M.R.O. 1—89,000—16-10-52.

MADRAS RECORD OFFICE.

Government of Madras.

Political **DEPARTMENT.**

G.O. No. 1054 Press ~~Mis.~~

Dated 16-12-~~19~~1857

Not to be folded or roughly handled

No. 7. From A. J. ARBUTHNOT, Esq., Director of Public Instruction ; to the Acting Chief Secretary to Government, Fort Saint George, dated Coonoor, 5th September 1857, No. 838.

SIR,

In acknowledging the receipt of the Extracts from the Minutes of Consultation in the Political Department, under dates the 19th March and 29th April last, Nos. 230 and 334 of 1857, calling upon me to report upon the condition of the Madrissa established by the late Nawaub of the Carnatic and to give my opinion as to the expediency of continuing it and also as to the position of the servants attached to it, I have the honor to submit, for the consideration of the Right Honorable the Governor in Council, the annexed copy of a letter under date the 2nd June last, from Lieutenant Colonel Pears, Inspector of Schools in the South Tamil Division, who, at my request, inspected the Madrissa on that date.

2. It will be seen from Lieutenant Colonel Pears' report that the Madrissa is not so much a College, as its name implies, as a collection of Schools, there being no head to it of any kind except the Committee of Management, each Master with his Assistants having a number of boys, whose instruction he carries on independently of all others.

3. On the day of Colonel Pears' visit, there were 300 boys on the rolls, of whom 240 were in attendance. Of those on the rolls, 46 belonged to the English School or Class, 90 to the Arabic, 127 to the Persian, 36 to the Telugu and 30 to the Tamil Class. The number here accounted for is something short of the number entered on the rolls, but the discrepancy is unimportant.

4. The pupils forming the English Class have been without a regular Master nearly a year and a half, the present Master having only come into Office on the day preceding Colonel Pears' visit. They are taught the elements of Arithmetic, Grammar, Geography and History, but are very backward and ill-taught. In the Arabic Class the instruction embraces religious doctrine, the Arabic language and logic. In the Persian Class the instruction is very similar, four of the Masters are engaged in giving religious instruction to 100 boys and one Master has a class of 36 studying the Koran. In the Telugu and Tamil Classes, the course includes the study of those langauges respectively, with a little Arithmetic and History, and in the Telugu Class, the Police and Revenue Regulations.

5. The amount of useful knowledge at present imparted in the institution is extremely limited, and its chief business is the teaching of Arabic and Persian and the doctrines of the Mahomedan religion.

6. Colonel Pears states that the Mahomedan population in the neighbourhood value the institution so far that they would be very sorry to see it discontinued, but he doubts whether they would be willing to take upon themselves any share of the expenses required for its support He has forwarded a Petition which was presented to him on the occasion of his visit, praying that the grant by which the Institution has been hitherto supported, may be continued by Government.

7. I have felt some difficulty in determining whether or not it would be expedient to recommend the continuance of this institution at the expense of Government. There are three other Schools either in or in the immediate neighbourhood of Triplicane, two of which have received aid from Government as most probably will the third, whenever the grant-in-aid fund shall be increased. These are the Harris School, the Preparatory School in Royapettah and the Triplicane Branch School supported by the Free Church Mission. The first of these Schools, as His Lordship in Council is aware, was established with the special object of providing an European education for the better classes of the Mahomedan population separate from the Hindoos. It was established early in 1856, but hitherto has attracted but few students, the number in attendance, according to the last returns, being only 12. The two other Schools, though not restricted to Mahomedans, were also established with a view to their benefit and contain, respectively, 47 and 98 Mahomedan pupils. It may be argued that the abolition of the Madrissa, which, as at present constituted, is evidently a very useless institution, would lead to the other schools which have been established on sound principles, being more extensively resorted to by

the Mahomedan branch of the population. This, coupled with the very useless character of the education which has been hitherto imparted in the Madrissa, is, I presume, the ground upon which the Political Agent at Chepauk has recommended its abolition.

8. But there are peculiar circumstances connected with the establishment of this institution which it appears to me would render its abolition a measure of very doubtful expediency. It was established by the late Nawab of the Carnatic at the suggestion of the Political Agent and with the expressed concurrence and approval of the Madras Government and of the Honorable Court of Directors. Hitherto indeed it has not fulfilled the object with which its establishment was recommended and approved by the British Authorities, but this should scarcely be a matter for surprise, inasmuch as up to this time, it has been left entirely under Native management, for although the names of one or two European Gentleman appear on the Committee, it is plain, from the condition of the School, that their connection with it can have been little more than nominal. Under these circumstances, the fact of its having been hitherto mismanaged, furnishes no argument against the possibility of improving it, if it be adopted as a Government Institution.

9. The other objection, *viz.*, that the maintance of the Madrissa and its adoption as a Government School is calculated to interfere with other existing Institutions is, I admit, deserving of consideration, and, if the question had been, not whether an existing institution established by the Nawab and supported out of the Revenues assigned to him should be maintained now that those Revenues have reverted to the British Government, but whether a new School should be established by Government in Triplicane, I should certainly have hesitated to recommend the establishment of the latter. But the question of continuing an institution already in existence and established in the first instance with the expressed approval of Government, is a very dfferent one and, under the circumstances, I cannot help thinking that its abolition would be viewed (and not unreasonably) by the Mahomedan population as almost amounting to a breach of faith and as an abandonment of an obligation which the Government took upon itself when it assumed the Revenues assigned to the late Nawab. On this ground, I would recommend that the grant which has been hitherto assigned for the support of the Madrissa should be continued, but at the same time I would advocate an entire reorganization of the institution, and I will now proceed to state the arrangements which seem necessary to its improvement.

10. In considering these arrangements I have referred to the discussion* which took place a few years ago at Calcutta with reference to the reorganization of the Mahomedan College in that City, the history of which is given in the compilation of papers relating to the establishment of the Presidency College of Bengal.

* *See Selections from the Records of the Bengal Government, No. XIV*, 1854.

11. The Calcutta Madrissa was established by Mr. Warren Hastings with an object very similar to that which led to the establishment of the Madras Madrissa, *viz.*, to afford to the higher classes of the Mahomedan population the means of qualifying themselves for employment in the Public Service. The means considered necessary to the attainment of this end, as declared by the founder of the College, were " the instruction of young students in the Mahomedan Law " and in such other Sciences as are taught in the Mahomedan Schools". Up to the year 1827, when an English class was introduced, the studies of the College were confined to books in the Arabic Language. The English class, it is stated, became a separate department for the instruction of young Mahomedan boys who did not attend the Arabic classes and another class called the Anglo Arabic class was subsequently organized under a separate Master for the instruction in English of the more advanced students of the Arabic department. It appears, however, that neither of these classes were efficiently conducted, and from an enquiry which was made in 1851, and the report of which is given with the other papers already referred to, it appears that the Madrissa had, for many years past, been regarded by the Mahomedan population of Calcutta more as a College of Divinity and a place for the performance of religious observances than as a mere place of secular learning.

Fort Saint George, Political Consultation, 23rd December 1857.

12. So far its condition, when it was found expedient to reorganize it, was not very dissimilar to the present condition of the Madras Madrissa. At Madras, as at Calcutta, the instruction in the English department has been altogether inefficient and the teaching of the Mahomedan religion has been the main business of the College. I need not detail the various propositions which were made as to the best means of improving the Calcutta Madrissa. It will be sufficient to observe that after a lengthened discussion among the Members of the late Council of Education, it was resolved that the College should be divided into two departments, in the first of which, to be designated the Anglo-Persian department, pupils commencing at the age of 10 or 12 should be instructed simultaneously in the English and Persian languages and in those subjects which usually enter into the English course of instruction in an Anglo-Vernacular School. Provision was also made for instruction in Hindustanee and Bengalee, " the one being the do- " mestic language of the Mahomedans all over India and the other being the Vernacular lan- " guage of Bengal."

13. Five or six years, it was considered, would be sufficient for passing through the prescribed course, and it was determined that each student should then make his election between the further prosecution of English, in which case he would enter one of the Anglo-Vernacular Colleges, or devoting himself exclusively or chiefly to the study of Arabic, in which case he would enter the 2nd Department of the Madrissa to be designated the Arabic department and would pursue his studies in Arabic Literature and in the Mahomedan Law. It was also provided that students, able to pass a high entrance standard in respect of Oriental acquirements, were to be admissible to the Arabic department without having gone through the Anglo-Persian department.

14. It appears to have been the unanimous opinion of the Council of Education that " the " simultaneous and prolonged study of the English and Arabic languages was in compatible."

15. The arrangement above sketched out may, I think, in its general features, be adopted with advantage in the Madras Madrissa, in the event of that Institution being maintained. Some difficulty arises from the number of languages which have to be taught. It will be admitted on all hands that every educated Mahomedan should have a good grammatical knowledge of his own language, Hindustanee. It is very desirable that those who seek Public employment should have a competent knowledge of one of the Hindu Vernacular languages in which official business is transacted. It is also desirable that the better classes should learn English, and in order to induce them to take advantage of an education of this description, it will, I apprehend, be found absolutely necessary that Persian, the language in which the higher classes of Mussulmans invariably carry on their epistolary correspondence and a knowledge of which they consider an essential part of a liberal education, should be added to the list.

16. Following then the principle of the Calcutta plan, I would divide the Madrissa into two Departments, the first of which should be a School wherein the Standard of instruction should correspond to that of the Anglo-Vernacular Zillah Schools, including.

1st. English Reading, Writing, Grammar, Arithmetic, Algebra as far as Simple Equations, Euclid, Books I, II and III, Geography and the Outlines of History.

2nd. The Hindustanee language.

3rd. Either the Tamil or Telugu language at the option of the student, and

4th Persian, the latter being entirely an optional study.

17. In the second or senior department the instruction, I think, should be confined entirely to the study of the Arabic, Persian and Hindustanee languages, with the special object of qualifying candidates for University degrees and honors in languages, who may select either Arabic, Persian or Hindustanee as their second language, and the arrangements of this department should be so organized as to admit of the students attending the classes in English literature and, if possible, the other classes also in the English department of the Presidency College.

After a time, if not indeed at the commencement, I would admit no students into the senior department of the Madrissa who had not give through the course prescribed for the Junior Department, either in that branch of the Institution or elsewhere.

18. By these arrangements, the means will be afforded to the Mahomedan population of Madras of obtaining a sound School education in an institution specially organized for their benefit, while those who may aspire to University degrees and honors will be enabled to quality themselves by attending the Senior Department of the Madrissa for the study of the Mahomedan languages and the Senior department of the Presidency College for the study of English Literature, History and Science, the time which is devoted by the Hindu students of the Senior Department of the Presidency College to their Vernacular languages being spent by the Mahomedan Students in the Madrissa.

19. It may be asked why, when the Presidency College and the elementary Schools attached to the Normal School are open to all, should the Government make any special arrangements for the instruction of the Mahomedan population? In answer to this, I would refer to the ground which I have assigned in a former part of this letter for recommending the continuance of the Madrissa. I would also observe that the Presidency College has never succeeded in attracting any number of Mahomedan students (according to the last returns I have received, the number of Mahomedan students in attendance was 4 to 256 students of other denominations) and that there is every reason for supposing that a School situated in Triplicane, and organized with special reference to the wants of the Mahomedan population and open to them alone may succeed. As regards more advanced students, I am disposed to think the arrangement I have suggested will be found sufficient. The expense of a separate staff of Professors would alone preclude the establishment of a separate department for the few Mahomedans who are likely, for many years to come, to enter upon the higher branches of English Literature and Science, nor do I apprehend that when the foundations of good School education have been laid, there will be any difficulty in inducing those, who may desire to prosecute their studies further, to attend the Presidency College, while the means of studying their own languages and the literature contained in them are provided at the Madrissa.

20. I have adverted to the opinion expressed by the late Council of Education at Calcutta that the simultaneous and prolonged study of the English and Arabic languages in the more advanced stages (including, I presume, under the expression "English language" the literature and the various branches of science to which that language is a key) is incompatible. The opinion, it will be seen, was brooched by Mr. Colvin (now Lieutenant Governor of Agra) and appears to have been acquiesced in by the collective Council.

21. Their reasons for it are thus stated in the 38th para: of their report. "The English "language to an Oriental is extremely difficult, and is not to be acquired with any approach to "perfection, without many years of study. So also the learned languages, of Hindoos and "Mahomedans, Sanscrit and Arabic, acquired as Orientals acquire them, and pursued to the "point to which those pursue them who desire to be esteemed men of learning (which involves "not the acquisition of a language only, but of a whole body of sciences,) are not to be mastered "without many years of almost exclusive study. In this respect both classes are alike; and as "there have been few instances, of learned Pundits being also considerable English scholars, "it is not expected that there will ever be more than an occasional instance of a highly learned "Moulvee being also such a scholar." Hence their proposal that the course of instruction in the Arabic Department of the Calcutta Madrissa should be confined entirely to Arabic Literature and Law and their omission to provide for the students in this department any means of prosecuting their studies in English, either in the Madrissa or elsewhere.

22. But many of the gentlemen who formed the Council and who were subsequently appointed to prepare the scheme for the establishment of Universities must have very materially

changed their opinions on this point. The question is discussed at some length in the report of the Sub Committee of Arts, who arrived at the conclusion that from every candidate for Honors in languages, a knowledge of one of the classical languages of India should be required in addition to a knowledge of the English language and Literature. They were of opinion that, during the proposed course of four years, any student may acquire a knowledge of either Sanscrit or Arabic fully equal to the knowledge of the Occidental Classics ordinarily possessed by Graduates at the English Universities, and quite sufficient to entitle him to pass the Honor Examination without prejudicial interference with this English studies or with the acquirement of scientific knowledge. "The time has passed," they observe, "when Sanscrit had to be learned by the an- "tiquated method, according to which it was said to take twenty-five years to master the gram- "mar alone. That language is now actually taught and Arabic may be taught in the same simple "plan as that on which the learned languages of Europe are taught, and either language may be "learned with no greater amount of trouble or difficulty than Latin or Greek." These views were adopted by the Government of India and have been acted on by the University of Madras in framing their scheme of Examination in Arts.

23. The following is the Staff which I would propose for the Madrissa in lieu of that at present employed.

	Rs.	A.
Head English Master, to take special charge of the Junior Department and to exercise a general controul over the whole Institution	300	0
2nd English Master.	150	0
3rd do. do.	70	0
1st Arabic Master.	100	0
2nd do.	50	0
1st Persian Master.	70	0
2nd do.	35	0
1st Hindustani Master.	50	0
2nd do.	35	0
3rd do.	25	0
1st Telugu Master.	50	0
2nd do.	25	0
1st Tamil Master.	50	0
2nd do.	25	0
English Writing Master.	20	0
Servants.	17	8
Library allowance.	30	0
Prize allowance.	7	0
	1,089	8
Deduct School fees.	200	0
	889	8

The Persian and Hindustanee Masters should be available for the instruction of the students in the Senior Department as well as of those in the Junior Department, and the whole Institution should be under the general controul of the Head Master, whose special business, however, would be to take part in, and superintend, the instruction of the Junior or Anglo-Persian and Vernacular Department. He should be required to learn Hindustani.

24. In estimating the cost of the proposed establishment I have allowed Rupees 200 for School fees. At present no fee whatever is charged in the Madrissa, and it is not improbable that the enforcement of a fee will cause a diminution in the attendance. I can see no sufficient grounds, however, for continuing in this Institution a system of entirely gratuitous education, which has been rejected in all others connected either directly or indirectly with Government.

25. If the foregoing recommendations be adopted by Government, it will probable be necessary to dispense with the services of some of the teachers at present employed in the Institution, for if the Madrissa is to be remodelled and adopted as a Government Iustitution, it will be of great importance that the most efficient agency available should be employed, and this brings me to the question referred for my opinion in the Extract from the Minutes of Consultation, under date the 29th April last, No. 334, as to the position of the Servants attached to the Madrissa.

26. The question at issue between the Political Agent and the Dewan appears to be whether persons, who were formerly employed in other departments of the late Nawab's establishment, but were subsequently transferred to the Madrissa, are entitled to Pensions as Servants of the Nawab's Circar. The Political Agent considers that the fact of these persons having been transferred to the Madrissa and placed under the orders of the Committee, who are entrusted with the management of that Institution, removed them from the list of servants of the Circar and deprived them of their title to pension. The Dewan is of a different opinion, but he apparently admits that such of the employés in the Madrissa as had not been previously employed in other departments, are not servants of the Circar and are not entitled to pension. I can find nothing in the correspondence connected with the establishment of the Madrissa, which at all bears upon the question, nor am I aware whether any rules were ever laid down for limiting the number of persons recognised as servants of His Highness' Sircar, but from the Political Agent's silence on this point, I should imagine that no such rules have been laid down, and, if so, I can see no reason why the teachers and servants in the Madrissa should be treated differently from the other retainers of the Nawab. Mr. Balfour speaks of them as servants of the Committee of Management, but this Committee was appointed by the Nawab, who delegated to it the management of the Madrissa, and I do not see that the circumstance of the Committee having been authorized to alter the salaries of those employed under it, in any way affects the claim of the latter to be considered servants of the Nawab's Circar, unless it has been at any time expressly declared that they are not to be so considered. It appears to me therefore that there is no ground for withholding from any of the employés in the Madrissa any privileges as regards pension which may be accorded to the other retainers of the late Nawab.

27. It only remains for me to notice the remark made in the Political Agent's letter of the 28th February last on the omission of the Mahomedan languages from the tests for admission into the Normal School. My answer is that there were no practising classes nor any possibility* of creating such, in which Mahomedan Normal Students could be trained in the art of teaching. They might indeed (supposing that any Mahomedan Students had applied for admission which appeared more than doubtful) have been set to teach classes of Hindu boys under the direction of the Principal, but this would have been, at the best, a very unsatisfactory sort of training. The ability to explain in the Vernacular language of their pupils the meaning of English words and phrases not clearly understood by the latter, a most important point in the instruction of Elementary Anglo Vernacular classes, would have been wanting and the lessons thus given would have resulted in but little improvement to the teachers and in positive injury to their pupils. Under these circumstances, I deemed it advisable, at the commencement to confine the instruction in the Normal School to the English, Tamil and Telugu languages.

* NOTE.—*Out of 326 pupils under instruction in the Normal School on the 30th April last, only 6 were Mahomedans. Some years ago an attempt was made to encourage the resort of Mahomedan pupils to the Primary School when it was attached to the High School by appointing a Mahomedan Moonshee, but the attendance was so small that after a time, it was deemed advisable to dispense with the Moonshee's services.*

(Signed) A. J. ARBUTHNOT,

Director of Public Instruction.

From Major A. C. PEARS, Inspector of Schools; to A. J. ARBUTHNOT, Esq., Director of Public Instruction, dated 2nd June 1857, No. 36.

SIR,

I have the honor to report that, agreeably to the instructions conveyed in your letter, No. 411, of the 29th April 1857, I this day inspected the Madrassa-i-Auzum in Triplicane.

2. I wrote, in the first place, to Dr. Balfour, the Government Agent, to ask when it would be convenient that I should come; but he told me, in reply, that the Agency had no control of any kind over the institution, and referred me to the Secretary, a Native.

3. I was received at the Madrassa by the Secretary, Terazish Khan Bahador and two other Members of the Committee, who gave me such information as they were able; although as they had evidently no notion of the value of accuracy in their answers, I do not know whether their information was such to be relied on.

4. There are 300 boys on the books, of whom 240 were present.

5. As most of the studies in the Madrassa are carried on in languages of which I know nothing, I cannot give you an opinion as to the manner in which they are conducted. But, after going round all the classes, and seeing them at their studies, I assembled all the Masters, and ascertained from them how they and their pupils have been hitherto employed.

6. It appears that the Madrassa is not so much a College (for there is no head to it of any kind,) as a Collection of Schools. Each Masters, with his Assistants, having a certain number of boys, whose instruction he carries on independently of all others.

7. The English class, which numbers 46 on the books, (or 30, average attendance) has been without a regular Master nearly a year and a half; the present Master, Mr. Greene, having come into Office on the 1st Instant only. They are taught the Elements of Arithmetic, Grammar Geography and History, but are very backward and ill-taught.

8. In the Arabic class are three Masters, and (on the books) 90 boys, who receive instruction in religious doctrine, in the Arabic language and Logic.

In the Persian class 3 Masters give instruction in religious doctrine and in the Persian language to 127 boys (on the books) or $\frac{3}{4}$ths of that number, average attendance.

Four Masters are engaged exclusively in giving religious instruction to 100 boys: and one Master has a class of 36 studying the Koran.

In Telugu, one Master has charge of 36 boys, who learn the Telugu language, a little Arithmetic (the four first rules,) History, and the Police and Revenue Regulations.

In Tamil, one Master has 30 boys, engaged in the study of the Tamil language, with a little Arithmetic, (Addition,) and History.

One Arabic Writing Master has 40 pupils, and one Persian Writing Master has 25.

To teach Mathematics, one Persian Teacher is employed, assisted by two Monitors. They have 30 pupils, two of whom are said to have gone through six books of Euclid, the others being at various stages in Arithmetic and Mathematics.

9. You will observe that (with the exception of a mere beginning in the English class) no Geography whatever is taught; very little Arithmetic, and scarcely any History. The chief business of the College appears to be the teaching of Arabic and Persian and the doctrines of the Mahomedan religion.

10. From some conversation which I had with the members of the Committee, I think that the Mahomedan population in the neighbourhood value the Institution, so far that they would be very sorry to see it discontinued ; though I doubt very much whether they would be willing to take the maintenance of it upon themselves with a grant-in-aid from Government.

11. Without considerable changes in the course of instruction it would be impossible, I imagine, for Government to adopt the Madrissa as a Government School, nor would I, in its present condition, even recommend it as worthy of a grant-in-aid.

12. The names, Salaries, &c., of the Masters are given in the last printed report of the Madrissa, which is, with some few trifling exceptions, still applicable ; and I do not therefore think it necessary to give them here. The boys, you are doubtless aware, pay no fee whatever.

13. I enclose the papers relating to the Madrassa received with the Extracts from your Proceedings. I enclose also a Petition which I received at the Inspection.

(Signed) A. C. PEARS,

Inspector of Schools.

To Major A. C. PEARS, Inspector of Schools. &c., &c., &c.,

The humble Memorial of Syed MOORTOOZAH, &c., the Parents of the Students of the Madrassa Auzum.

MOST HUMBLY SHEWETH,

With all marks of submission and respect your poor Mamorialists humbly and most respectfully beg leave to state that they have left their poor children in the Madrassa-i-Auzum, established and supported by His Highness the late Nawab of the Carnatic, and there received a liberal education in English and Vernacular languages, and the successful lads have also received rewards in the annual examinations according to their merits.

His late Highness in consideration of their low circumstances set an order to provide all the pupils of the Institution with books, and other necessary articles for their education and made it free from all scholastic charges ; whereupon they heartily thank His late Highness for such liberal and philanthropic undertakings. Now the humble request of your Memorialists is this ; that your honor will kindly be pleased to submit this Memorial to the kind consideration of the Honorable Government, and render your best exertions in making the said Madrassa a permanent Institution, whereby the name of His late Highness the Nawab of the Carnatic will be perpetuated and the Honorable Government will leave a grateful remembrance in the hearts of your Memorialists and the Mahomedan population in general.

For which act of kindness your Memorialists as in duty bound

Shall ever pray,

Madras, *June* 1857.

Here follow signatures of

MAHOMED THAJOOD DEEN

and those of 125 other individuals.

(True Copies.)

(Signed) A. J. ARBUTHNOT,

Director of Public Instruction.

Ex^d. J. A. Wilson.

Fort Saint George, Political Consultation, 23rd December 1857.

No. 8. ORDER THEREON, No. 1054 ; dated 16th December 1857.

With the foregoing letter the Director of Public Instruction submits, in reference to Extract Minutes of Consultation, 19th March 1857, para : 24, the Report of Lieutenant Colonel Pears, Inspector of Schools in the South Tamil Division, containing the result of his inspection of the Madrissa established by the late Nabob of the Carnatic, together with his own views on the subject and his opinion as to the expediency of continuing it, and also as to the position of the servants attached to it.

2. It appears that as a college which its* name implies, the Madrissa is wholly defective in its organization. It is more a collection of Schools, comprising the English, Arabic, Persian, Telugu and Tamil Classes, each superintended by a Master with his Assistants, who carries on the instruction of his Class independently of the others. The amount of useful knowledge imparted in the institution is extremely limited, and the course of instruction seems to be chiefly the teaching of Arabic and Persian, and the Doctrines of the Mahomedan Religion. Excepting the Committee of Management, the Madrissa has no head of any kind who exercises a general control over the whole Institution.

* "*Madrussa-i-Auzum," as described in pages 75, 76 and 77 of the Chepauk Agent's report, dated 24th December 1856, No. 155.*

4. In paras : 7 *et sequentes,* the Director discusses the question as to the retention or discontinuance of the Institutions. For reasons given in para : 19 of his report, he recommends that the grant† for the support of the Madrissa should be continued. At the same time he advocates an entire re-organization of the Institution, and, in paras : 10 to 24, submits the arrangements which he considers necessary to its improvement, with especial reference to the measures lately adopted for improving the Mahomedan College or Madrissa in Calcutta, which was established by Mr. Warren Hastings with an object very similar to that which led to the formation of the Madrissa at this Presidency, *viz.*, to afford to the higher classes of the Mussulman population the means of qualifying themselves for employment in the Public Service.

† *Rupees one thousand per mensem allowed by the late Nawaub. Vide page 73 of Chepauk Agents' report, dated 24th December 1856, No. 155.*

4. Following the principle of the Calcutta plan, Mr. Arbuthnot proposes to divide the Madrissa into two Departments : The first to be a School wherein the standard of instruction should correspond to that of the Anglo-Vernacular Zillah Schools, including

1st. English Reading, Writing, Grammar, Arithmetic, Algebra as far as Simple Equations Euclid, Books I, II & III, Geography and the Outlines of History.

2nd. The Hindustanee language.

3rd. Either the Tamil or Telugu language at the option of the Student, and

4th. Persian this being entirely an optional study.

5. In the Second or Senior Department, it is proposed that the instruction should be confined entirely to the study of the Arabic, Persian and Hindustanee languages, with the special object of qualifying Candidates for University Degrees and Honors in languages, who may select either Arabic, Persian or Hindustanee as their second language, and that the arrangements of this Department should be so organized as to admit of the Students attending the Classes in English Literature and, if possible, the other Classes also in the English Department of the Presidency College. After a time, if not at the commencement, Mr. Arbuthnot would admit no Students into the Senior Department of the Madrissa, who had not gone through the course prescribed for the Junior Department, either in that branch of the Institution or elsewhere.

	Rs.	*A.*	*P.*
Head English Master.....	300	0	0
2nd „ „	150	0	0
3rd „ „	70	0	0
1st Arabic „	100	0	0
2nd „ „	50	0	0
1st Persian „	70	0	0
2nd „ „	35	0	0
1st Hindustani „	50	0	0
2nd „ „	35	0	0
3rd „ „	25	0	0
1st Telugu „	50	0	0
2nd „ „	25	0	0
1st Tamil „	50	0	0
2nd „ „	25	0	0
English Writing „	20	0	0
Servants	17	8	0
Library Allowance	30	0	0
Prize Allowance	7	0	0
Total per mensem...	1,089	8	0
Deduct School fees...	200	0	0
Rupees...	889	8	0

6. For the Madrissa thus remodelled, the Director of Public Instruction proposes the Staff of Masters specified in the margin, in lieu of that at present employed, at an expense of Rupees 1,089-8 per mensem, or little more than the sum allowed by the Nawaubs for all the expenses of the Institution. The Head English Master is to exercise a general control over the whole Institution, and his special business would be to take part in and superintend the instruction of the Junior or Anglo-Persian and Vernacular Department. He is to be required to learn Hindustani. The Persian and Hindustani Masters, it is proposed, should be available for the instruction of the Students in the Senior Department as well as of those in the Junior Department.

Allowed by the late Nawaub Rupees	1,000	0 0
Present estimated cost „	889	8 0
Difference less by Rupees	110	8 0

7. In estimating the cost of the above Establishment, Mr. Arbuthnot has allowed Rupees 200-0-0 for School Fees which would reduce the monthly expenditure on account of the Madrissa to Rupees 889-8-0. He rightly thinks that there are no sufficient grounds for continuing in this Institution a system of entirely gratuitous education, which has been rejected in all others connected either directly or indirectly with Government.

8. The Right Honorable the Governor in Council has attentively considered the views and proposals of the Director as set forth in his report and recapitulated in the above paras: Although he cannot admit that the circumstances under which the Madrissa was formed render its maintenance in any way obligatory on Government or that any breach of faith would be involved in its discontinuance, he would yet be reluctant that Funds hitherto devoted to purposes of education, however faulty and defective, should be withdrawn, provided means can be adopted for their being more usefully employed. The Mass of the Mahomedan population of Triplicane are doubtless in a state of deplorable ignorance and moral degradation and any thing which would tend to open their minds and qualify them for the active business of life and for seeking subsistence by their own exertions would be to them a real boon. The Governor in Council must however question whether the mode suggested by the Director is that in which the late endowment of the Madrissa could more advantageously be expended. He is not in favor of the Establishment of Schools for any particular Classes, and must regard it as very doubtful whether the College on the new footing proposed by Mr. Arbuthnot would attract many Mahomedan Students.

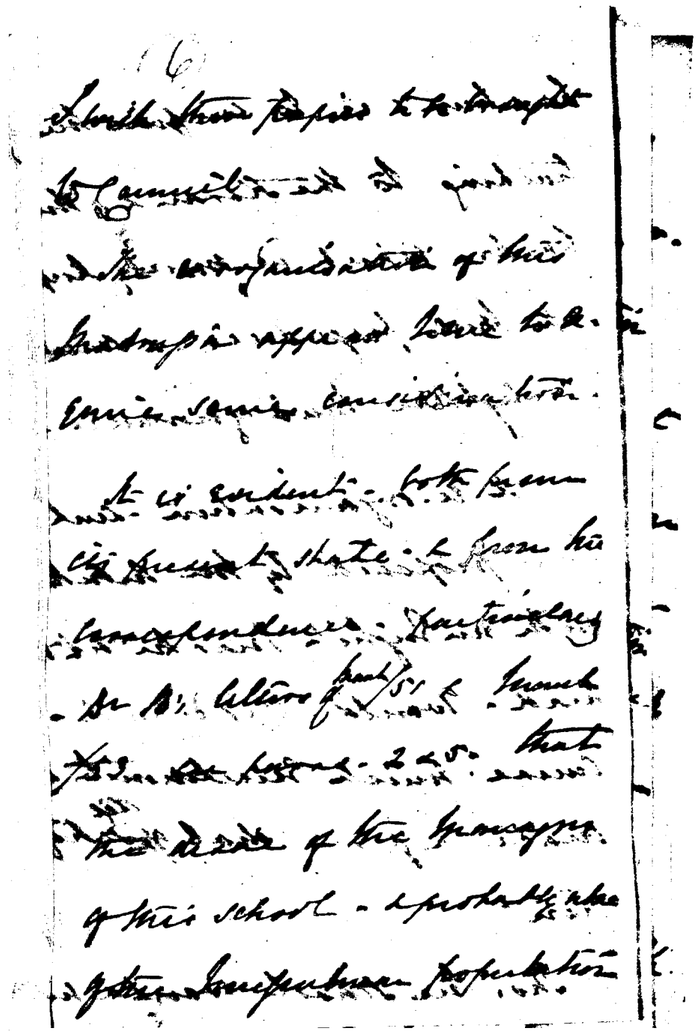
9. On the whole the Governor in Council is led to think that the more truly useful mode of employing on education objects in Triplicane and its neighbourhood, the allowances of late years attached to the Madrissa would be in the establishment there of small Schools for the middle and lower classes. The Schools should afford a sound knowledge of the vernacular languages, Tamil and Teloogoo, and an elementary acquaintance with Arithmetic, History and Geography. They should be open at a small monthly fee to all classes although they would, it is to be hoped, be largely resorted to by Mahometans, and, on this account, Hindustani should be taught there. It will be for the consideration of the Director whether the English language should not also be studied.

10. Mr. Arbuthnot will be pleased to communicate his views on the above suggestions, and state what number of Schools he would establish, in what localities, and under what arrangements.

11. The education to be imparted in such Schools would not include Persian and Arabic. The Governor in Council is however of opinion that some provision should be made for encouraging and promoting the study of these languages, although apart from any arrangements connected with the Madrissa. He would be glad to learn the views of the Inspector as to the mode in which this may best be effected.

12. The Government cannot admit the distinction which is attempted to be drawn by the Chepauk Agent in the correspondence submitted with his letter of the 15th April last, No. 95, to the prejudice of the claims of the teachers in the Madrissa to be regarded as Servants of the Sirkar. The Institution was founded and endowed by the late Nawab, and its management delegated to a Committee appointed by His Highness; and if the Committee were vested with the power of altering the Salaries and otherwise modifying the Establishment under their control, that circumstance cannot justly be considered to affect the claims of the Teachers to be regarded as Servants of the Sirkar. The Government are therefore of opinion with the Director of Public Instruction that there is no ground for withholding from any of the employés in the Madrissa any previleges as regards Pension or Gratuity which are accorded to the other Servants of the late Nawaub, and they resolve to instruct the Chepauk Agent accordingly in reference to the point submitted for their decision in his letter of the 15th April last.

Exd. J. A. Wilson.



[illegible] & [illegible]
teaching to the Koran & their
books which only merely keep
up their prejudices and merely
[illegible] their ignorance.

The re-organisation - such as
that proposed by Mr Hitchcock
with an English Master at the
head - would I think much -
cause much excitement &
make a good deal of opposi-
tion

The the school would not
afford them religious
instruction - but will
comply with the intention
of parents [illegible] -

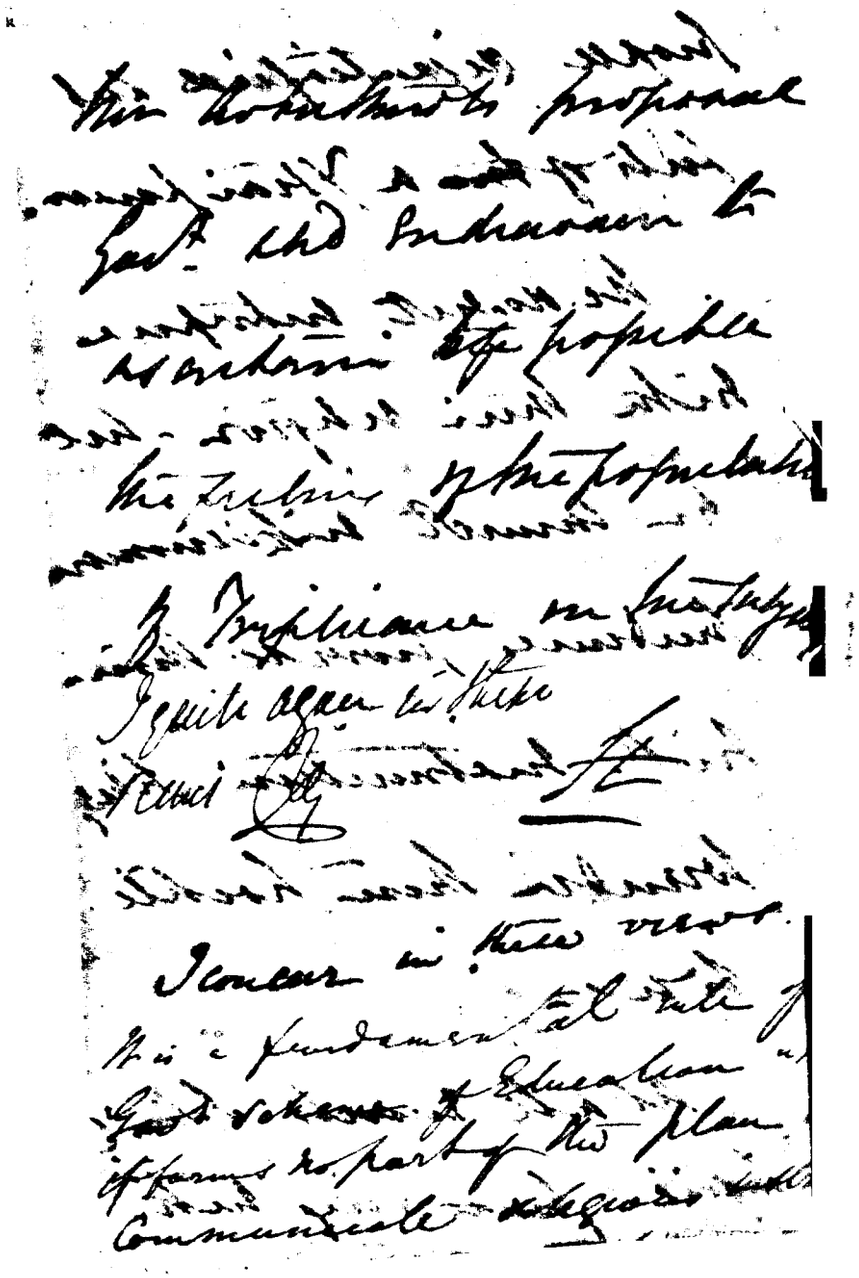
On the other hand
I think it would be unwise
[illegible]
to its present usefulness
& it is doubtful whether
the [illegible]
and schools in the Punjab
[illegible] how far but

did attempt here their the
Establishment of a number
of Grammar Schools: Since
the words of the Children
Grammar of their superiors
for the

I cannot see that there
is any need of saying
by declaring Mr. Mountain an
Instigator of which he
disclaims & how can such
he would or by what

people dispersed and
fled to a Thousand.
He do not interpose
with their religion - but
he cannot tolerate
practices from the
like instruction. they
brother from Hostile
Land.

At the Council of
Nice presiding with



The Resolution as to Education is useless - As
it is published by the Railroad to get
rid of having to install Schools
in Road Construction Camps - The
Resolutions it has been in the
Interior have created little
or no attachment amongst
the Mahomedans for anything
in regard to it - They send
their children there to School
because it is for nothing, &
not in consequence of any
Modification in the Religious
Principle -

The Measures the Government
adopts should be such as
can be found effectual
& has support & the Public Mind
Communicate Respecting

The Mandel made Schools
to meet the wants of the
Muslims generally are
provided - The Attempt
& Restrictions & the Claims
of the Mandel, as well
as Interest in the education
of this class of the Native
Community will be
fully met - Incl.
2d. No.

Political Department.

No. 1054

Extract from the Minutes of Consultation.—
Dated 16th December 1857.—

Read the following Letter from the Director of Public Instruction.—

(Here enter 5th September 1857 / No. 838.

A

With the foregoing letter the Director of Public Instruction submits, in reference to Con. Min. Con. 19th March 1857 Para. 24 the report of Lieut.t Colonel Pears, Inspector of Schools in the South Tamul Division, containing the result of his inspection of the Madrissa established by the late Nawaub of the Carnatic, together with his own views on the subject and his opinion as to the expediency of continuing it, and also as to the position of the servants attached to it.

2.— It appears that as a

* "Madrussa-i-Auzum", as described in pages 75, 76 and 77 of the Chepauk Agent's report dated 24th Dec. 1856 No. 156. —

College, which its* name implies, the Madrissa is wholly defective in its organization - It is more a collection of Schools, comprising the English, Arabic, Persian, Telugu and Tamil classes - each superintended by a Master with his Assistants, who carries on the instruction of his class independently of the others - The amount of useful knowledge imparted in the Institution is extremely limited, and the course of instruction seems to be chiefly the teaching of Arabic and Persian, and the doctrines of the Mahomedan Religion - Excepting the Committee of Management, the Madrissa has no Head of any kind who exercises a general control over the whole Institution.

3. — In paras 7 et seqrntes the Director discusses the question as to the retention or discontinuance of the institution - For reasons given in para 19 of his report, he recommends that the grant* for the support of the Madrissa should be

× (Rupees One thousand per mensem allowed by the late Nawaub vide page 76 of Chepauk Agent's report dated 24th Dec. 1856 - No. 155. —

continued - At the same time he advocates an entire re-organization of the Institution, and in paras 16 & 24 submits the arrangements which he considers necessary to its improvement, with especial reference to the measures lately adopted for improving the Mahomedan College or Madrissa in Calcutta, which was established by Mr Warren Hastings with an object very similar to that which led to the formation of the Madrissa at this Residency, viz: to afford to the higher classes of the Mussulman population the means of qualifying themselves for employment in the Public Service.

× 4 Following the principle of the Calcutta plan, Mr Arbuthnot proposes to divide the Madrissa

Madrissa into two Depart-
-ments: The first to be a
School wherein the stan-
-dard of instruction should
correspond to that of the An-
-glo-Vernacular Zillah
Schools, including
1st English Reading, Writing
Grammar, Arithmetic, Alge-
-bra as far as Simple Equa-
-tions, Euclid Books I, II & III,
Geography and the Outlines
of History.
2.ly The Hindustanee lan-
guage.
3.rd Either the Tamil or
Telugu language at the op-
-tion of the student. and
4th Persian. this being
entirely an optional
study.
5 In the second or Se-
-nior Department, it is pro-
-posed that the instruction
should be confined entirely
to the study of the Arabic,
Persian and Hindustanee
languages, with the special
object

object of qualifying Candi-
-dates for University Degrees
and Honors in languages,
who may select either
Arabic, Persian or Hindus-
-tani as their second lan-
-guage. and that the ar-
-rangements of this Depart-
-ment should be so orga-
-nized as to admit of the
students attending the
Classes in English Litera-
-ture and, if possible, the
other Classes also in the
English Department of the
Presidency College. After
a time, if not at the Com-
-mencement, the Authorities
would admit no students
into the Senior Department
of the Madrissa, who had
not gone through the
course prescribed for the
Junior Department, either
in that branch of the In-
-stitution or elsewhere.
6 For the Madrissa
thus remodelled, the
Director of Public Instruc-
-tion

Head English Master	Rs. 300 —
2d do do	150 —
3d do do	70 —
1st Arabic Master	100 —
2d do	50 —
1st Persian Master	70 —
2d do	35 —
1st Hindustani Master	50 —
2d do	35 —
3d do	25 —
1st Telugu Master	50 —
2d do	25 —
1st Tamil Master	50 —
2d do	25 —
English Writing Master	20 —
Servants	6 8 —
Library allowance	30 —
Prize allowance	4 —
Total per mensem	1089 8 —
Deduct School fees	200 —
	Rs. 889 8 —

Institution proposes the Staff of Masters specified in the margin, in lieu of that at present employed, at an expense of Rs. 1,089-8-0 per mensem, or little more than the sum allowed by the Nawaub for all the expenses of the Institution. The Head English Master is to exercise a general Control over the whole Institution, and his special business would be to take part in and superintend the instruction of the Junior or Anglo Persian and Vernacular Department. He is to be required to learn Hindustani. The Persian and Hindustani Masters, it is proposed, should be available for the instruction of the students in the Classical Department as well as of those in the Junior Department.

In

Allowed by the late
Nawaub — Rs. 1,000 — —
Present estimated cost — — 889-8-0

Difference less by Rupees 110-8-0

7. — In estimating the cost of the above Establishment, Mr. Arbuthnot has allowed Rupees 200 for School fees, which would reduce the monthly expenditure on account of the Madrissa to Rupees 889-8-0. — He rightly thinks that there are no sufficient grounds for contemplating in this Institution a system of entirely gratuitous education, which has been rejected in all others connected either directly or indirectly with Government. —

8. — The Right Honorable the Governor in Council has attentively considered the views and proposals of the Director as set forth in his report and recapitulated in the above paras. Although he cannot admit that the circumstances under which the Madrissa was formed render its maintenance in any way obligatory on Government or that any breach of faith would be involved in its discontinuance — he would

yet be reluctant that funds hitherto devoted to purposes of education however faulty and defective should be withdrawn, provided means can be adopted for their being more usefully employed - The mass of the Mahomedan population of Triplicane are doubtless in a state of deplorable ignorance and moral degradation - and any thing which would tend to open their minds and qualify them for the active business of life and for seeking subsistence by their own exertions would be to them a real boon - The Governor in Council must however question whether the mode suggested by the Director is that in which the late endowment of the Madrissa could more advantageously be expended - He is not in favor of the establishment of Schools for any particular classes - and must regard it as very doubtful whether

the College on the new footing proposed by Mr. Arbuthnot would attract many Mahometan Students at least in the Senior Department or whether if it did the instruction there to be imparted confined entirely to the study of the Arabic, Persian and Hindustani languages - is such as the Government should be at all anxious to provide -

9.— On the whole the Governor in Council is led to think that the more truly useful mode of employing on education objects in Tripliceane and its neighbourhood the allowances of late years attached to the Madrissa would be in the establishment there of small schools for the middle and lower classes - The schools should afford a sound knowledge of the vernacular languages Tamil and Teloogoo and an elementary acquaintance with Arithmetic, History and Geography - They should be

be open at a small monthly fee to all classes although they would it is to be hoped be largely resorted to by Mahometans and on this account Hindustani should be taught there. It will be for the consideration of the Director whether the English language should not also be studied.—

10.— Mr. Arbuthnot will be pleased to communicate his views on the above suggestions and state what number of schools he would establish, in what localities, and under what arrangements.—

11.— The Government cannot admit the distinction which is attempted to be drawn by the Chief Agent in the correspondence submitted with his letter of the 15th April last. No. 95, to the prejudice of the claims of the Teachers

11— The education to be imparted in such schools would not include Persian and Arabic— The Govt is however of opinion that some provision should be made for encouraging and promoting the study of these languages, apart from any arrangements connected with Madrissa— It would be glad to learn the views of the Inspector as to the mode in which this may best be effected—

added under orders
Encl. in Consl
15-12-57

Teachers in the Madrissa to be regarded as Servants of the State. The Institution was founded and endowed by the late Nawab, and its management delegated to a Committee appointed by His Highness, and if the Committee were vested with the power of altering the salaries and otherwise modifying the Establishment under their control, that circumstance cannot justly be considered to affect the claims of the Teachers to be regarded as Servants of the State. The Govt are therefore of opinion with the Director of Public Instruction that there is no ground for withholding from any of the employés in the Madrissa any privileges as regards pension or gratuity which

which are recorded
to the other servants of
the late Kawaubs. and
they resolve to instruct
the Chepawd Agent accor
-dingly in reference to the
point submitted for their
decision in his letter of the
15th April last.

To the Director of Public Instruction
— Govt. Agent at Chepauk. } Dispd 22d
Transcripts of the Asst. Genl
— Govt Institu.

Nd Ft. W. Regbie

Political Letts. to Govt. of Ind. 31st May to 9th Nov 1858

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