answers on Engineering subjects are generally well founded, and show that the few books already in the school have not been read in vain.

19. Some few amongst the scholars possess a good style, and their diction excellent while others are improving.

20. On the whole, I have every reason to be satisfied with the conduct of the young men, both at school, and from all I can learn by enquiry, with their private life.

(Signed) H. D'HARA,

Revenue Surveyor in charge of Survey School.

Madras, 10th May 1855.

APPENDIX N.

MAJOR MAITLAND'S SCHOOL.

- No. I. Report of Major Maitland.
- No. II. Plan of Studies.

No. I.

REPORT OF MAJOR MAITLAND.

Gun Carriage Manufactory,
Madras, 11th May 1855.

FROM MAJOR J. MAITLAND,

Superintendent Gun Carriage Manufactory,

TO A. J. ARBUTHNOT, Esq.,

Director of Public Instruction.

SIR,

* Dated 27th March 1855,
Public Department.Agreeably to the orders of Government
conveyed to me in * Minutes of Consultation
No. 418 I have the honor to submit the fol-

lowing remarks on my School for the instruction of the Artificers and Pupils at the Gun Carriage Manufactory.

2. In the printed Selections from the Records of the Madras Government 1855 No. IV. you will have read all the particulars connected with the object in view in establishing this institution, the course of instruction pursued combining theory and practice, the short time allowed daily for tuition and indeed every thing which has been in operation since the year 1840. I need not therefore trouble you with a recapitulation of what is so fully explained in my letter to Dr. Mouat, the late able Secretary of the Bengal Education Board commencing at Page 42 of these Selections.

3. The number of scholars in each class, the name and occupation of the Teachers, and the course of instruction they communicate you will find in the annexed schedule.

4. In addition to these studies the Artificers and Pupils receive instruction in the work shops, in the art of building carriages, carts and gys, Bouching guns and a great variety of miscellaneous work, practical knowledge of this kind is communicated with ease to persons whose intellects are quickened by a useful course of book learning, the unceasing application of theory to practical purposes demonstrates the use of mathematics and calculations and makes these studies which form the chief part of their education interesting to them.

5. I must remind you that the attendance of the Teachers, Artificers and Pupils at school, does not interfere in any way with the performance of their regular duties in the Manufactory. Each has his full day's work to accomplish, distinct altogether from the school, and this constitutes the great difference between Roorkee and my school, as the scholars there are not workmen, they merely acquire a theoretical acquaintance with the machinery and Engineering works at and near Roorkee, whereas my Ordnance Artificers are each well acquainted with one or more trades and are thus able to instruct the natives in the English mode of working.

6. Another means of instruction is the Library and reading room at the Manufactory affording a collection of valuable books and a place for private reading and letter writing, and what I conceive to be of much importance to raise their tone of feeling and morals is a practice I have steadily persevered in since I joined the Department of having the pupils assembled every Sunday morning to read the Scriptures and Psalmody, and this taken in connection with regular attendance at church completes the circle of their education.

7. A desire for instruction is exhibited in the men and boys devoting their leisure time after working hours to Surveying and Levelling the Roads and Fields near the Manufactory, and the regular attendance of men who live in the Town at the evening class three times a week; and if this conduct deserves notice, much praise is certainly due to the self denying Teachers who devote themselves most enthusiastically morning and evening without payment to qualify their comrades for staff situations of far more value than their own.

8. I find the ignorance of the boys when received into the pupil establishment, owing to the defective education given in the Asylums and Schools in and around the Presidency a great hindrance to the progress of this institution and there being no School and model room renders it necessary to distribute the Classes separately in any available Verandahs and rooms in the Department thereby preventing a proper Supervision.

9. But the chief obstacle is the want of Government support, and though I was ordered by the Supreme Government in 1850 not to abandon the undertaking, I have never yet received any assistance. I cannot afford to pay the Teachers or to buy all the means and appliances required for an institution of such magnitude and importance. If the annual expence of Roorkee College, or, if the sum laid down for the Engineer College proposed by the Public Work Commissioners

amounting to Rupees 60,000 a year is taken into consideration, it will appear obvious that my entire salary would be insufficient to cover a fifth part of the necessary expences.

* Artificers.

10. Several of the * Teachers have been promoted to staff employ as surveyors and Road makers, still, there has been no retrogression in the School since its first commencement in 1840. The institution seems indeed to have attained a very high character in England as well as India for although I never have public examinations or attempt in any way to elicit a favorable opinion of its merits from the Public prints, I have observed a flattering notice in the Edinburgh Review No. 201 for January 1854, and only last month Government have been solicited by the Commissioner of Mysore to allow the Maramut Subordinates of that country to be instructed at the Gun Carriage Manufactory stating "Major Maitland's institution is so universally spoken of as the most practically useful school ever known in the South of India that I have no hesitation in respectfully soliciting the favorable consideration of Government to Colonel Green's proposition."

11. The effects of the instruction received by the Ordnance Artificers may be considered very satisfactory whereas formerly they were ignorant and overpaid for the work they turned out, they are now the most intelligent body of practical men in the Indian army, sought after by Engineers and other Officers for employment in the Public works and Survey Departments. Some discharged Artificers have obtained situations with handsome salaries from the Railroad Engineers, indicating that their training at the Manufactory has fitted them for the work they are required to perform and as the instruction the Artificers have received as mechanics and Overseers has resulted in my being able during the last few years at the Gun Carriage Manufactory to save many lacks of Rupees to the State, I cannot doubt that the same effect has been experienced in every Department in which they are employed.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) J. MAITLAND, MAJOR,

Superintendent Gun Carriage Manufactory.

No. II.
 PLAN OF STUDIES.
 MORNING SCHOOL.

Class.	Number in each class.	Teachers' Names.	Subjects.	School Books.
1st	12	Mr. G. Stevenson, Sub Conductor	Arithmetic.....	Walkingame's—From Numeration to Practice.
2nd	11	J. Hayes, 1st class Foreman.....	Do.	„ From Tare and Tret to Geoml. Progression.
3rd	13	Mr. G. Shannon, Draughtsman...	Do.	„ From Vulgar Fractions to the end.
1st	19	B. Robinson, 3d class Foreman.	Geometry.....	Pasley's 1st part.
			Mensuration of surfaces.	Hutton's Measurer, Mensuration of superficies.
			Artillery.....	Oakes' young Artillery Officer's Assistant from Ordnance and their use to Howitzers.
			Algebra.....	Chamber's, from Addition to Division.
			Geometry.....	Pasley's from the 2d part to the end of the book.
			Mensuration.....	Hutton's Measurer, from the mensuration of superficies to the end.
2nd	13	J. Bowman, Store Serjeant.....	Artillery.....	Oakes' young Artillery Officer's Assistant, from Carronades to Ordnance carriages.
			Algebra.....	Chamber's, from the greatest common measure to Fractions.
			Plan Drawing.....	Pasley's Principles of Plan Drawing.
			Architectural do.....	Nicholson's 5 orders.
1st	17	Mr. G. Etridge, Head Writer..	Ordnance do.....	Guns, Machines and Gun Carriages from measurements &c.
			Military Surveys.....	Jackson's course conventional signs and laying down surveys, levels, &c.

1st	17	T. W. Skinner, Serjt. Instructor	Algebra.....	Chamber's course and Cape's Mathematics.
			Logarithms and Plane Trigonometry.....	Elements of plane and spherical Trigonometry for the use of schools published under the direction of the Committee of General literature and education appointed by the Society for Promoting Christian Knowledge. Cape's Mathematics.
			Mechanics.....	Manuscript compiled from Smith's Panorama of Science and Cape's Mathematics.
			Geering.....	A compilation from Smith's Panorama of Science.
			Hydrostatics and Hydraulics.....	A compilation from various authors and Cape's Mathematics.
			Use of the Terrestrial and Celestial Globes.	Keith on the Globes.

EVENING SCHOOL.

Class.	Number in each class.	Teachers' Names.	Subjects.	School Books.
1st	23	Mr. G. Shannon, Draughtsman....	Geography.....	Hogarth's through Europe and Asia.
2nd	15	J. Bowman, Store Serjeant.....	do.	Do. through Africa and America.
3rd	18	Mr. G. Etridge, Head Writer.....	do.	Nicholl's Grammar of Geography.
4th	13	G. Middleton, Ordnance Arty.....	Astronomy.....	Keith on the Globes.
			Surveying and Levelling.....	Jackson's course.
			Civil Engineering.	Thulier's course.
			Botany.....	Lieut. Ford's work on building and Road making and Roorkee Papers.
5th	18	T. W. Skinner, Serjt. Instructor	Botany.....	Elements of Botany published under the direction of the Committee of General literature and education appointed by the Society for Promoting Christian Knowledge.

APPENDIX O.

REPORT ON DR. HUNTER'S SCHOOL OF INDUSTRIAL ARTS.

No. I. Report of Dr. Hunter.

No. II. Abstract account of Receipts and Disbursements.

No I.

 ANNUAL REPORT ON THE MADRAS SCHOOL OF
 INDUSTRIAL ARTS.

This school has now been 5 years in existence and has lately been recognised by Government as worthy of their support a grant of Rupees 600 per mensem having been sanctioned for the pay of the establishment since March, and accommodation having been provided for the school in a portion of the College Hall. The number of pupils who have been under instruction during the past year has been 323—of these 276 have attended the Artistic and 47 the Industrial classes.

ARTISTIC INSTRUCTION.

The system that has been followed during the past year has been

1. Geometrical drawing on black boards both by masters and pupils.
2. Practical Geometry and its applications to useful purposes on the black board on paper wood and clay.
3. Free hand drawing from objects on the black board and on paper.
4. Bold picturesque drawing on the black board and on paper.
5. Outline drawing from casts of leaves and flowers.
6. Drawing and shading from casts of ornaments.

In addition to this a few pictures have been copied by the masters, and some designs have been drawn from Nature, and others have been applied to useful purposes, as carving, modelling and casting. The instructions during the past year have been directed more to the thorough grounding of the teachers and pupils in Geometrical and free hand drawing and to the rudimentary rather than to the higher branches of instruction. The system of awarding prizes for designs has been discontinued till more proficiency has been acquired in shading, composition, and perspective.

The books which have been used are Practical Geometry (Chamber's Educational course Vol. I) Pasley's Practical Geometry the 1st and 2d parts. Harding's Principles and Practice of Art including the lessons on perspective and free hand drawing on the Board. Chapman's instructions in drawing.

The Artistic and Industrial Classes have been of material assistance to each other, the pupils in the former having drawn many of the figures which were cut, carved, modelled or cast in the Industrial department.

Several of the advanced Artistic Pupils have left the school during the past year, having obtained remunerative employment as draughtsman in the Engineer's department, in Government Offices, and on the Railway. The illustrating of literature was discontinued in 1854, as the publication of the letter press was found to be very expensive; wood engravings and etchings have been executed however for parties at Roorkee, Calcutta, and Mangalore, the demand however has not been great. A copper plate press having been lately purchased for the school, it is hoped that the etching and engraving may be economically resumed hereafter.

A very valuable collection of Books and progressive studies in different branches of Art has lately been received from the Honorable the Court of Directors, and one or two of the books have been selected for use instead of some of those above enumerated.

A good many excursions have been made on Saturday afternoons for teaching the pupils to sketch landscapes and figures from nature.

INDUSTRIAL DEPARTMENT.

The benefit of artistic instruction for the industrial pupils has been well exemplified in the improved taste and finish bestowed upon their work by a few of the pupils of this department who have attended the drawing classes. Several pupils now apply for leave to attend both. A few of the prize designs of former years have been carved or modelled and have found a ready sale as picture frames, brackets, and water goglets; the following series of useful studies have also been prepared.

1. A series of Botanical impressions of leaves and flowers stamped and cast from Nature. These have been found to be very improving studies conveying an accurate idea of forms with a delicate and clear outline.
2. Casts of hands and feet taken from Nature both in Wax and Plaster of Paris—several of these have been selected as studies from which to Model, draw or paint.
3. Series of Casts in Wax, Plaster of Paris, and Clay of the common fruits and vegetables of the Country. These have been found useful as studies of form and color for both departments of the school.
4. Geometrical figures in the flat have been carved in Satin wood and Ebony and cast in low relief in Plaster of Paris.

5. Geometrical and other Solids have been carved in great variety to illustrate the following subjects.
 Practical Geometry.
 Crystallization of minerals, and the Rudiments of Building and Architecture.
6. A progressive series of Grecian Ornaments carved in Wood and cast in Plaster as studies of pure form.
7. A series of Cornices carved in wood and cast in Plaster for house decoration.
8. A set of moulds for encaustic paving tiles modelled in Clay and cast in Plaster.
9. A large set of Moulds for roofing, ventilating and draining tiles.
 Bricks, hollow bricks, Verandah, Furnace, and Fire bricks.

A good many of the above series are in demand as studies for other schools and large orders for some of the common descriptions of work are being required from time to time. The whole of this department has lately been employed in the manufacture of building and roofing materials, and in the construction of two long sheds, some washing vats, and sun pans. A Brick furnace, a Potter's oven and a small Lime Kiln, have lately been constructed on the newest principles. The Brick furnace has been found serviceable and economical from the rapidity with which the bricks can be fired and the moderate expenditure of fuel, green, dry and mixed firewood of almost every description being available and being thoroughly consumed on the Iron bars which reach almost to the centre of the Furnace, most of the smoke is thus consumed soon after the Fires are thoroughly lighted. There is a considerable demand for Fire bricks in India and applications are frequently being received for them from various quarters as Calcutta, Aska, Australia, and Madras. A variety of refractory clays occur in great profusion around Madras and it has been ascertained that good Fire bricks can be made for one quarter of the English price. They are now likely to be in constant demand for the coke ovens and furnaces of the Railway Companies. Some improvements have been introduced in the manufacture and firing of Common Bricks and it is hoped that ere long they may be made of a white color on the ends and sides so as to supersede the use of chunam for coating them externally.

The new hollow ventilating bricks have been made recently and are likely to prove useful and economical. Verandah, Arch, and Pillar bricks have been made on a small scale and a considerable variety of

roofing, paving, draining, ventilating and garden tiles can now be turned out at a reasonable price.

The attempts to make encaustic paving tiles have failed on the large scale from the want of proper machinery, there being no appliances in the school for turning out powerful or very accurate Machinery. A great many patterns for encaustic Tiles have been drawn and cast or carved in the school but a heavy pair of grinding wheels work horizontally under water and a stamping machine similar to those used by button makers are requisite to perfect this manufacture.

There is still a constant demand for glazed Jars of all kinds, and a large stock of them is now ready to be fired. Some attempts are being made to improve the common Pottery of the country and to adapt it for glazes but the ordinary clays used by the Natives have been found to lose their shape before the glaze upon them melts.

Numerous applications having been made by the friends of young lads who wished them to be apprenticed in the school it was deemed advisable to make the experiment on a small scale and 10 young East Indian lads have been recently bound as apprentices for 5 years. These boys were selected from the Fort School and the Orphan Asylum in Town. Their food, clothing &c. are defrayed out of a small monthly subscription which was contributed by the public towards the former maintenance of the school. The experiment promises well hitherto and a great many other applications of a similar kind have been received from up-country stations chiefly from Missionary and educational establishments where it is thought that Industrial education might be advantageously introduced. This is a subject of considerable importance and it is hoped that hereafter arrangements may be made for getting native youths boarded in Madras and educated in the school. This would insure a regular and more lengthened attendance on the classes and more beneficial results would be likely to accrue especially in the Industrial department of the school.

(Signed) ALEX. HUNTER, M. D.,

In charge Madras School of Industrial Arts.

Madras, June 1855.

No. II.

DR. HUNTER'S SCHOOL OF INDUSTRIAL ARTS.

Abstract account of Receipts and Disbursements from 1st May 1854 to 30th April 1855.

Dr.				Cr.			
1855				1855			
April 30.	Amount received from the General Treasury - - - - -	8,225	12 11	April 30.	Amount paid School Establishment	1,299	0 2
	Amount of Subscriptions - - -	219	0 0		„ paid contingent charges including a Printing Press, Artistic and Industrial Instruments - - -	7,311	12 9
	„ of Tuition fees, &c. - -	166	0 0			8,610	12 11
		8,610	12 11			8,610	12 11
	Total Rupees.	8,610	12 11		Total Rupees.	8,610	12 11

Dr. HUNTER'S SCHOOL.

cclxiii

LIST OF SELECTIONS

FROM THE

RECORDS OF GOVERNMENT.

PARTS ALREADY PUBLISHED.

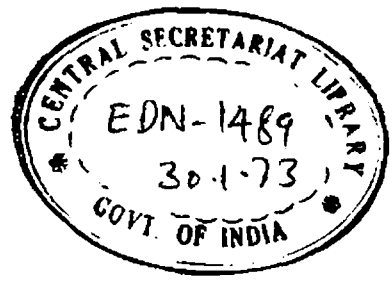
1854.

		Rs. A.
1. REPORT ON THE NAVIGATION OF THE GODAVERY,.....	<i>Royal 8vo</i>	1 0
2. REPORT ON THE GOVERNMENT CENTRAL MUSEUM,.....	<i>do.</i> ...	0 12
3. REPORT ON THE PROPOSED ABOLITION OF THE MADRAS MINT.	<i>do.</i> ...	0 12
4. REPORT ON THE PAUMBEN CHANNEL	<i>do.</i> ...	0 8
5. COLLECTIVE MEMORANDUM OF PUBLIC WORKS IN THE MADRAS PRESIDENCY	<i>do.</i> ...	1 0
6. GENERAL REPORT OF THE ROAD DEPARTMENT	<i>do.</i> ...	1 0
7. REPORT ON THE SWINGING FESTIVAL AND WALKING THROUGH FIRE	<i>do.</i> ...	0 10
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9. REPORT ON THE IMPORTANT PUBLIC WORKS FOR 1851....	<i>Royal 8vo</i> ...	1 0
10. Do. Do. Do. Do. 1852,...	<i>do.</i> ...	2 0

1855.

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3. REPORT ON THE NAVIGATION OF THE GODAVERY	<i>Royal 8vo</i>	1 0
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5. REPORT OF THE ANNAMULLAY FORESTS	<i>do.</i> ...	0 8
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10. OPERATIONS OF THE INDIAN MINTS	<i>do.</i> ...	1 8
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12. REDUCTION OF THE REVENUE ASSESSMENT OF NORTH ARCOT.....	<i>Royal Rev.</i> ... 0 8
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