

almost all these books have been
thoroughly revised at much expense ^{to}
the Society and have issued from the
Press during the last 3 years.

I have the honor to be,
Sir,

Your most obedient servant

A. Andrews.

Secretary.

PROGRAMME

FOR THE

Ceremony of laying the Foundation Stone

OF

PRESIDENCY COLLEGE

ON THE

27th February 1873, at 5 p.m.



THE Lieutenant-Governor and other gentlemen will receive the Viceroy, the Band playing God Save the Queen.

The Lieutenant-Governor will present to His Excellency the Principal and Professors of the College.

The Lieutenant-Governor will address the Viceroy and request him to lay the Foundation Stone.

His Excellency will address the people assembled.

Some other gentlemen have been asked to make some observations.

The Lieutenant-Governor will thank the Viceroy in name of the Government, masters, students, and public, and present the trowel.

The Lieutenant-Governor will present to His Excellency some of the best students.

The Band will strike up a lively air, and the company will disperse.

From

A. B. Falcon Capt., C. S.
Insp. Sub: C. S. Examinations
Hooghly

To,

The Principal of the
Presidency College
Dated Hooghly, 21st Feb: 1873.

Sir,

I have the honor to request that
you will kindly let me have the
loan of the Instruments named in
the margin* to enable me to conduct
the examination in practical Sur-
veying to be held at Hooghly on Tues-
day next the 25th Inst:

Prismatic Compasses	10
Levels	8
Chains	5
Tapes	5
Total	28.

I forward 92 Plottings &c for
examination and assessment of
marks.

I have the honor to be,
Sir,

Your most Obedt. Servt.

M. W. M.

Insp. Sub: C. S. Examinations

Memo. No. 700.

209

From,

The Director of Public Instruction

To

The Principal Presidency College

Dated Fort William the 13th February/73

Refers to Principal's No. 603 dated

12th February.

The Director sanctions the award of a Scholarship of Rupees 10/- a month tenable from 1st October 1872 to 31st May 1873 to each of the undermentioned students of the Civil Engineering Department out of the funds available from three of the unallotted Graduate Scholarships belonging to that Department. -

3rd Year Class

Kritya Govinda Chaudhuri

Kerambhunath Das

Surendranath Gupta

Radhanath Sen

Bihari Lal Das

2nd Year Class

Bhuvanath Chakravarti

Bhawanprasad Krishna Dasu

Kenarand Dasu

Aghor Chandra Ghosh

Giris Chandra Dhar

1st Year Class

Pranath Mukherji

Anilka Charan Dasu

Navin Krishna Gupta

Avinas Chandra Malik

Baldev Chand Ramak.

W. S. Atkinson

Director of Public Inst^{ns}

No.

FROM THE DIRECTOR OF PUBLIC INSTRUCTION,

To *All Magistrates or Deputy Commissioners*

Dated Fort William, the 19th February 1873.

SIR,

I HAVE the honor to forward herewith, for your information and guidance, copies of the rules sanctioned by Government for the guidance of District Committees of Public Instruction as constituted by the Lieutenant-Governor's Resolution of the 30th September last.

You will be so good as to communicate these rules to the District Committee and to the Deputy Inspector and Sub-Inspectors of Schools under your authority, and take steps to bring them into operation with as little delay as may be, in communication with the Inspector of Schools for the circle.

I have the honor to be,

SIR,

Your most obedient servant,

W. S. ATKINSON,

Director of Public Instruction.

By
copy forwarded to the Principal of the
Presidency College for information. -

Fort William
The 19th February
1873

W. S. Atkinson
Director of Public Insⁿ.

Circular No. 6.

GENERAL DEPARTMENT.

MISCELLANEOUS.

FROM J. WARE EDGAR, Esq.,

Offg. Junior Secy. to the Govt. of Bengal.

TO THE PRINCIPAL OF COLLEGES

Calcutta, the 11th February 1873.

SIR,

THE following Resolution of the Government of India in the Home Department is circulated for general information and guidance. The Lieutenant-Governor wishes to direct the particular attention of all public officers in Bengal to the principles therein laid down.

I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

To the Principal of the Presidency College

W. E. B.

*Extract from the Proceedings of the Government of India in the Home Department (Judicial),—
No. 121, under date Fort William, the 16th January 1873.*

READ—

A letter from the Government of Bengal, No. 7032, dated the 27th ultimo, with enclosures.

RESOLUTION.

THIS letter gives cover to a memorial from Mr. C. D. Linton, appealing against the orders of the Lieutenant-Governor of Bengal, under which he has been removed from his appointment as Judge of the Small Cause Court at Dacca.

2. Mr. Linton's case is summarized in the Resolution of the Government of Bengal dated 18th June last.

3. From the papers submitted, it is proved beyond all doubt that one Abbas Ali, a private servant whom Mr. Linton brought to Dacca from Chooadangah and Jessore, and in a minor degree others who followed Mr. Linton to Dacca, adopted such a demeanour and acted in such a way as to create a general impression that they possessed and exercised great influence with Mr. Linton in his dealings with his subordinate officials. This led to sums of money being paid to Mr. Linton's private servants as bribes by court peons, and even by the omlah and such officials as the head clerk.

4. The Governor-General in Council is aware that it is unfortunately no uncommon thing, as urged by Mr. Linton, for a clever and favored servant to acquire such a reputation; in many cases without the slightest suspicion on the part of the master as to what is going on. The question in this case is, whether Mr. Linton, either by tacit acquiescence or culpable neglect, has rendered himself deserving of punishment.

5. From the manner in which Abbas Ali and the other servants habitually domineered over Mr. Linton's official subordinates, and the barefaced way in which they appear to have exercised their influence in certain cases, it is difficult to come to any other conclusion than that they acted in full assurance that their position with their master was strong enough to withstand any attacks in the shape of complaints against them.

6. Without going to the length of an assertion that Mr. Linton was cognizant of the payment of money to Abbas Ali, the Governor-General in Council cannot resist the conclusion that Mr. Linton approved of his private servants taking up a position with regard to his subordinate officials, which obviously and notoriously is incompatible in this country with the pure administration of a public office.

7. Further, in defiance of a well known order, Mr. Linton employed his court peons to purchase fowls for him, and, as a natural result, they were purchased at unfairly low prices, and Mr. Linton used his official authority to force the peons to bring them in at the price which he chose to name.

8. Mr. Linton's official character has frequently formed the subject of censure and reproof; and, taking all these circumstances into consideration, the Governor-General in Council does not feel justified in interfering with the orders of the Lieutenant-Governor against which Mr. Linton's present appeal is preferred.

9. His Excellency in Council takes the opportunity afforded by Mr. Linton's plea, that it is no unusual thing to employ peons in procuring bazaar supplies, to direct that the Government of Bengal will impress emphatically on all public officers that the employment of public servants in making purchases, or in any private matter in which the receipt or expenditure of money is concerned, is most strictly prohibited, and that every breach of this order, which is brought to the notice of Government, will be severely dealt with.

Circular No. 6.

GENERAL DEPARTMENT.

MISCELLANEOUS.

FROM J. WARE EDGAR, Esq.,

Offg. Junior Secy. to the Govt. of Bengal.

TO THE PRINCIPAL OF COLLEGES

Calcutta, the 11th February 1873.

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Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

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From

A. C. Campbell Esq.
Assistant Commissioner
President Burpatta Higher
Class aided School
Committee

To

The Principal
Presidency College

Dated Burpatta the 7th February/73

Sir

By desire of the members
of the Burpatta Higher Class aided
School Committee I beg leave to
introduce to your notice Omkanta
Dass a student of the School
who has ~~recently~~ lately passed
the entrance examination
and is desirous of completing
his studies at the Presidency
College.

The Committee have
much pleasure in testifying
to the general good conduct
of the youth and would command

to your favorable consideration
his exceptional position as he
is without friends in Calcutta
and is proceeding thither from
a remote Province.

I have the honor to be

Sir

Your most obedient servant

Wm. Campbell
Assistant Commissioner
President H. C. A. School
Committee

Bank of Bengal,

Calcutta, 19 February 1873.

No.

To

J. Sutcliffe Esq
Principal Presidency College

Sir

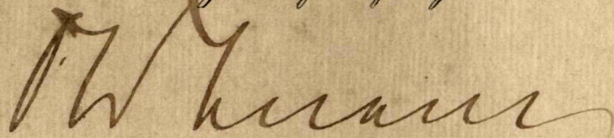
I have the pleasure to inform you that your current account with the Bank has been balanced to 31 December 1872 and shows due to you the sum of Rupees 3590-2-11 which has been carried to your Credit in a new Account.

Be so good as to call here at your early convenience to certify the correctness of your account in the Bank's Ledger or should you be unable to do this, please fill up and return the annexed form.

I am,

Sir

Yours faithfully,



D

Secretary & Treasurer.

Hdld

*Note for the Vice-Chancellor on the position of Sanskrit in the course of study for
Colleges and Schools in Bengal.*

THE question of introducing the teaching of Sanskrit in our colleges and higher schools was brought prominently before me as early as the year 1861, within a short time of my entering on the duties of my office as Director. It was represented to me in many quarters that the Bengali language and literature did not in themselves afford much valuable materials as subjects of study in an advanced course of education; that the time professedly devoted to them was in a great degree wasted, inasmuch as the students could not be got to pay attention to the learning of their mother-tongue, with which they supposed themselves already familiar; and that at the same time the language could not be properly mastered, nor be used as a medium for spreading a knowledge of Western learning and science, without the aid of its parent Sanskrit, from which it has derived the whole of its inflectional and structural system, and by far the larger part of its vocabulary. For these reasons it was urged that Sanskrit should be generally taught in our schools in connection with its derivative vernaculars.

I bestowed much attention on the subject, and carefully consulted the authorities most competent to give an opinion on it, before I satisfied myself that the change suggested was desirable; and it was not till 1862, when I was appointed on a sub-committee of the Syndicate to revise the regulations, with Mr. Erskine (then Vice-Chancellor) and Dr. Duff as my colleagues, that I took any active steps to bring the question under the consideration of the University.

In considering the regulations for the B.A. degree, I then proposed to the sub-committee that in the schedule of 2nd languages the vernaculars of India should in future be omitted for the examinations subsequent to Entrance, the effect of which would be to make a classical language compulsory in addition to English in the two examinations for degrees in Arts. This proposal was the subject of much discussion, Dr. Duff being at first opposed to the change, while Mr. Erskine was in favour of it. Eventually Dr. Duff gave way and the sub-committee presented a unanimous report in which the present provisions regarding languages were included. These provisions received the warm support of Sir Cecil Beadon, who was then Lieutenant Governor, and they were adopted by the Senate without opposition on the 31st August 1863.

In connection with the change thus sanctioned, I appointed a committee, consisting of Mr. Woodrow, Professor Cowell, and Pandit Isvar Chandra Vidyasagar, "to consider and report on the extent to which it is expedient to introduce the study of Sanskrit into the collegiate and zillah schools." Their report, which discussed the question of the actual standards to be adopted in Sanskrit at the several University examinations, was communicated to the Syndicate,* who after further inquiry and discussion finally fixed the courses in Sanskrit by an order of the 25th June 1864.†

The Sanskrit standards then laid down for the F.A. and B.A. examinations were determined with reference to the requirements prescribed for the Entrance examination in Sanskrit; and these were fixed on the principle that a period of four years should be allowed to boys at school to qualify themselves for the Sanskrit test.‡

Under these regulations it was expected that all students who intended to prosecute their studies in the Arts course would take up Sanskrit or one of

* University Minutes for 1863-64, p. 79.

† University Minutes for 1864-65, p. 46.

‡ Registrar's letters to the Director, dated 2nd August and 15th August 1864.

the other classical languages at the Entrance examination, but a classical language was not made *obligatory* on all students at that examination, on the ground that it was the door of admission to the medical and engineering classes connected with the University, and without experience of the working of the new rule it was not thought advisable to insist on a classical language for students who only intended to qualify themselves for the medical and engineering professions.

The requirements of the University having thus been finally settled, I issued the following circular to the Inspectors,* containing instructions regarding the introduction of Sanskrit into the higher class schools which prepare students for the Entrance examination :—

“ CIRCULAR.

“ 1. In consequence of the changes recently introduced by the University in the regulations for proceedings in Arts, it has become desirable that the study of Sanskrit should be introduced into every school which undertakes to prepare students for the University Entrance examination; and I have accordingly to request that you will make immediate arrangements for providing instruction in Sanskrit in the four upper classes of all the Government schools of the higher class within your jurisdiction.

“ 2. The grammar to be used is the *Upakramanika*, and Parts I, II, III of *Rijupath* are to be read as text-books. What is aimed at is to secure a sound knowledge of the rudiments of the language as a foundation for the course of Sanskrit prescribed for undergraduate students in the colleges. The pandits must be required to teach these rudiments through the medium of Bengali, giving translation exercises from Bengali into Sanskrit and from Sanskrit into Bengali. By this means the Bengali language will itself be taught more thoroughly than it has hitherto been, while a valuable ground-work will be laid for the more advanced Sanskrit studies which must be pursued in the college class-rooms.

“ 3. The aided schools must of course be left in this matter to their own discretion, but those of the higher class should be advised and encouraged to make immediate provision for the study of Sanskrit to the same extent as is here prescribed for Government schools of the same class.”

Due effect was given to these instructions in the Government schools, and within a short time corresponding arrangements were voluntarily made in all the larger private schools throughout the country in order to meet the University requirements.

The next step taken in this department was to make it *obligatory* on the students of the collegiate schools and a few of the larger *zillah* schools to take up Sanskrit for Entrance instead of a vernacular from and after the examination of 1868—a step which was suggested by Mr. Woodrow and concurred in by the other educational authorities concerned.

And finally, on a revision of the scholarship rules in 1867, it was ruled that from the year 1870 two-thirds of the junior scholarships should be awarded exclusively to candidates who had passed in a classical language, the remaining one-third being left open to candidates who had not so passed.†

Under these arrangements the study of Sanskrit in connection with Bengali became almost universal in the higher schools in Bengal. The change was everywhere welcomed by the people, who regard their sacred language with a feeling of national pride and reverence; and in my judgment, as in that

* No. 838, dated 22nd February 1865.

† The Principals of the Missionary colleges, who were consulted as to the expediency of this change, replied as follows :—

The Rev. Mr. Barton, Cathedral Mission College.—“ I think it is a good step to adopt, and I think it will have a good effect in improving the vernacular department.”

The Rev. Dr. Ogilvie, General Assembly's College.—“ I beg to express my approval of the rules which you propose to establish with reference to junior scholarship-holders being required to pass in a classical language.”

The Rev. Mr. Fyfe, Free Church College.—“ I cordially approve of your proposal regarding the junior scholarships.”

of the great majority of the best school authorities in Bengal as well non-official as official, it has improved our vernacular teaching and added a valuable element of mental training to the course which had previously been prescribed.

Up to last year, then, the state of things was this:—For the B.A. and F.A. examinations it was obligatory on every candidate to take up a classical language. For the Entrance examination a classical language was optional, but it was essential for every student to prepare himself in a classical language previous to Entrance if he wished to pursue his education with success in the subsequent University course in Arts, and practically the great majority of the candidates did so prepare themselves accordingly.

When, however, the University decided that it was expedient to make increased provision for the admission of the physical and natural sciences into its curriculum, it became necessary to limit the amount of literary work in the Arts course, in order to make room for the new subjects which it was determined to introduce. It was accordingly resolved that in the alternative B or science course for the B.A. degree, no language other than English should be required subsequently to the F.A. examination, but that for this examination a classical language should still be obligatory for all candidates as heretofore.

Opinions were divided as to the propriety of retaining a classical language at this stage for those students who might elect to pursue the science course, but a considerable majority of the Senate supported the views of the Syndicate on this matter; and I venture to think that inasmuch as the course for Entrance does not of necessity include even the elements of a classical language, the final decision was a sound one.

I believe it to be the simple fact that the Sanskritic vernaculars of India, Bengali, Hindi, Uriya, &c., cannot be properly mastered as literary languages without at least an elementary knowledge of Sanskrit, and I think that it would be a serious mistake for the University to allow any candidate to proceed to a degree in Arts by passing in one of these vernaculars alone without proof that he possesses some knowledge of the classical tongue from which it is a direct derivative. The object to be aimed at is not to turn out accomplished Sanskrit scholars, but to provide useful mental training, and to secure a thorough practical knowledge of the current vernaculars in a form adapted to literary and scientific purposes, so that our graduates may be competent to become interpreters to their countrymen in their own mother-tongue of the stores of Western learning and science which they have acquired, or are in a position to acquire, through the medium of English.

I am one of those who think that the acquisition of English as a language is a very imperfect substitute in respect of mental training for the systematic study of a dead classical language, such as Sanskrit, or Arabic, or Greek, or Latin; and in my judgment it is not desirable or fitting that the University should confer the stamp of a liberal education upon students who are totally devoid of a knowledge of any one of them. With all my desire to promote the study of science in India (and my own pursuits and predilections are, as the Vice-Chancellor is aware, entirely on the side of science), I cannot but feel that to secure scientific teaching is of much more value for the education of the mind than to provide for the teaching of science. I mean that the accurate systematic teaching of any subject, no matter what, *in a scientific spirit*, is of vastly greater importance than the teaching of any science or sciences, however valuable, if such teaching consists in a mere cramming of text-books and an exercising of the memory on statements of scientific phenomena. Now to some extent at least we can teach language scientifically; that is within our reach; but there are few sciences which can be so taught in the early stages of education; at least the methods for such teaching have not yet been elaborated even in Europe, and problems which have not been solved in Europe are hardly likely to be attacked successfully in India.

After much consideration, however, I am disposed to think that the Entrance examination might with advantage be taken as the point of divergence in respect of languages for students intending to pursue the distinct courses,

literary and scientific, which the University now offers for the attainment of the B.A. degree.

Instead of an optional test in Bengali, for instance, *or* Sanskrit, I would suggest a test which should combine the two languages, requiring that Bengali should continue to be taught, as it has of late years been taught in our schools, in direct connection with Sanskrit, and that the elements of Sanskrit must be taken up of necessity by every student who proposes to pass in Bengali.

If such a change were accepted, I am inclined to think we should secure as much as the University need absolutely insist on of the Sanskrit or other classical element, and we might be able to see our way to the introduction of a larger proportion of science in the B. course than can be managed under present arrangements.

I fear, however, that the Lieutenant-Governor may not be willing to accept this compromise, which would run counter to his views as embodied in various orders issued during the last year, restricting as much as possible the teaching of Sanskrit in all our schools. These orders removed the regulation in the junior scholarship rules which required candidates to pass in a classical language as a condition of eligibility, and directed that the teaching of Sanskrit was to be discontinued in all but a few selected Government schools of the higher class; that under no circumstances was Sanskrit to be taught in more than the two highest classes (afterwards extended to the three highest classes) of any such school, and further that it should not be taught at all in any one of these classes, unless the class should contain ten or more boys who should have signified their desire to learn it.

Under these orders Sanskrit has by a sudden wrench been banished altogether from the greater part of our Government schools, and I fear the Lieutenant-Governor may not be willing to revive the teaching of it to the extent I have suggested, not only because he thinks it a comparatively worthless subject of study in itself, but because he has formed an opinion adverse to its influence on the formation of the Bengali language and literature.

I therefore hesitate to propose to the Syndicate a measure which I think might justify the University in removing Sanskrit as a compulsory subject from the F.A. course, while I cannot bring myself to acquiesce in the propriety of omitting it altogether from any branch of that course, without providing that at least the elements of the language shall be taken up and mastered at some earlier stage of the student's career.

W. S. ATKINSON.

February 22nd, 1873.

No 502

213

From,

The Director of Public Instruction

To

The Principal of the
Presidency College

Dated Fort William the 11th Feb'y / 43

Sir,

I have the honor to request that you will obtain for me a statement of the Laboratory apparatus and Chemicals which will be required to illustrate lectures in the Chemistry of the Metalloids for the instruction of students who take up that subject for the First Arts Examination

I also require an estimate of the cost of such material and of the annual outlay that will be needed to maintain an adequate supply of them.

I have &c

H. S. Stevenson

Director of P. Instn

No 914

From,

The Offg. Asst^{nt} Secretary to the Govt of
Bengal, General Department
To Education

The Director of Public Instruction

Dated Calcutta the 24th February 1873.

Sir,

In reply to your letter No. 591, dated
14th February 1873, with enclosure, I am
directed to inform you that under the
circumstances stated the Lieutenant Governor
is pleased to sanction the expenditure
of Rupees 60/- incurred on account of
house rent at Barrackpur for students
of the Civil Engineering Department. -

2. The charge will be debited to
the Annual Survey allowance of
the Presidency College. -

I have +

By W. S. Cotton

Offg. Asst^{nt} Secy to the Govt
of Bengal

No 885

Copy forwarded to the Principal
Presidency College for information & guidance
with reference to his No. 65 dated 8th February 1873.

Fort William
The 3rd March 1873

W. S. Cotton

Director of Public Instrⁿ

No 502

221

From,
The Director of Public Instruction

To,
The Principal of the
Presidency College

Dated for William the 11th Feb 1873

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J. G. S. Atkinson
Director of Public Instruction



Circular No. 6.

GENERAL DEPARTMENT.

MISCELLANEOUS.

FROM J. WARE EDGAR, Esq.,

Offg. Junior Secy. to the Govt. of Bengal.

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Calcutta, the 11th February 1873.

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I have the honor to be,

SIR,

Your most obedient servant,

J. WARE EDGAR,

Offg. Junior Secy. to the Govt. of Bengal.

No. 945

Copy forwarded to the Principal Presidency Circle for information.

*Fort William
The 5th March/73*
W. E. B.

W. S. Atkinson

Director of Public Instⁿ

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No. 121, under date Fort William, the 16th January 1873.*

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2. Mr. Linton's case is summarized in the Resolution of the Government of Bengal dated 18th June last.

3. From the papers submitted, it is proved beyond all doubt that one Abbas Ali, a private servant whom Mr. Linton brought to Dacca from Chooadangah and Jessore, and in a minor degree others who followed Mr. Linton to Dacca, adopted such a demeanour and acted in such a way as to create a general impression that they possessed and exercised great influence with Mr. Linton in his dealings with his subordinate officials. This led to sums of money being paid to Mr. Linton's private servants as bribes by court peons, and even by the omlah and such officials as the head clerk.

4. The Governor-General in Council is aware that it is unfortunately no uncommon thing, as urged by Mr. Linton, for a clever and favored servant to acquire such a reputation; in many cases without the slightest suspicion on the part of the master as to what is going on. The question in this case is, whether Mr. Linton, either by tacit acquiescence or culpable neglect, has rendered himself deserving of punishment.

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7. Further, in defiance of a well known order, Mr. Linton employed his court peons to purchase fowls for him, and, as a natural result, they were purchased at unfairly low prices, and Mr. Linton used his official authority to force the peons to bring them in at the price which he chose to name.

8. Mr. Linton's official character has frequently formed the subject of censure and reproof; and, taking all these circumstances into consideration, the Governor-General in Council does not feel justified in interfering with the orders of the Lieutenant-Governor against which Mr. Linton's present appeal is preferred.

9. His Excellency in Council takes the opportunity afforded by Mr. Linton's plea, that it is no unusual thing to employ peons in procuring bazaar supplies, to direct that the Government of Bengal will impress emphatically on all public officers that the employment of public servants in making purchases, or in any private matter in which the receipt or expenditure of money is concerned, is most strictly prohibited, and that every breach of this order, which is brought to the notice of Government, will be severely dealt with.

No. 552, dated Fort William, the 12th February 1873.

Memo. from—H. L. DAMPIER, Esq., Offr. Secretary to the Government of India,
Home Department,

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

Ordered also, that a copy of this resolution be forwarded to the Govern-
ment of Bengal for information and guidance.

No. 544.

*Extract from the Proceedings of the Government of India in the Home Department (Public.)—
under date Fort William, the 12th February 1873.*

READ the following papers :—

Office memorandum to the Foreign, Financial, and Military Departments, and the
Department of Agriculture, Revenue, and Commerce, Nos. 3760-63, dated
24th September 1872.

Ditto from Department of Agriculture, Revenue, and Commerce, No. 695, dated
9th October 1872.

Ditto from Foreign Department, No. 2190G, dated 10th October 1872.

Ditto from Military Department, No. 751 (Miscellaneous), dated 22nd October 1872.

Ditto from Financial Department, No. 4700, dated 27th December 1872.

RESOLUTION.

THE question whether public officers should be permitted to act as
arbitrators for the settlement of disputes having come under the consideration
of the Governor-General in Council, His Excellency has been pleased to lay
down the following rules, subject to which public officers may undertake such
arbitrations :—

- (1)—An officer shall not act as arbitrator in any case without the
sanction of his immediate superior, or unless he be directed so to
act by a court having authority to appoint an arbitrator.
- (2)—No public officer shall act as an arbitrator in any case which is
likely to come before him in any shape in virtue of any judicial
or executive office which he may be holding.
- (3)—If an officer act as arbitrator at the private request of disputants,
he shall accept no fees.
- (4)—If he act by appointment of a court of law, he may accept such
fees as the court may fix.

ORDER.—Ordered, that a copy of this resolution be forwarded to the
several departments of the Government of India for information and for com-
munication to the officers serving under their orders.

Ordered also, that a copy of this resolution be forwarded to the several
local Governments and Administrations for information and guidance.

No. 930.

*Copy forwarded to the Principal Presidency
Colleges for information and guidance*

~~N.C.D.~~

*Fort William
The 4th March 1873*

W. S. Atherton

Director of Public Instruction

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RESOLUTION.

JUDICIAL DEPARTMENT.

JUDICIAL.

Calcutta, the 20th February 1873.

READ—

A resolution of the Government of India in the Home Department, No. 544, dated 12th instant, laying down rules subject to which public officers may undertake the settlement of disputes as arbitrators.

1. The Lieutenant-Governor directs that a copy of the orders of the Government of India be communicated to all heads of departments and offices for their information and guidance, and for communication to the officers subordinate to them.

Ordered accordingly, that a copy of this resolution and of the orders of the Government of India be communicated to the undermentioned officers, viz,—

The Secretary to the Board of Revenue in the Land Revenue Department.

Secretary to the Board of Revenue in the Excise and other Departments.

All Commissioners of Divisions.

All District Judges.

All Additional Judges.

Judicial Commissioner of Assam.

Judicial Commissioner of Chota Nagpore.

All Magistrates and Collectors.

All Deputy Commissioners.

Political Agent of Naga Hills.

Political Agent of Hill Tipperah.

Cantonment Magistrates of Barrackpore, Dum-Dum, and Dinapore.

Governor-General's Agent, Moorshedabad.

Inspector-General of Police.

Inspector-General of Jails.

Inspector-General of Registration.

Director of Public Instruction.

Master-Attendant.

Protector of Emigrants.

Sanitary Commissioner for Bengal.

Meteorological Reporter to Government.

Superintendent and Remembrancer of Legal Affairs.

First Judge of the Calcutta Court of Small Causes.

Conservator of Forests.

Superintendent of Stationery.

Superintendent of the Royal Botanical Gardens.

Bengalee Translator to Government.

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Offg. Secretary to the Govt. of Bengal.

Circular No. 25.

COPY of this resolution, and of the orders of the Government of India therein referred to, forwarded to the

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Offg. Secretary to the Govt. of Bengal.

CALCUTTA,

The 20th February 1873.

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

MEMO. No. 370

Calcutta, 6th March 1873.

FROM

THE EXECUTIVE ENGINEER,

2^d Calcutta DIVISION,

TO

The Principal
Presidency College

SUBJECT

Engineering Students

Undersigned has the
honour to forward herewith
two Bills for the papered
Students for the month
of February/73 duly
countersigned

Samudra Mohan Ch.

Secy. Engr 2^d Cal D.

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No. 3497

MEMO.

Principal Medical Store-keeper's Office;
Calcutta, the 7th March 1873.

To
The Principal Presidency
College
Calcutta

With reference to the
2^d para of his letter N^o 689
dated 1st Instant has the
honour to state, that the
information required can
be obtained from the Exami-
ner of Medical accounts,
Middleton Row, as the
pricing of all articles rests
with that Officer.

W. D. Duly M.D.
Surgeon

Off. Secy. Store-keeper

lit

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MEMO. No. 959

FROM

The Director of Public Instruction,
Bengal,

To The Principal Presidency
College

DATED Fort William the 6th March
1873.

Refers to

Babu Karayan
Chandra Chaturji
a 2nd year student of
the Civil Engineering
Department having
app.

applied for a Teachership
of Surveying the Director
requests that he may be
informed whether ^{the} Principal
considers him competent
to teach Surveying as laid
down for Schools and
as much of the rudiments
of Engineering as is re-
quired of Candidates for
admission into Government
employment. —

W. L. Lathrop

Director of Public Insts.

From J. M. Scott Esq. M.A.
Professor Civil Engineering
To Principal Presidency College
Dated 13th March 1873

In reply to Memo. No. 959
dated 6th Decr. from the
Director of Public Instruction,
I have the honor to state
that I consider Baboo
Narayan Chunder
Chatterjee capable of
teaching Surveying
to School Classes, and
that he possesses an
sufficient knowledge
of Engineering to
qualify him for
admission to foot.

Service. He has passed
the examination for
Sub overseer Grade
P.N.D.

I have the honor to be
Yr. most obedt. servant

J.M. Cook M.C.
Professor of Civil Engineering

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MEMO. No. 988

FROM

The Director of Public Instruction,
Bengal,

To The Principal Presidency
College

DATED Fort William the 3rd March 1873

Refers to

the Inspector's No. 684 dated
28th February.

The expenditure of
Rupees 238/- is sanctioned
for the purchase and
repair of furniture
for the Hare School
debitable to the "

61073
Surplus funds of the
institution provided they
are sufficient to meet the
outlay.

W. S. Atherton
Director of Public Instr^{ns}



10 March 77

My dear Sutcliffe

I am now ready to
 begin our evening
 class and will be
 able if you will attend
 the necessary instruction
 for us to have the room
 of which we have been
 in search undertaken the

Session 1872-73 232

Univ. College
London

Feby 6th 1873

I hereby certify that Mr. N.
Ray, of Bengal, has been
attending classes in this
College during the whole of
the present session.

Wm Hobson
Secretary

Sir,

I am sending herewith
the certificate of my attendance
required for drawing the remaining
instalments of my senior
scholarship. May I solicit
the favour of your paying
the same to my brother Rajani
Nath Raj of the Presidency College.

London
The 7th Feb. 1873

I have the honor
to be
your most
pupil
Nandakumar Raj

J. Sutcliffe Esq

No 1254.

Transferred to the General
(Educational) Department of
this Government for disposal.

By order of the
Lieut. Governor of
Bengal.

Fort William
The 3rd March
1873.

Khurram C.S.

Letter of the
Students who
proposed in first
acts - forwarded to
to the Director
Pub: Office
17th March 73
Secretary to Govt. of
Bengal, W.D.

No. 1112

FORWARDED to the

*Principal of the Presidency College for the
favor of a report through the Director of Public Instruction*

By order of the Lieutenant-Governor of Bengal,

GENERAL DEPT.

CALCUTTA.

*The letter of the
Students who passed
first class forwarded
to the Director*

Arnold

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MEMO. No. 3822

PUBLIC INSTRUCTION. No. 26.

FROM

THE INSPECTOR OF SCHOOLS,

W. C. DIVISION,

To, The Principal of
the Presidency College

Dated

Chennai, the 11th March 1913

Refers to

In returning the bill the Principal is requested to be so good as to inform the undersigned from

from what School
Mohan Chunder
Roy obtained a
Vernacular Scholar
Ship, for by a
reference to the
books of this
office the name
of Mohan Chunder
Roy is not to be
found amongst
the Candidates who
obtained Scholar
Ships from any
of the Schools in
the Western Circle.

J. H. M.

Inspector of Schools

I have gone carefully through the Poetical Reader
No. III., which has recently been so severely
condemned, as a text-book in English Poetry
for Schools, by Capt. Osborn; and I must
say that I am unable to agree with his
estimate of it. His remarks touch partly
on matters of fact, partly on matters of
taste. With regard to the facts, he is
evidently labouring under some extraordinary
misapprehension, as I will endeavour to
show presently; with regard to the matters of
taste, discussion on such points is proverbially
fruitless — but I will venture to say that I
will undertake to point out as serious blots,
as those which Capt. Osborn thinks he has
discovered, in any selection of the kind he

238. (2)

likes to make, provided the selection is made to suit the average intelligence of a ^{boy} schoolboy rather than the fastidious ear of a critic. Poetry abounds in metaphor; and few ^{even of the most best authors,} metaphorical passages, can be taken out from their content, as Capt. Osborn takes out those which he quotes from Montgomery and Parnell, without appearing more or less absurd. Boys must be taught to understand metaphorical language in poetry, if they are to read any poetry at all; and even if this were not so, Capt. Osborn would probably allow that the excision of all metaphorical passages would involve the destruction of the very life of most English poems.

2. ~~It is a mistake to suppose that~~
~~the book is a collection of~~
~~poems.~~ The mistakes, which Capt. Osborn makes in his description of the contents of the book, are so important as

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to make it quite possible that he may alter his opinion about it, after a second and less hasty examination. He says:-
The Poetical Selections contain a few
" passages from the poems of Sir Walter
" Scott, which are never used. The remainder
" consists mainly of extracts from forgotten
" poets of the eighteenth century, and
" other writers wholly unknown".

Now the true facts are these:-
(a) Out of a total of 86 passages, 58 are from writers of the present century! If Capt. Osborn replies that these are his "other writers wholly unknown", I need only give their names in the order in which they occur—
Wilson, Longfellow, Montgomery, Moir, Heber, Tennyson, W. Barbauld, Mudie, Moore, Southey, Rogers, Byron, W. Hemans, Wolfe, Campbell, Keble, King, W. Uniacke, Crabbe, Scott. Of the whole

240 (4)
58 passages from nineteenth century
writers, only ~~one~~^{nine} at the outside (those by
Montgomery, Mudie, King, and W.^r
Aniacke) can with the slightest reason be
described as being "by" "wholly unknown
writers"; and how far that description is
a fair one, even of these four writers, is
~~wholly~~^{entirely} a question of taste.

(b) Of the remaining twenty-eight, two
are simple little pieces by Herrick, one
of the most delightful poets of the
seventeenth century. The remaining
twenty-~~six~~ are by eighteenth-century
writers. These must be Capt. Osborn's
"forgotten poets of the eighteenth century";
their names are Goldsmith, Cowper,
Pope, Prior, Parnell, Akenside, Johnson,
Addison, Gray. & Of all these poets, Parnell
(whom Capt. Osborn quotes) is, I believe,

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absolutely the only one who is not largely
read and quoted at the present day. Gray,
Slegy and Goldsmith's Deserted Village are
prominent poems in a selection, of which
Capt. Osborn asserts that "it furnishes
an utterly vicious model of style, and
does not give even a glimmer of insight
to the richness and beauty of English poetry."

3. I have confined myself mainly to a
criticism of Capt. Osborn's statement of facts;
but one opinion which he enunciates — the
only one which is suggestive of possible im-
provements, all the rest being merely destructive
criticisms — is so astounding, that I cannot
pass it without protest. He says: — "Whoever is
entrusted with the task [of making a new
selection] ought, I think, to be warned off
the writers of the eighteenth century". I can
only say in answer to this, that I am confident
that I am expressing the opinion of the vast

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majority of schoolmasters or professors who
have ever taught or lectured on English
poetry, when I assert that the very best
poetry on which the young can be set to
work, is the poetry of the eighteenth
century — especially that ~~of Pope~~ of
Cowper, of Goldsmith, of Gray. From
the sentence which follows the one above
quoted, it is possible that Capt. Osborn
is speaking loosely, and that he really
means to exclude only the writers whom
he names — Pope, Addison, Steele, and
Johnson. It may be true, as Capt. Osborn
asserts, that the language of these writers is
not the English of the present day; but I
dissent most entirely from his opinion that
it is "more difficult to understand". I
know no prose ^{whose meaning} is so readily grasped in
all its fulness by a young learner, as that
of Addison; and the same remark, somewhat

modified, will apply to the other three.
The very vigour and terseness of the best
writings of the present day, render them
difficult to the learner — just as the English
schoolboy finds Tacitus far harder than
Livy. In my opinion, the best recent
authors can only (as a rule) be profitably
read by Bengali students after they
have entered College.

Exeterbridge M.A. Oxon.

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Memorandum on the Teaching of History in the Government Schools of Bengal.

1. I beg most respectfully to submit the following remarks on Capt. Osborn's letter on the subject, dated 20th. May. 1872.

It seems to me that the chief value of the study of History, to the general student, is to be found, (1) in the moral and political lessons to be derived therefrom - according to the famous definition of History as "Philosophy teaching by example"; (2) in the actual knowledge of the details of past events; some amount of which is absolutely required in order to understand and appreciate the references that continually occur in the course of general reading and conversation. It follows that, in a course of ~~general~~ education such as that aimed at in the Government Schools of Bengal, History should be presented to the boys in that way which seems most likely to secure these two points.

2. In laying down the arrangement of a course of history according to this criterion, it is obvious that preference should be given - (1) to the history of the student's own race or country; (2) to the histories of those races or countries which have exercised the greatest influence thereon, in the way either of actually affecting the course of events or of moulding the civilisation; (3) to those histories which are believed to teach the best moral and political lessons generally, and are of most importance in the history of the civilisation of the world; (4) to those histories which are most frequently referred to in general literature. Hence the Indian student should be taught to study, (1) the History of India; (2) that of England; (3) those of Greece and Rome, and of the other ancient civilisations ~~and~~ whose history is connected with them; (4) the Biblical account of the earliest ages of the world, and the history of the Jews. I have arranged them in

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the order of their importance; which also, I think, should be the order in which they should be taken up — the two first, retaining their chief place in every part of the course, will probably be found sufficient for school-work.

3. Capt. Osborn and the Committee have pointed out that, in teaching a young student the history of any one country, we have a choice of two methods: — the first, which I may be permitted to call the "panoramic" method, is, to give him a good "general knowledge of the leading ^{events} and the march of time"; the second, which I may call the "cameo" method, is, to impart a more perfect knowledge of a few years only. I most unhesitatingly believe that the 'cameo' method is both impracticable and useless in a ~~general~~ school course; and that even in the Universities it can only profitably be adopted with the most advanced students — those namely, who have already acquired a good general knowledge of the history. My reasons for this belief are the following.

(a) It is of course obvious that the study ^{only} of "cameos" of history, cannot give that ~~perfect~~ knowledge of facts which I mentioned above as being needed in general reading.

(b) Again, the study of "cameos" of history, unless it is based on a good prior general knowledge, cannot (I think) tend to impart any appreciation of the philosophy of history, which is the highest aim in the study of the science. The student's mind becomes unduly impressed with the importance of one or two short periods; the great men of these periods become, to him, demi-gods or Homeric heroes; and all the other great names of history sink into insignificance. He may have some little

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appreciation of the relations between such causes and effects as are cognisable in the brief period which he has studied; but these relations will usually be too few and too trivial to afford any ground for observing general principles and laws. Hence the philosophy of history thus acquired will ^{usually} ~~probably~~ be full of false inferences and false inductions. The mutual relations of events, and the characters of public men, will be seen in a false light, or at any rate will not be judged by the comparison of a sufficient number of instances. The great principles which govern the development of the individual and of society can of course be thoroughly observed only by a thorough and cameo-like knowledge of all history; but it seems to me that the student who has obtained a fairly complete ~~and~~ panoramic view of the history of a country, is likely to have attained a far more correct appreciation of those great principles, than the one who has been confined to short periods.

(C) All these disadvantages will of course be enormously increased if the "cameos" themselves be not fairly complete and fairly accurate; and yet, in English history at all events, the enormous bulk of even one fairly complete "cameo" puts it entirely out of the reach of the schoolboy. To consider a particular case of an incomplete or inaccurate "cameo":—Capt. Osborn speaks of Miss Yonge's "Cameos from English History" as being "a great improvement on Collier's History of the British Empire" as a text-book; though he confesses that it is "far from being a really satisfactory work". He calls