M.R.O. 14—10,000—21-4-22.

MADRAS RECORD OFFICE.

Government of Madras.

Revenue **DEPARTMENT.**

G.O. No. 201	Press ~~Mis.~~
515-516	
Dated 31-10-1860.	

Not to be folded or roughly handled

No. 515. Read the following letter from Mr. W. GRANT, Secretary Doveton Protestant College, to J. D. BOURDILLON, Esq., Secretary to Government, dated Madras, 19th October 1860:—

SIR,

1. I am directed by the Committee of the Doveton Protestant College to submit the following particulars regarding the above Institution for the consideration of Government; and with reference to Section 133, Act XXXII of 1860, respectfully to solicit that it may be exempted from the operation of the Income Tax.

2. The College owes its origin to the munificence of the late Captain John Doveton formerly of the Nizam's service, who by his last Will and Testament, dated 13th March 1844, bequeathed one-half of his property (amounting to 5 lacs of Rupees) to the Parental Academic Institution at Calcutta, and the other half to any Institution having a similar design and object that might be opened at Madras for the purpose of affording educational advantages to youths. The death of the benevolent Testator took place in London on the 15th October 1853, soon after which, his Executors helped the Christian community of this Presidency to establish the Institution in question. Under their auspices a General Meeting of the Inhabitants was held at the Polytechnic Institution on 5th May 1854, and a Committee of Management was formed, who after arranging all the preliminary details, and purchasing suitable premises, opened the Institution on the 1st March 1855.

3. Shortly afterwards, the Committee were enabled to open a girl's school in the premises in the Kirk compound, which had been placed at their disposal by sanction of Government dated 13th February 1855.

4. Scarcely had the above measure been completed, when a union took place with the Protestant College, the funds of which were incorporated with those of the Doveton Institution under certain articles of agreement, and the joint Institution then assumed its present designation of the "Doveton Protestant College."

5. The object of the Institution is, as stated in its published prospectuses, "to provide for the Youth of Madras, a liberal and enlightened education, founded upon the basis of the word of God," and this object, the Committee have endeavoured to carry out as far as it has been in their power to do.

6. The fees charged in the Primary and High Schools vary from 3 to 5 Rupees, and those in the Collegiate department (which is still undeveloped) are 7 Rupees per mensem for each pupil, but the annual cost of educating each boy averaged the following sums, as per Reports furnished to the Director of Public Instruction, viz:—

	RS.	A.	P.
In 1855-56.....	61	2	8
,, 1856-57.....	95	0	4
,, 1857-58.....	119	13	9
,, 1858-59.....	121	5	11
,, 1859-60.....	135	12	3

7. From the above statement, Government will perceive that the receipts of the Institution from fees have fallen very far short of its disbursements. The deficiency has been met by the interest on the Endowment of the Institution amounting to Rupees 3,26,200 and consisting of Promissory Notes of the 4 and 5½ per cent. loans, vested in the joint names of Colonel C. A. Browne, Mr. P. Carstairs, Mr. J. M. Wilson, Mr. J. Maskell and Mr. Miller. There is a boarding establishment attached to the Institution, but its expenditure has, from the beginning exceeded its receipts, as may be seen for the year 1858 from the accompanying (the last) printed Report of the Institution.

	RS.
Doveton Funds.....	2,00,000
Protestant College do.	1,26,200
	3,26,200

Proceedings of the Madras Government, Revenue Department,
31st October 1860.

8. By an Order dated 15th September 1860, No. 9,267, the Government of India have empowered the local Government to exempt from the operation of the Income tax, all property whether moveable or immoveable which may be exclusively devoted to religious or *quasi* religious and charitable purposes. The Committee of the Doveton Protestant College submit that the buildings, endowment and other funds of the Institution under their management come under the foregoing description, and they therefore respectfully pray that the said property may be exempted from the operation of the tax.

No. 516. ORDER THEREON, 31st October 1860, No. 2,011.

1. Under the authority vested in him by Section 133 of Act XXXII of 1860, the Governor in Council is pleased to exempt from the duties chargeable under the said Act, all property, moveable and immoveable belonging to the Doveton Protestant College, Madras, or from which the funds of that Institution are derived.

2. The salaries or incomes of persons connected with the said College cannot be exempt as such.

(Signed) C. G. MASTER,
Deputy Secretary to Government.

FOURTH

REPORT

OF THE

COMMITTEE

OF THE

Doveton Protestant College;

VIZ: FOR THE YEAR

1858,

WITH

APPENDICES.

MADRAS:
PRINTED FOR THE COMMITTEE,
AT THE SCOTTISH PRESS, BY GRAVES AND CO.
1859.

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REPORT

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MADRAS:
PRINTED FOR THE COMMITTEE,
AT THE SCOTTISH PRESS, BY GRAVES AND CO.
1859.

DOVETON PROTESTANT COLLEGE;

Established 5th May, 1854.

Committee of Management for 1859.

J. VANS AGNEW, ESQ.
R. P. CAMPBELL, ESQ.
J. G. FERRAND, ESQ.
W. GRANT, ESQ.
REV. J. T. D KIDD, B. A.
J. MASKELL, ESQ.
REV. J. R. McFARLANE, M. A.
LIEUT. COL. G. ROWLANDSON,
W. T. STARKENBURGH, ESQ.
W. J. VANSOMEREN, ESQ., M. D.
T. WILLIAMSON, ESQ.
J. M. WILSON, ESQ.

Treasurers... ... ...MESSRS. ARBUTHNOT AND CO.
Secretary ... ... MR. W. GRANT.
Financial Secretary... ... ...MR. J. M. WILSON.
Auditor.... ... ... MR. W. T. STARKENBURGH.

EDUCATIONAL DEPARTMENT.

Collegiate Branch.

REV. ROBERT HALLEY, A. M.....*Principal.*

High School.

MR. T. ADAMSON, ...*First Master.*
MR. C. SCOTT, ... *Second do.*
MR. J. M. GOOD, ...*Third do.*
MR. J. M ADOLPHUS, ... *Fourth do.*

Primary School.

MR. H. BERNARD, ... *Tutor.*
MR. J. C. MARTIN,... ... ... *do.*

Vernacular Department.

S. SAMUEL PILLAY ... ...*1st Tamil Moonshee.*
P. SELVANADEN PILLAY ... ... *2nd do.*
C. V. NARSIAH, ...*Acting Teloogoo Moonshee.*

PROCEEDINGS

OF THE FOURTH ANNUAL GENERAL MEETING OF THE MEMBERS OF THE DOVETON PROTESTANT COLLEGE,

HELD ON THURSDAY, THE 10TH MARCH, 1859.

REV. J. R. McFARLANE, in the Chair.

The Report and Accounts for the past year having been read by the Secretary, the following Resolutions were moved and carried :—

Proposed by Mr. H. W. BRANSON, and seconded by Mr. W. MITCHELL.

I. That the Report now read be adopted and printed for general circulation; and that the proceedings of the Committee, as therein detailed, be approved and confirmed.

Proposed by Mr. T. ADAMSON, and seconded by Mr. C. SCOTT.

II. That the thanks of the Meeting be given to the Committee for the past year, and that the following gentlemen be nominated and appointed the Committee of Management for the ensuing year, viz.

MR. J. VANS AGNEW,
„ R. P. CAMPBELL,
„ J. G. FERRAND,
„ W. GRANT,
REV. J. T. D. KIDD, B. A.
DR. W. MACLEAN,*
MR. J. MASKELL,
REV. J. R. McFARLANE, M. A.
LIEUT. COL. G. ROWLANDSON,
MR. W. T. STARKENBURGH,
DR. W. J. VANSOMEREN,
MR. T. WILLIAMSON,
„ J. M. WILSON.

Proposed by Mr. W. T. STARKENBURGH, and seconded by Mr. W. GRANT.

III. That the thanks of the Meeting be presented to Messrs. T. CLARK, and W. A. HART, for their kind services in auditing the accounts of the Institution for the past year.

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* Since withdrawn.

Proposed by Mr. W. GRANT, and seconded by Mr. J. M. WILSON.

IV. That the thanks of the Meeting be presented to the Chairman for his obliging conduct in the chair.

FOURTH REPORT OF THE COMMITTEE OF THE DOVETON PROTESTANT COLLEGE.

To

The Members of the Doveton Protestant College.

GENTLEMEN,

The Committee of the Doveton Protestant College have much pleasure in laying before you, a report of the progress of the Institution during the past year.

2. At the last Anniversary, the Committee reported the number of pupils attending the Schools as 206; the number at the close of the year under review, fell, they regret to state, to 165 boys, of whom 65 belonged to the High School, and 100 to the Primary, showing a decrease in the aggregate, of 38 pupils in comparison with the number in the School Register at the corresponding period of the year 1857.

3. This decrease is to be attributed perhaps in some degree to those fluctuations to which all such Institutions are liable, but chiefly, the Committee think, to the diminution which has, from unforeseen circumstances, taken place in the European Staff, and which they have not as yet been able to remedy. Perhaps the unfavourable reports regarding the discipline of the School, and its system of instruction which were circulated by some persons not well

disposed towards the Institution might have also had an adverse influence. The Committee, however, are glad to state that from the investigations they have made on the subject as well as from the reports of their visiting Members, they are satisfied that the rumours above referred to have been for the most part unfounded; and that the system of discipline is now being more successfully and effectually carried out.

4. As regards the course of studies pursued in the School, the prospectus has been followed as nearly as possible, and the Committee are glad to find that the Examiners have on the whole reported favourably of the progress of the boys during the past year, the only classes which failed being the second, in Greek—the fourth, in Mathematics, History and Geography—and the fifth, in Latin. It may be mentioned also that four boys presented themselves at the Entrance Examination of the University, of whom one has passed the prescribed test, which circumstance, the Committee trust, will be considered as an additional proof, however small, of the satisfactory condition of the School in regard to its system of instruction.

5. The Committee regret that they have been compelled to make some reductions in the Educational staff of the Institution during the past year. These reductions have been forced upon them by financial difficulties, and must, it is feared, continue to be made while the expenditure exceeds the income. The Committee do not entirely concur in the views which the Principal has expressed on this subject in the Report appended to this paper, but with reference to the opening of the College, and the entertainment of a Classical Master which he recommends, it is the wish of the Committee, as expressed in their last Annual Report, to carry out these measures so far as their means will permit.

6. The private examination of the pupils took place in the early part of December last, and was conducted by the following Gentlemen, to whom the thanks of the Committee are greatly due.

Rev. A. Walker,.....	*Scripture &c.*
Rev. J. T. D. Kidd, B. A....	*Greek and Latin Classics.*
J. T. Wheeler, Esq.,..... / Rev. G. Hall, B. A.	*History and Geography.*
Rev. G. Hall, B. A.,.....	*Natural Philosophy.*
Rev. W. Moffat, ...	*Mathematics.*
Dr. Montgomery,.....	*Physiology.*
Rev. E. J. Evans, B. A.	*English Grammar and Composition.*
Mr. W. Joyes,.....	*Tamil.*
Mr. P. B. Gordon,.....	*Teloogoo.*

7. The reports of the Examiners are inserted in the Appendix. The public distribution of prizes took place on the 16th December, the Honorable Walter Elliot, Esq., having kindly presided on the occasion. An account of the proceedings of that evening, and the names of the pupils who won prizes and certificates will be found in the Appendix.

8. The Examination of the Girls' School, which, at the close of the year, contained 62 pupils, also took place in the early part of December, and was conducted by the following Ladies, to whose kindness the Committee feel much indebted.

Mrs. Moxon,.....	Upper Section.	1*st*	*Class.*
Mrs. Wheeler,.....	do.	2*nd*	*do.*
Miss Young, ...	Lower Section.	1*st*	*do.*
Mrs. W. Evans, ...	do.	2*nd*	*do.*

The distribution of prizes to the children took place on the 18th December, under the auspices of Mrs. Walter Elliot.

9. The Boarding establishment has not improved du-

ring the past year, the number of pupils at its close being nine, or three less than the number at the close of the year 1857. The Committee hope that this important branch of the Institution will meet with better success than it has hitherto enjoyed.

10. Among the changes that have taken place in the office-bearers of the Institution, the Committee have to mention with regret, the temporary retirement of their respected colleague, Col. Browne, whose health has rendered it necessary for him to leave India for a season. The trustees of the Protestant College have nominated Colonel Rowlandson in the room of Colonel Browne, and he has accordingly now become a member of the Committee.

11. The following Statement shows the receipts of the Doveton Protestant College during the past year.

	RS.	A.	P.	RS.	A.	P.
By balance of cash in the hands of the Financial Secretary as per last account, ...				54	0	0
By fees &c. as follows :						
Boys' School.—Tuition fees, ...	7826	0	0			
Books and Stationery, ...	1108	1	6			
Boarding Money, ...	2640	8	0			
				11,034	9	6
Girls' School.—Tuition fees, ...	2359	0	0			
Books and Stationery, ...	76	13	11			
				2,335	13	11
By Donations and Subscriptions from Members,... ...				271	0	0
By Interest realized from Trust Funds, ...				13,067	4	6
By a portion of passage money refunded by the Rev. W. Gray, Vice Principal				1,087	8	0
By amount repaid by Mr. L. Piper, on account of advances made to him in England, ...				450	0	0
By sale of Stock Receipts, ...				9,861	11	0
By interest due on do.				510	11	2
Total Receipts...				38,672	10	1

12. The disbursements of the Institution have been as follows :—

	RS.	A.	P.	RS.	A	P.
Amount due to the Treasurers as per last account, ...				8,872	1	11
Salaries &c., of Boys' School, viz.,	RS.	A.	P.			
Collegiate Department, ...	6,350	0	0			
High School, ...	8,095	13	8			
Primary School, ...	1,782	14	5			
Vernacular Department, ...	606	0	0			
Contingencies, ...	905	8	6			
				17,740	4	7
Boarding establishment charges, ...				3,750	0	0
Salaries &c. of Girls' School, viz.,						
Tuition Department, ...	2,834	0	0			
Contingencies	324	0	0			
				3,158	0	0
Books and Stationery purchased at Madras, ...				557	9	6
Furniture, ...				311	12	0
Printing and Advertisement charges, ...				220	11	11
Extra charges,...				683	15	5
Secretary's establishment, ...				540	0	0
Remitted to England for books, ...				1,528	13	3
Paid Mr. Piper for his return passage to England, ...				1,087	1	6
Renewal of Government Securities, ...				13	0	0
Sub-division of Government stock receipts, ...				8	0	0
Brokerage on sale of do.				6	1	5
Interest due to Messrs. Arbnthnot & Co.				445	0	6
Cash in the hands of the Financial Secretary, ...				136	2	6
Total Disbursements ...				39,058	10	6

showing a deficit of Rupees 386-0-5, which sum was due to Messrs. Arbuthnot and Co. It will be perceived that our financial exigencies have rendered it necessary to dispose of the stock receipt of Sicca Rupees 10,736, which belonged to the Building Fund, and was the only available resource in the hands of the Committee.

13. In conclusion, we have to report that the new

building is approaching its completion. The expenditure on it up to 31st December last amounts to Rupees 20,980-10-6, and we have every reason to hope that it will be finished within the amount of its Estimate, which has been so liberally granted to us by Government.

By order of the Committee.

MADRAS, 10*th March*, 1859.

W. GRANT.
Secretary D. P. College.

DOVETON PROTESTANT COLLEGE.

Abstract Statement of Receipts and Disbursements from 1*st January to* 31*st December* 1858.

1858.		RECEIPTS.	Rs.	A.	P.	Rs.	A.	P.	1858.		DISBURSEMENTS.	Rs.	A.	P.	Rs.	A.	P.
Jan.	1	By Balance of Cash in the hands of the Financial Secretary as per last Account	.....	...	...	54	0	0	Jan. Dec.	1	To Amount due to the Treasurers as per last Account	.....	...	...	8,872	1	11
Dec.	31	,, Boy's School Tuition Fee realized	7286	0	0					13	,, Collegiate Department, Salary Account	6,350	0	0			
		,, Books and Stationery	1108	1	6						,, High School do.	3,095	13	6			
		,, Boarding Money	2640	8	0						,, Primary School do.	1,783	14	5			
						11,034	9	6			,, Vernacular Department do.	606	0	0			
		,, Girls' School Tuition Fee realized	3259	0	0						,, Boys' School Contingencies	905	8	6			
		Books and Stationery	76	13	11										17,740	4	7
						2,335	13	11			,, Boarding Establishment	3,750	0	0			
		,, Donations and Subscriptions	.....	...	...	271	0	0			,, Girls' School, Tuition Department	2,834	0	0			
											,, ,, Contingencies	324	0	0			
															3,158	0	0
						13,695	7	5			,, Books and Stationery purchased at Madras	557	9	6			
		,, Amount of Interest realized on Trust Funds	.....	...	...	13,067	4	6			,, Furniture	311	12	0			
		,, Refund of Passage money by the Reverend W. Gray, on withdrawal from the Establishment, for the unexpired portion of his engagement	1087	8	0										869	5	6
		,, Amount reimbursed by Mr. Lewis Piper on account of money advanced to him in England	450	0	0	1,537	8	0			,, Printing and Advertisement charges	230	11	11			
											,, Extra charges	683	15	5			
		,, Sale of Stock Receipts	.....	...	...						,, Secretary's Establishment	540	0	0			
		No. 100 to 106 of 147 for Sicca Rs. 10736 at 106¾ is Company's Rs ... 11,453	13	5											1,444	11	4
		Discount at 16½ per cent. ... 1,572	2	5	9861	11	0								35,834	7	4
		,, Interest realized on ditto from 22nd October 1857 to 4th December 1858 at 4 per cent. per Annum	510	11	2						,, Paid for Bills on England for Books on Account of the Boys' School ... £160	1,528	13	3			
											,, Paid Mr. Lewis Piper for his return Passage to England	1,087	1	6			
											,, Paid for Renewal of Government Securities	13	0	0			
											,, Paid for Subdivision of Stock Receipts	8	0	0			
											,, Brokerage on Sale of Stock Receipts for Sicca Rupees 9736	6	1	5			
						10,372	6	2							2,643	0	2
		,, Balance due to the Treasurers	.....	...	...	386	0	5			,, Interest charged on Loan at 6 per cent. per Annum	.....	...	...	445	0	6
											,, Cash in the hands of the Financial Secretary	.....	...	...	136	2	6
		Rupees				39,058	10	6			Rupees				39,058	10	6

E. E.

J. M. WILSON,
Financial Secretary.

Audited and found correct.
THOS. CLARK.
W. A. HART.

MADRAS, 31*st December*, 1858.

DOVETON PROTESTANT COLLEGE.

Abstract of Receipts for the Year 1858.

1858.	Boys' School. Tuition Fees			Boarding Money.			Books and Stationery			Donations and Subscriptions.			Girls' School. Tuition Fees.			Books and Stationery.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs	A.	P.	Rs	A.	P.	Rs	A.	P.	Rs.	A.	P.
January,	624	8	0	152	8	0	22	12	2	22	0	0	166	0	0	1	10	0	989	6	2
February,	656	8	0	296	0	0	53	4	0	30	0	0	213	0	0	1	4	3	1250	0	3
March,	691	0	0	211	0	0	22	7	0	23	0	0	216	0	0	22	13	2	1186	4	2
April,	589	0	0	199	0	0	364	14	0	19	0	0	216	0	0	6	15	6	1394	13	6
May,	746	8	0	295	0	0	164	5	10	66	0	0	244	0	0	5	14	2	1521	12	0
June,	555	8	0	201	0	0	145	11	6	14	0	0	208	0	0	2	4	0	1126	7	6
July,	580	0	0	200	0	0	68	14	0	24	0	0	188	0	0	3	1	0	1063	15	0
August,	637	0	0	254	0	0	19	10	6	15	0	0	187	0	0	2	1	9	1114	12	3
September,	550	0	0	106	0	0	95	12	0	6	0	0	165	0	0	12	0	8	934	12	8
October,	556	0	0	190	0	0	60	9	6	14	0	0	158	0	0	8	12	0	987	5	6
November,	527	0	0	281	0	0	49	14	6	22	0	0	146	0	0	5	4	2	1031	2	8
December,	573	0	0	255	0	0	39	14	6	16	0	0	152	0	0	4	13	3	1040	11	9
Total	7286	0	0	2640	8	0	1108	1	6	271	0	0	2259	0	0	76	13	11	13641	7	5

GOVERNMENT SECURITIES HELD IN TRUST FROM THE LATE CAPTAIN DOVETON'S ESTATE.

1 Pro. Note of the Loan of	1842-43	Rs.	85,400	0 0
13 do.	of 1854-55	„	1,14,600	0 0
	Total...		2,00,000	0 0

FROM THE PROTESTANT COLLEGE.

3 Pro. Notes of the Loan of	1832-33	S. Rs.	8,000	0 0
9 do	1835-36	C. Rs.	5,100	0 0
22 do.	1842 43	„	61,800	0 0
12 do.	1854 55	„	26,000	0 0
13 Tanjore Bonds...		„	25,262	8 4
	Total..		1,26,162	8 4
	Grand Total..		3,26,162	8 4

DOVETON PROTESTANT COLLEGE.

Abstract of Disbursements for the Year 1858.

1858.	Collegiate Department.			High School.			Primary School.			Vernacular Department.			Boys School Contingencies.			Boarding Establishment.			Secretary's Establishment.			Girls School.			Girls School Contingencies			Books and Stationery.			Printing Charges, &c.			Extra Charges.			Furniture.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
January	850	0	0	627	8	0	105	0	0	50	8	0	75	8	0	350	0	0	45	0	0	242	0	0	27	0	0	41	9	0	0	0	0	27	7	5	143	0	0	2584	8	5
February.. ...	500	0	0	670	0	0	120	0	0	50	8	0	75	8	0	350	0	0	45	0	0	242	0	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2080	0	0
March	500	0	0	752	13	8	162	14	5	50	8	0	75	8	0	350	0	0	45	0	0	242	0	0	27	0	0	114	10	6	44	8	0	29	13	1	18	0	0	2412	11	8
April., ...	500	0	0	755	0	0	155	0	0	50	8	0	75	8	0	350	0	0	45	0	0	242	0	0	27	0	0	97	2	9	10	5	0	22	5	6	110	0	0	2439	13	3
May	500	0	0	705	8	0	155	0	0	50	8	0	75	8	0	350	0	0	45	0	0	242	0	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2150	8	0
June..	500	0	0	755	0	0	155	0	0	50	8	0	75	8	0	300	0	0	45	0	0	242	0	0	27	0	0	112	12	3	11	5	3	28	11	4	40	12	0	2343	8	10
July.	500	0	0	755	0	0	155	0	0	50	8	0	75	8	0	300	0	0	45	0	0	242	0	0	27	0	0	41	0	0	139	4	8	12	0	6	0	0	0	2342	5	2
August	500	0	0	670	0	0	155	0	0	50	8	0	75	8	0	300	0	0	45	0	0	232	0	0	27	0	0	8	2	0	0	0	0	150	12	10	0	0	0	2213	14	10
September	500	0	0	670	0	0	155	0	0	50	8	0	75	8	0	250	0	0	45	0	0	232	0	0	27	0	0	60	15	0	3	15	0	104	14	5	0	0	0	2174	12	5
October.	500	0	0	670	0	0	155	0	0	50	8	0	75	8	0	250	0	0	45	0	0	232	0	0	27	0	0	56	13	0	0	0	0	150	4	2	0	0	0	2212	1	2
November..	500	0	0	670	0	0	155	0	0	50	8	0	75	8	0	300	0	0	45	0	0	222	0	0	27	0	0	24	9	0	11	6	0	157	10	2	0	0	0	2238	9	2
December.	500	0	0	395	0	0	155	0	0	50	8	0	75	0	6	300	0	0	45	0	0	222	0	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1769	8	6
Total ..	6350	0	0	8095	13	8	1782	14	5	606	0	0	905	8	6	3750	0	0	540	0	0	2834	6	0	324	0	0	557	9	6	320	11	11	683	15	5	311	12	0	26962	5	5

PRINCIPAL'S REPORT TO THE COMMITTEE OF THE DOVETON PROTESTANT COLLEGE.

Attendance.—At the close of the last year, the number of pupils on the school register was 165; viz. in the High School 65, in the Primary School 100. This shews a falling off of 38, during the year. Throughout the year, the number of scholars was lower than in the year preceding, the largest decrease being at the commencement as the following table will shew.

	High School.	*Primary School.*	*Total* 1858.	*Total.* 1857.
January 31st.....	90	88	178	208
February 28th..	92	98	190	229
March 31st.....	88	102	190	220
April 30th.....	86	105	191	219
May 31st.....	83	105	188	215
June 30th.....	77	94	171	204
July 31st.....	75	93	168	212
August 31st.....	72	107	179	211
September 30th..	72	102	174	215
October 31st.....	70	99	169	211
November 30th..	65	100	165	204
December 31st...	59	92	151	194

It will be seen from these figures, (December being altogether exceptional,) that during 1857 the number on the roll varied from 229 to 204—whilst in 1858 the highest number was 191. I confess that until I drew out this table, I was not quite prepared for its results. It seems to me to point out, that at least one great cause of the decrease in our school has been the withdrawal of the valuable labours of our late Vice-Principal, without his office being adequately supplied. I believe that other causes have also been in operation; but they are well known to the Committee, and are now I trust in a great measure removed. But the effects of misrepresentation and calumny can only be cured by time.

The average number upon the books, according to the table, is 176$\frac{1}{6}$ for the whole year; but considering that the table is drawn up in the most unfavorable possible way, (as those leaving at the end of each month are subtracted, and those entering at the commencement of the next are not added,) I would allow an average of six on this account, and call the average number 182. The corresponding numbers in 1857 were 212 and 218. The average diminution is therefore 36. The average daily attendance has been 162·16; or the average of absentees has been 10·9 per cent, which does not differ appreciably from the last six months of the previous year. The slight difference (·016) is in favor of the year under review.

Time in School.—Of the 165 pupils on the books upon the 16th December,

18	entered	school	on the 1st of March 1855.
2	do.	do.	from April to June do.
14	do.	do.	,, July to Sept. do.
3	do.	do.	,, Oct. to Dec. do.
25	do.	do.	,, Jan. to March 1856.
4	do.	do.	,, April to June do.
4	do.	do.	,, July to Sept. do.
2	do.	do.	,, Oct. to Dec. do.
20	do.	do.	,, Jan. to March 1857.
1	do.	do.	,, April to June do.
16	do.	do.	,, July to Sept. do.
1	do.	do.	,, Oct. to Dec. do.
18	do.	do.	,, Jan. to March 1858.
10	do.	do.	,, April to June do.
24	do.	do.	,, July to Sept. do.
3	do.	do.	,, Oct. to Dec. do.

This table gives a somewhat more favorable result than the corresponding returns last year, shewing (as it does) that our pupils have been a little more than two years, on the average, in our schools. But as I said last year, we can get no reliable calculation of the time that parents are willing to keep their children with us, until the scholars drafted from St. Andrew's school have passed out. This year we have had much less fluctuation than last year, the instances being few of boys entering the school and leaving in a month or two. But until parents see the desirable-

ness of prolonging the education of their children as far as their means will permit, I have little hope that we shall be able to shew large numbers in our higher classes; unless, indeed, we lower the standard of education imparted.

Perhaps the following calculation will give a more intelligible result than the last.

The average attendance of the pupils in the	Yrs.	Mths.	Days.
High School, First Class	3	6	10
Second Class	3	2	6
Third Class	3	5	0
Fourth Class	2	6	9
Fifth Class	2	7	18
Sixth Class	2	3	5
Primary School, First Class	2	0	5
Second Class	2	2	22
Third Class, First Division	1	10	9
———— Second Division	1	1	1

Or taking the whole of the High School, the average time the pupils

	Yrs.	Mths.	Days.		Yrs.	Mths.	Days
have been in attendance is	2	8	2	Primary School,	1	10	2

	Yrs.	Mths.	Days.
both schools together	2	2	1.

This calculation certainly is more favorable than we might have expected a year ago, and leads me to hope that when the school has been longer established, we may see a fair proportion of our pupils continuing long enough in school to reach a high standard of attainment, and even ultimately to fill our College. But parents need constantly to be reminded that time, as well as talent and industry, is requisite for a sound education. "*There is no royal road to learning*". A school in which boys rapidly rise from the bottom to the top must either have a low standard of education for its higher classes, or must teach superficially in the lower classes, laying a foundation of sand for a building that will not stand the storms and winds of life.

Course of Instruction.—The course laid down in our Prospectus has been followed as nearly as possible, and I believe my hopes of

last year may be said to be realized, and that the classes have reached our standard in all subjects except Mathematics and Natural Philosophy. In these latter branches they have advanced towards the standard as rapidly as could have been expected.

Success.—Our success must be judged by others. Of the reports of impartial examiners we may well be proud. The only classes which failed in the General Work of the school were the Second Class in Greek, the fourth in Mathematics, History and Geography, and the Fifth in Latin.

I feel it due to myself to say that the Second Class were taught Homer contrary to my wishes, and for some time without my knowledge. The other failing classes were all taught by one master, Mr. Stanhope, and I think it is for the Committee to say whether this constitutes a sufficient reason for the termination of his employment with us. I do not consider him an efficient master, but he has greatly improved since he came to us.

The Tamil classes I am sorry to say were not commended by the Examiner. I am told that written papers were set, (through a mistake) to boys not used to such work, and that in general the Examination was too difficult for the classes. I am not able myself to form an opinion upon the subject.

All the other classes were able to earn good reports, and I would ask the Committee to print and widely circulate the reports of the Examiners.

Discipline.—Much has been said about the discipline of our schools. Discipline is a very vague word; and after all, it is very much a matter of opinion, whether the discipline of a school is good, or not. The reports of our Examiners shew that the boys have made great progress during the year and that they are well acquainted with the subjects taught. I put it to any man of common sense; whether this result could possibly be obtained in any school where good discipline was not observed,—understanding discipline to mean general order and attention in the classes.

But if by discipline is meant the iron rule of a petty despot who

feels that a smile is an insult, and a question a doubting of his powers, I am free to confess that we have little discipline. I prefer boys to statues, life to death, liberty to slavery. I am fully for a free system, and with one of its latest advocates (Mr. Grignon), I say "The master who would retain the respect of boys when brought into close contact with them, must be really and thoroughly *respectable*, in the best sense of the word, manly, straight forward, unselfish, free from mean and petty feelings," "He must not be perpetually thinking about his own dignity and nervously afraid of compromising it." I believe the majority of our masters are "respectable" and dare to give boys freedom. But the sooner the free system exposes the hollow pretences of those who cannot govern and can only save appearances by the tyrant's rod; the better, say I. For in schools, as in states, tyranny and repression are the veils of the conscious impotence of little men. I punish, and severely too (just as I would hang for murder, if I were a ruler) but I do not make every offence capital.

I am satisfied with the state of the school, as far as attention and order are concerned, and though I always feel that with so many boys it is difficult to speak certainly on their moral tone and feeling; still, as far as I know, the majority merit my confidence.

Alteration in Course of Study.—My opinion on this subject has undergone no change since last year; I renew for the same reason my suggestion that we should give up the Animal Physiology class, and commence Greek in the Third Class of the High School.

Staff.—I feel it my duty to make a few remarks upon the past and present state of the School staff. In the agreement made with me in London I find these words, "A Vice Principal will conduct whatever department may be assigned to him, and they will both have the cooperation of a competent Educational Staff." Upon my arrival I found that the Committee, in accordance with their own interpretation of the agreement, had engaged for the High School

a Vice Principal at Rs. 350 per mensem.
a Head Master at Rs. 250
a Second Master at Rs. 150

a Third Master at Rs. 85 per mensem.
a Fourth Master at Rs. 60.

making with my own salary an expenditure of Rs. 1395 per mensem on the educational staff of the High School; or Rs. 1500, if the Primary School be included. Immediately upon my arrival this expenditure was increased by the appointment, at my suggestion, of a fifth master at Rs. 50 per mensem. This then is what the Committee understood by a competent educational staff. Subsequently it was found desirable to add a fourth master in the Primary School making the total monthly expenditure Rs. 1585.

At the commencement of last year, the Committee represented to me that the resignation of Mr. Gray gave them the opportunity of making a temporary retrenchment, which the state of their finances required, and I agreed to waive my undoubted right to the assistance of a Vice Principal, upon the understanding that the then staff should be maintained, and that Rs. 150 of the monthly saving should be expended in providing an additional Assistant Master and in increasing the salaries of the second master and of the masters in the Primary School.

I understood this to be equivalent to altering by mutual consent the above-quoted sentence of my agreement, and making it run.

The principal shall be assisted by the following staff—

High School.—Head Master at Rs. 250
Second Master at Rs. 175
Third Master at Rs. 110
Fourth Master at Rs. 85
Fifth Master at Rs. 60
Sixth Master at Rs. 50
Primary School—First Master at Rs. 45
Second Master at Rs. 40
Third Master at Rs. 35
Fourth Master at Rs. 35

making a total with the salary of the Principal of Rs. 1385 per mensem.

In consequence of Mr. Browne's death this arrangement was speedily disturbed; and the Committee again representing that their funds were insufficient to meet the expenditure, and wishing to leave the appointment of third master in abeyance, I consented to leave the matter entirely in their hands, expressing my conviction that such a step would seriously impair the efficiency of the High School. The Committee, however, decided upon the retrenchment, leaving the monthly expenditure at Rs. 1275 per mensem. This was the last change to which I gave my consent, and very unwillingly.

Upon the temination of the Committee's agreement with the late Head Master, a further reduction has been made in the salaries of Rs. 95 per mensem, a reduction against which I feel it my duty to protest, more especially as my own time will necessarily be occupied with the College Proper, which we are bound in honour to establish, now that we have students to enter it. I would call the attention of the Committee to the following facts. So long as we had our original staff maintained in its integrity, the number of pupils was steadily above 200: during the next half year, i. e. after the first change, the number varied from 200 to 180; after the second change, from 180 to 165: now that the last reduction has been effected, we have commenced the half-year with 140 boys. Nor is this to be wondered at; for as long as money has value, every parent will know that you cannot purchase with Rs. 75, the efficient labour that Rs. 100 would secure. But you are doing worse than this in reducing the salaries 25 per cent. for the lapse of time and hard labour on my own part and on that of the Assistant Masters have raised the standard of education and created a greater necessity for well qualified teachers. It is as if a man should go into the market for wheat, and offer three quarters the price of barley.

I would suggest, as the best arrangement practicable, that the Committee should endeavour to obtain the services of some qualified gentleman to teach the Classics to the Collegiate class, say for two hours a day at Rs. 100 per mensem.

This would enable me to teach in the High School two hours every day. At present I can teach but little, and can only obtain time for superintendence by meeting the Collegiate class for two hours before breakfast. But I evidently cannot be expected to teach and superintend, almost without intermission, from six A. M. to 5 P. M, and after that to do the writing and general work belonging to my office. For a week or two this may be possible, but evidently not for any longer term.

College Proper.—I cannot recommend any further delay in opening the College. I have students prepared to enter, and the Committee must therefore redeem its pledge. It is pledged to the Subscribers to the Protestant College, whose money it has received for the purpose; it is pledged to the parents of the pupils, who have been thereby induced to send their children to us; it is pledged to myself, who was brought from England mainly for this purpose; and in some sense it is pledged to the public; to allow no unnecessary time to elapse before opening this branch of the Institution.

Boarding House.—The number of pupils in the Boarding House is at present nine; but I have some expectation of increasing it shortly.

Conclusion.—I would conclude this report by a reference to a complaint which I have sometimes heard, that we teach too little *memoriter*, and would answer it by one of Mr. Thring's axioms.

"The Educator draws out latent powers. The teacher puts in a given task."

It may tend to illustrate the principles on which I act, if I add one or two more of these axioms.

"The educator encourages. The teacher punishes."

"The educator has faith in great principles. The teacher is the slave of little vexations."

"The educator meets the young on their own ground, and from their own point of view. The teacher stands above them and makes laws."

VEPERY,
February 7th, 1859.

ROBERT HALLEY, A. M.
Principal.

APPENDIX A.

A PUBLIC MEETING, FOR THE DISTRIBUTION OF PRIZES AND CERTIFICATES OF HONOUR, WAS HELD ON THE EVENING OF MONDAY, 16TH DECEMBER 1858.

The Honorable WALTER ELLIOT, Esq., having taken the chair, the proceedings of the Evening commenced with singing, followed by prayer, offered up by the Rev. L. CRADOCK.

The Examiners reports were then read. The Rev. A. WALKER reported as follows:—

On the 10th and 13th Instant, I examined all the classes of the Doveton College, in Scripture and the Evidences of Christianity. The first three classes in the High School were tested by written questions, the others I examined orally. Many of the *papers* given in evinced much thought; while, in all the classes, it was evident that there had been much careful mental training during the year. Two or three students seem to have written a little too hurriedly and thus do not occupy such a favorable place in my list as I think they might, otherwise, have done; but the Examination, on the above-mentioned subjects, was on the whole, very satisfactory; and I earnestly hope that in the future career of the Boys there will be a rich reward, alike for all the anxious care of the Parents, and the zealous labors of those who have charge of the Institution.

The Examination of the three higher classes in CLASSICS was thus reported of by the Rev. J. T. D. KIDD, B. A.

Subsequently to the date of my letter declining on account of other engagements to conduct the examination in Classics of the Students of Doveton College, I was induced by the urgent request of the Rev. the Principal, to undertake the Examination, by written questions, of the first three classes.

I have now the pleasure to report the result for the information of the Rev. Principal and the Committee.

The First Class acquitted themselves well. Their translation and answers in Cicero were particularly worthy of commendation. *Taylor* was first in order of merit, and *Corner* was second.

The Second Class disappointed me a little in Virgil and Homer, but amply retrieved their credit by their papers in Horace. *Carr* was first in order of merit and *Grant* was second.

The Third Class translated and answered satisfactorily. *French* was first in order of merit and *Scott* was second. These two boys were much ahead of their competitors in the class, and were nearly equal to each other in the order of merit.

The subjects in which the three classes were examined are detailed in the accompanying papers.

GREEK.

FIRST CLASS.—Homer's Iliad; Book I. v. 451-611; Book II. 1—493 and Book III.
Arnold's Greek Prose Composition; Exercises I to XVI.

SECOND CLASS.—Xenophon's Anabasis; Book I. chapters VI and VII.
Homer's Iliad; Book I. vv. 1—200.
Arnold's Greek Accidence; Exercises XXVI to XXXVII.

LATIN.

FIRST CLASS.—Cicero in Catilinam, Oratio I.
Cicero pro Archiâ.
Cicero de Senectute.
Virgil. Æneid; Book II.
Arnold's Latin Prose Composition; Part I. Exercises I to LXIX.
Arnold's Latin Verse. Exercises I to XXV.

SECOND CLASS.—Virgil Æneid; Books III and IV.
Horace. Odes; Book II.
Arnold's Latin Prose Composition; Part I. Exercises I-XL.
Bland's Hexameters; Exercises I-XL.

THIRD CLASS.—Cæsar. De Bello Gallico; Book I. chap. 43 to Book III chapter 16.

Latin Prose Composition; Part I. Exercises I to XX.

To this report THE PRINCIPAL added that he had himself examined the three lower classes, and was upon the whole satisfied with the Fourth and pleased with the Sixth, but that the Fifth had not acquitted themselves by any means to his satisfaction.

J. TALBOYS WHEELER, Esq. read the following report of his Examination in Ancient History:—

At the request of the Committee I examined the three senior classes of the Doveton College in ancient history, and have much pleasure in giving a favourable report of the result of that examination. The whole was conducted in writing, the questions being forwarded by myself to the Principal of the College, and the answers being sent to me in a similar manner. To the first class I gave 13 questions in the ancient history of the world at large. To the second class I gave 12 questions in the history of Greece; and to the third class, 11 questions in the history of Rome. Being totally unacquainted with the capacities of the students, my questions were of different degrees of difficulty; and I accordingly apportioned the number of marks to each answer, not only according to the correctness and precision with which each question was answered, but according to the degree of difficulty which I knew attended the particular question.

The first or highest class consists of three students only, who one and all did their work in a style which proved that they had been well grounded in their subjects. The highest number of marks that could be obtained was 192. The two first students, Taylor and Corner, were nearly equal, Taylor obtaining a total of 164 marks and Corner a total of 162. James did very well, but was not so well up in his subjects as the two others; and therefore, though he tried his hand at every question, the result was sometimes nil; he had therefore a total of 100 marks. The questions which were particularly well answered were the following. "Indicate the leading characteristics of the early religion of the Indians, Chaldæans, and Egyptians. Who

was Budha and when did he flourish?" "State what you know respecting the Vèdas, the laws of Manu, the Mahabharata, and the Zendaverta." "What constitutional changes followed the expulsion of the Tarquins?" "Give the leading events in the life of Hannibal."

The second class consisted of seven students. Of these Branson was first, Carr second, and Gantz and Chennell, who were both exactly equal, may be said to come third. Storey was fourth and Grant fifth, but both were tolerably close. Walker was very far down. They were all tolerably proficient, the principal mistakes being in reference to dates and Geography, which, as any one knows, form the most intricate part of ancient history. I must confess that I was somewhat astonished at the failure of some of the students in endeavouring, in answer to one of my questions, to relate the particulars of the Spartan defence of Theomopylae, one of those spirit stirring exploits in the history of the world which are generally fixed for ever in the memory of the student after the very first perusal.

The third class consisted of eight students. Of these Kingsley was first, and four students, all exactly equal, must be placed second, namely Buchan, Grant, Scott, and Zscherpel. Shaw stands next and then Berlie. These students exhibited generally a very creditable acquaintance with the history of Rome. It must, however, be remembered that Roman history is by no means so difficult as the history of Greece, which formed the subject of examination in the second class. The former is the history of a single city. In the latter the student is confused by the contemporary events of different small states, whose geography it is difficult to realise, and whose constitutions were in many cases totally different as well as not unfrequently changing. In a word as the Geography of Greece is esential to a right understanding of its history, it was in this subject if any, that some deficiency was observable.

In conclusion I may state that the result of the examination in ancient history was highly creditable to the tutors as well as to the students. Few older readers are aware of the numerous critical difficulties which are forced now a days into school books, for no earthly good save that of annoying the student, and distracting his attention from the leading points in the history; and it is no small praise to say that, as far as

I can judge, the tutors at Doveton College are guiding their pupil[illegible] successfully through this labyrinth of difficulties, and that anoth[illegible] year or two's tuition will make the second and third classes as goo[illegible] scholars as those of the first class, who have distinguished themselve[illegible] on the present occasion.

The Rev. G. HALL, B.A. read the following report of the Examination in Modern History and Geography :—

I examined the fourth, fifth and sixth classes of the High School, and all the classes of the Primary School in Modern History and Geography *viva voce*, and was highly gratified with the readiness and correctness of the answers. By taking different period*hole* History es the portions read during the year, I ascertained thed to[illegible] *w*asure in *been very carefully studied.* The knowledge imparte[illegible] em[illegible]n. The thorough, so far as it went. [illegible]y [illegible] by my-

The fourth class answered creditably in History, but [illegible]was ve[illegible]t to me cient in Geography, and was the only example of any thing the an- failure which I noticed in examining the Institution. In this ve 12 Garratt was first, and next to him Ogilvie and Wylie, who were [illegible]ques-

The fifth class answered very readily and correctly, both in Hi[illegible]h the and Geography. I found Dean to be the first, and next to him [illegible]es of and Tallent, who were equal. [illegible]o each

The sixth class also answered very creditably. Baynes had which highest number of marks—Wallace second, and Grant third. [illegible]culty

The three classes of the Primary School seemed to have a very [illegible] rect knowledge both of History and Geography, as far as they h[illegible] one studied. The readiness and great correctness with which they answ well ed questions in Geography was particularly interesting—espe[illegible]ally ould the lowest class, where the boys are very young, but [illegible]med to be so [illegible]ner, trained that they take a deep interest in their lessons [illegible] rner

In presenting this brief report, I would only fur[illegible] state, that I [illegible] his considered the Examination in Modern History and [illegible]graphy highly hand satisfactory. [illegible]fore

The next report was that of the Rev. W. [illegible]FFAT on [illegible]ly the Mathematical Examination. In his absence it w[illegible] read b[illegible]risy the Principal. It is as follows :— [illegible]ans

The Arithmetic and several of the Mathematical classes of the Doveton College were examined by me on Friday the 10th December. The higher classes in the High School were occupied six hours on the previous day in answering, in writing, questions furnished by me in Geometry, Algebra and the Theory of Proportion.

I have since then examined with some care the papers containing those answers.

The First Class acquitted themselves very well both in Geometry and Algebra. It was a pleasure to read over the papers of the first two boys in it.

The Second Class showed a good acquaintance with Algebra, but in asto[illegible]metry fell considerably short of an accurate knowledge of the answ[illegible]ct. defe[illegible]he boys in the Third Class are evidently familiar with the simpler hist[illegible]iples and processes in Algebra, but have failed to apprehend to of th[illegible]xtent the method of reasoning in Geometry. They have learned Th[illegible]aily lesson by rote—and as it has never been to them any thing first, [illegible]an an exercise of memory, they cannot stand the test of a general nam[illegible]ination, especially in writing. Except in the case of two boys ther[illegible]ch—this last remark applies to both the Second and Third quain[illegible]s. bered[illegible]e Fourth Class gave me less satisfaction than any of the others, Gree[illegible]hey have, I believe, been subjected to a change of teachers during The[illegible]ear and this may partly account for their very decided failure con[illegible] in Geometry and Algebra. geo[illegible]he Fifth and Sixth Classes were both well drilled in the subjects ma[illegible]y professed. I have scarcely seen a more promising Junior Class a[illegible] Mathematics than the sixth. Their perfect familiarity with some of the more important propositions in DE MORGAN's Arithmetic lays a fine foundation for their future studies in Algebra.

The Primary Classes, though professing nothing but the practice of Arithmetic, were yet not only accurate and ready in working out the few exercises given to them, but had also a tolerable acquaintance with the theory in the elementary rules.

On a view of the whole, I have much pleasure in testifying to the

general efficiency of the several classes, in the department which fell to my lot to examine.

All throughout, the answers in Algebra were good and in some cases admirable. In Geometry it would be well if there was more attention given to a thorough Analysis of the Propositions of Euclid and a constant reference to the first principles of Geometry. There would thus be less of the mere exercise of memory, and a most useful habit of mind would be gained, which would not only carry them through a general examination with success, but would fit them for dealing skilfully with questions of great importance in after life.

Mr. HALL then read the following report of the examination in NATURAL PHILOSOPHY:—

At the request of the Committee of the Doveton College, I examined the First, Second and Third Classes in Natural Philosophy by written questions. Having now examined the students of this Institution for three years on this subject, I have had an opportunity of marking the progress which has been made, and freely state that this has been very great. Since last examination, there has been a very striking advancement. The questions proposed were by no means simple, and nearly all of them required a considerable knowledge of Mathematics —but the answers clearly showed that the subjects have been *carefully studied* and *mastered by the pupils*. I felt when examining the papers of these classes, that they would bear a favourable comparison with lads of the same age in any Public Seminary even in England, and that habits of close attention and precision have been cultivated which will be invaluable in any sphere of life the students may hereafter occupy. I was highly pleased with the examination in this department of study, and would congratulate the Committee and all connected with the Doveton College, on the success which has already followed their efforts to impart a liberal and sound education.

I examined the First Class in the whole of Professor Newth's "First Book of Natural Philosophy" embracing Statics, Dynamics, Hydrostatics, and Optics. The papers of each student in this class were very good, but those of Edward James were particularly excellent, and deserve to be thus prominently and honourably mentioned.

The Second Class was examined in Statics, Dynamics and Hydrostatics as treated in Professor Newth's book and their answers were highly creditable. Carr was the first in this class, and next to him Chennell and Branson are worthy of being particularly mentioned.

The Third Class was examined in the Definitions and Principles of Natural Philosophy as given by Newth, together with the chapters on the centre of Gravity and the Mechanical Powers. Every boy in this class answered very well. At the head of the list, Grant and Scott were equal, with Shaw very little behind them. I had taken 200 as the highest number of marks, and it will shew the general proficiency of the class when I state that the lowest number awarded to any boy in this class was 70.

The Rev. E. J. EVANS, B. A., read the following report of the Examination in English :—

The first three Classes of the High School were examined by written questions. The first in the second Epistle of Pope's Essay on Man and Goldsmith's Traveller and Deserted Village, the second in a little work entitled "Specimens of the Poets of the 19th Century," and the third in Morell's Analysis of Sentences.

The three boys of the first Class acquitted themselves creditably. The questions were, for the most part, correctly answered and the replies to those on Pope's Essay on Man gave pleasing evidence, as on the last occasion when I examined this Class on the first Epistle, that the boys have been instructed in a more Scriptural philosophy than is to be found in that poem. In this subject I had no hesitation in assigning the first place to Arthur Corner; but in the examination on Goldsmith's poems the three boys were more nearly equal, though I think Arthur Corner was here again a little in advance of his companions.

The papers given me by the second Class were not so satisfactory, though it is probable that had the boys been examined vivâ voce, they would have done better. The name that stands first in this Class is James Carr.

The third Class did well in a difficult subject. I was much pleased

with the answers given, by several boys, to nearly every question. I have assigned the first place in this Class to A. G. Kingsley, but there were four boys not far behind him whose papers were of such equal merit that I have given the same number of marks to each. Their names are E. Grant, J. H. Scott, J. H. Buchan and Zscherpel.

The fourth, fifth, and sixth Classes were examined vivâ voce, in English Grammar. I was glad to find Thring's excellent little work is now in use. Grammar as there taught becomes a good intellectual exercise and not a mere exercise of the memory. It is certainly the best School Grammar I have seen. These three Classes did only moderately well, though there were a few boys to whom a higher praise might be awarded.

I examined the three Classes in the Primary School in Reading and Spelling and the first of the three in Grammar and Dictation. I am happy to be able to report favourably of them all. The first class deserves special mention. Of all the Classes I examined, I think I may say the first class of the Primary School gave me most satisfaction. There are, I believe, more than thirty boys in it and nearly all of them did remarkably well. Several of them passed through the Examination without making a single mistake. A sentence containing about thirty words was written on their slates from dictation. Few made more than one or two mistakes and many of them not one. Several of them write a remarkably good hand.

The Report of the Examiner in Animal Physiology, HOWARD MONTGOMERY Esq., M.D. was then read by the Principal.

I had the pleasure of examining the third, fourth, fifth and sixth Classes in Physiology and may without hesitation pronounce a favourable opinion of the general answering both oral and written. The lads expressed themselves well and wrote, with some exceptions, almost without mistakes. It will perhaps be more satisfactory if I report upon each class separately.

The Fifth Class.—This was examined chiefly in the nature of human organization, the uses of the different parts of the body, and the peculiar functions of individual organs. The answering was satisfactory and I have no doubt that additional instruction will not fail

to supply any deficiencies, in their knowledge, which may now exist. Neither to this class nor to the sixth were any written papers given, but they were both very carefully examined catechetically and replied with quickness of apprehension and in suitable and well chosen terms.

The answering of Goodenough was particularly distinguished, as he scarcely failed to obtain a full mark for every answer. J. Dean and Wray won almost equal marks and proved that they had studied carefully and with good success. W. Boalth was only a little inferior to them. These last named three boys were far superior to those whose answering will be next noticed. S. Boalth, H. Tallent and W. Branson answered very fairly, but the rest of the class did not come up to what might be expected where four boys had acquired such a good knowledge on the subject under the same instruction.

E. Hostein and G. Gouge were very ill prepared, scarcely answering any questions.

The Sixth Class.—This class was examined in the same subjects as before noticed with reference to the fifth class. The general answering of the class proved that they had been carefully taught, and considering their extreme youth, I think they did very fairly. It is of course to be expected that on future occasions they will enter deeper into Physiology and the practical bearing of it upon matters of Sanitation, &c.

F. Sherman, W. Baynes and A. Wray were the best informed of the class and give promise of future success in this branch. The answers of G. Marshall, H. Campbell and G. Cassell were not satisfactory: of the rest of the class it may be said that they were tolerably well informed and had made sufficient progress in this most important branch of Education.

The Third and Fourth Classes.—These two classes were examined together. The subjects investigated were Digestion, Respiration, the Nervous System, the Circulation of the Blood, Secretion and Uses of the Skin, Bones, Muscles and Spinal Organs and the practical points of importance depending upon their consideration. They were also questioned upon the leading facts in Natural History. The latter ex-

amination was oral, and the former oral and written. In Natural History the two classes acquitted themselves remarkably well and gave the names and characteristics of sub classes in the Animal Kingdom with promptitude and accuracy.

In Human Physiology they also did well, some of them showing a very considerable acquaintance with the subject and detailing the various stages of several processes with an amount of exactness that I had not expected.

The Third Class was however in general less successful than the fourth which seems to include several boys of considerable intelligence.

In the Third Class, the answering of J. Scott was exceedingly good and from the commencement to the end he was much before all the others. His written answers were equally good as his replies in Class and fully entitled to the same commendation.

The answers of E. Grant and H. French *(equal)* and of St. J. H. Buchan were highly creditable; the written replies of the first two of these three boys being highly creditable. C. Shaw and A. Kingsley were less successful and H. C. Berlie and F. Zscherpel gave written answers of a very unsatisfactory description. I believe the last named boy was absent during a great part of the Session.

I was surprised to find some very serious errors in spelllng in some of the written papers of these boys. Some of them no doubt were attributable to the foreign character of many of the names which were solicited from them.

The Fourth Class—This class was, as before implied, very well prepared and considerable doubt existed for a long time as to who would prove the most successful. After a long examination W. Garratt was found to have surpassed the others, not only in the number, but also in the character of his answers, and his written replies were equally excellent. R. Tomlinson had a large number of answers and deserves honorable mention, as does A. Wylie—the written exercises of both these boys were very creditable.

The other boys answered well and in this class it is not necessary to name any one as deficient or showing symptoms of carelessness or inattention. The class generally promises exceedingly well and is decidedly superior to the third which ranks above it in the general School.

In submitting the foregoing report I would suggest that the fifth and sixth Classes might with advantage be excused from this study; upon which they would, I think, enter with greater advantage at a more advanced age.

I was, however, well satisfied that they had been carefully instructed and have no doubt they have reaped advantage from this branch of study.

The Examiners in Tamil and Telugu not being present, their reports were read by the Principal.

Walter Joyes Esq. reported as follows:—

Agreeably with the request of the Committee, I examined on Paper, the Three classes studying Tamil at the Doveton Protestant Institution, and enclose the Results.

In the First Division of the First Class, consisting of three boys, W. Boalth has done the best, obtaining twenty-eight marks out of eighty-five. C. Elliot, who comes next, has obtained twenty marks only, but this is from his not having taken up quite as many questions as the other. Such as Elliot has taken up, he has generally answered fairly. In the second Division of this Class numbering seven boys, J. Carr has obtained forty-three marks out of a hundred; and here too, A Corner, who has 31 marks only, has written several fair answers.

The Second Class consists of eighteen boys. Their answers are generally much on a par, the best, J. Dean and G. Goodenough, realizing twenty-one marks out of seventy-five, and the others averaging about twelve.

The Third Class has eleven boys, of whom, three of the best have received twelve marks out of fifty, while the worst has only seven.

As a whole—with the exception of two boys in the first Division of the First Class, and two in the Second Division with two others in the Second Class, none of the answers obtained in the Examination of this year, are even fair. The Second and Third Classes spell very badly, and the First Class is not much better. Many boys answer at random,

having no regard to the question; not more than three boys can tell Subject from Predicate, in even simple sentences; and very few have any idea of Translation from English into Tamil. It ought to be stated, however, that the Papers set to the different Classes on the present occasion, were not simple, and that some of the questions to the First Class were decidedly difficult.

PHILIP GORDON ESQ. reported as follows:—

I have the pleasure to send you the result of the Examination in Teloogoo shewn by the number of marks each boy has gained.

FIRST CLASS.

B. DePrazer, ...	69
S. Taylor, ...	64
Edward James, ...	27
Edwin Storey, ...	10
R. Branson, ...	10

SECOND CLASS.

H. Van Ingen, ...	71
H. Tallent, ...	62
R. Shaw, ...	40
W. Garratt, ...	33
H. A. Wray,...	28
Geo. Wray, ...	23

I am happy to observe a marked improvement in the first Class. Their answers are very good and shew considerable diligence.

After the reading of these Reports, a vote of thanks to the Examiners was passed, on the motion of R. P. CAMPBELL, Esq., seconded by W. SHARLIEB, Esq.

The Chairman then distributed the Prizes and Certificates of Honour to the pupils to whom they had been awarded, viz.

HIGH SCHOOL.

FIRST CLASS.

Captain's Prize & Certificate.....Stephen St. Andrew Taylor.

SECOND CLASS.

1st Prize & 1st Certificate.....James Carr.
2nd Prize & 2nd Certificate.....Alfred Grant.

THIRD CLASS.

1st Prize & 1st Certificate.....Edward Grant.
2nd Prize & 2nd Certificate.....John Scott.
3rd Prize & 3rd Certificate.....Henry Ross French.

FOURTH CLASS.

1st Prize & 1st Certificate.....Henry Van Ingen.
2nd Prize & 2nd Certificate.....William Garratt.
3rd Prize & 3rd Certificate.....John Richard W. Ogilvie.
4th Prize & 4th Certificate.....J. Augustus C. Wylie.

FIFTH CLASS.

1st Prize & 1st Certificate.....William Hope Boalth.
2nd Prize & 2nd Certificate.....John Dean.
3rd Prize & 3rd Certificate.....George Goodenough.
4th Prize & 4th Certificate.....Samuel Boalth.
5th Prize & 5th Certificate.....Henry Tallent.

SIXTH CLASS.

1st Prize & 1st Certificate.....John William Baynes.
2nd Prize & 2nd Certificate.....Charles Elliot.
3rd Prize & 3rd Certificate.....Hugh Archibald Wray.
4th Prize & 4th Certificate.....William Grant.

PRIMARY SCHOOL.

FIRST CLASS.

1st Prize & 1st Certificate.....John Henry Kenrick.
2nd Prize & 2nd Certificate.....Ebenezer Carr.
3rd Prize & 3rd Certificate.....Edward J. G. Peacock.
4th Certificate.....John Douglas Bayly.
5th Certificate.....Henry Ebenezer Hogg.
6th Certificate.....Samuel Kenrick.
7th Certificate.....Hall Melville Walker.

SECOND CLASS.

1st Prize & 1st Certificate.....Algernon Dunkley Wray.

2nd Prize & 2nd Certificate.....Augustus Plumbe.
3rd Prize & 3rd Certificate.....Edward Towle.

THIRD CLASS.—*First Division.*

1st Prize & 1st Certificate.....Allan Cunningham.
2nd Prize & 2nd Certificate.....Alexander W. C. Gordon.
Extra Prize & Extra Certificate....James Fitzgerald.

The PRINCIPAL'S PRIZE FOR GOOD CONDUCT was awarded by the boys of the High School to Samuel Boalth. It consisted of a copy of Bagster's Miniature Quarto Bible with engraved silver clasps.

The GRANT MEDAL for Mathematics, (Gold), was awarded to Edward James; the CARSTAIRS' MEDAL for Classics, (Gold,) to Stephen St. Andrew Taylor, and the GRAY PRIZE for Scripture to Arthur Corner. The Gray Prize was a copy of Bagster's Polyglott Edition of the Septuagint and the Greek Testament, with engraved silver clasps.

The Class Prizes consisted of valuable books; the First Prize in each class being bound in Morocco, the others in Calf; and all having the name of the College and Department stamped upon the side.

After the Distribution of the Prizes, the Principal delivered the following address,—

LADIES AND GENTLEMEN,—It is cheerful just once in the year to break through our routine and to meet the parents and friends of our pupils—especially when the object of the meeting is one so in harmony with our feelings, as the rewarding of those who have distinguished themselves by diligence, attention, and good behaviour. And very sorry I am that the first subject which I am called upon to notice is one that I cannot allude to with pleasure. The number at present in our schools is 165; 100 in the Primary School and 65 in the High School. This shows a falling off of 38 upon the number of last year. I do not feel altogether despondent at a loss of 20 per cent upon the roll, as I believe that it has arisen from causes over which I have no

control, but still I cannot disguise from myself, and it would be mere affectation for me to pretend to hide from you, that this does betoken, more or less, justly or unjustly, a diminution of public confidence.

And yet I feel that I can boldly say, the efficiency of our teaching and of our discipline, (notwithstanding many disadvantages, especially arising from necessary changes in our staff,) has increased in proportion to the decrease of our numbers. That our standard of education has been continually rising during the last two years is a patent fact—No one can deny that Trigonometry and the Eleventh Book of Euclid are higher than Quadratic Equations and the Third Book of Euclid, Natural Philosophy mathematically treated than Brewer's Guide, Homer than Greek Grammar and our present English course than Lindley Murray and Lennie. That the teaching has not decreased in efficiency I leave you to infer from the Reports of the Examiners. My own opinion is so decided upon these points, that I feel prepared, if arrangements can be made, to open the College Proper in February next; a step which I have hitherto opposed on the ground that I had no pupils fit to commence a Collegiate course.

As regards discipline, more has been said to our disadvantage. But notwithstanding rumours, industriously circulated by designing persons, I believe that our boys are well-behaved and in general orderly and respectful to their superiors. I told you last year that I was satisfied with the mild discipline in use amongst us, and now I can only say that I am more satisfied with its working. It did not surprise me, and I should think would not surprise any one else, that boys, like men, suddenly brought into a system of liberty, should in some cases abuse their new freedom, and doubtless we had much trouble with some eight or ten boys last year. But as they have passed out of the school, we do not find that their places are occupied by others as disorderly. I believe in liberty and do not wish to train my boys to look upon me as a Napoleon in their midst, but as a ruler, strong in law and right, able to enforce my commands through their knowledge that I am right, and am upholding law for their benefit, and not my own selfish love of power.

And just what I would be in their midst, I would wish to see the

masters who so ably assist me, and who, I think, in a great measure see with me. A school, like a state, must be administered for the benefit of the majority, and not of the rulers, and a school, like a state, can be trained to love liberty, and to use their liberty wisely. Every one applauds Mr. Rarey, because he has taught that horses can be broken and governed in their youth by mildness and kindness united with firmness, and surely he is not to be blamed, who jumps (it may be) to the conclusion, "How much then is a man better then a beast;" a boy than a colt the foal of an ass.

But perhaps the most destructive thing to the authority of the masters is the continued discussion in the hearing of the boys of the system of discipline and the doings of the masters. Discipline to be wholesome should be felt rather than talked about. Where would be the state, whose people in every rank were discussing the right of their rulers to exercise authority at all. Abuses may be exposed, but *even then*, it seems to me much the best way to leave the community to find out and to discuss among themselves their own wrongs, and for the parents and friends, as bystanders, carefully to abstain from interference within their children's knowledge, and to content themselves with calling the attention of the authorities to the abuse.

And bear with me, if I just ask you to treat with distrust vague rumours that are floating about. I have to defend your children against yourselves, and to say they behave well, against the continued indefinite outcry that they are an ill behaved set. But some one will say there must be truth in so frequent a rumour, it must have some foundation. I know that it has foundation, but in falsehood, not in truth, and in continued and gross exaggeration. Of course our pupils are not perfect, and sometimes they need punishment, and almost all these cases of wrong doing I hear of again, in the most exaggerated form, and given as specimens either of what is allowed, or of what is common.

But enough of this subject, perhaps some will say more than enough. So much I have thought due to you as well as to myself.

And next let me say a word or two as to the object of education. We are told on all hands that it should be practical. So it should.

But do all agree upon the meaning of that term? Some interpret it to mean, that education should be always looking forward to the money-getting, as if mammon could not take care of itself. I believe the end of education to be a Christian life, and that *that* is the best education which most directly leads to this end. I would have education practical by all means, but I consider that to be a truly practical education, which fits a lad, not to be a carpenter, or a painter, or a lawyer, or a surveyor, or a physician, or a statesman, but a *man*, such a man physically, intellectually and morally, as God may make him—"The excellency of knowledge is, that it giveth life to them that have it." I would cultivate the mind and the heart by the best discipline that I can find, and will leave mammon to its own means for its own ends. I believe such education to be really *practical*. Hence I would bestow on every one the best education, the highest in kind, that I can. But some one tells me that the parents of my pupils are not rich, and their children are not intended to be gentlemen. I answer, very true, Sir, on your shallow notion of a gentleman; very true, if you mean that a gentleman is a man of wealth and of ease; but very false, if a gentleman is a man of cultivated intellect and refined manners. God is no respecter of persons, he means all to be gentlemen in this sense, in the proportion of their means; and he does well, who helps to this end. But my objector says, you will make the lower orders discontented, if you educate them as gentlemen. Never yet did education make any man discontented with what he ought to be contented with. It is your self-educated or wholly ignorant men, who are puffed up with pride, and rebel against the position in which God's providence has placed them. A man of real education will accept as God's gift the position which he has, and will legitimately use it, as the means indeed of improving his condition in life, but also and chiefly as the means of glorifying his maker. Never do we find that God intends Christian men to be ground down by a heathen system of caste, and destined to one position, so long as they shall live.

And yet the limits of education are to some extent dependent on the position of the parent—the necessities of a poor father compel him

to remove his elder children from school that he may be able to send the younger. And this is one of our great difficulties. Children remain with us so short a time, that with a high standard our upper classes must be small. And hence we have thought it necessary to arrange that a good English education should be given in the Primary School and that a Classical and Mathematical education should be given to those whose friends can afford that they should stay longer;—and lastly that there should be a Collegiate education for the few, [illegible]e able to afford time for a prolonged course.

I will just refer to our Boarding Establishment. We have at present nine boarders and two day-boarders. Of these, eight have been with me through the year. Of the eight, five have obtained prizes this evening, another was within 1½ *per cent.* of the marks which would have given him a prize, another within 1 *per cent.* of the marks for a certificate and the eighth was ill at the time of the examinations, but he has been promoted twice in the year. I am unwilling to say much in favour of this establishment, as I fear to excite hopes which may be disappointed—but let these facts speak.

And now, ladies and gentlemen, I will conclude. If you wish your children to be well taught, give the masters your confidence, your generous confidence, and do all you can to support our authority. Try to think well of us and try to help us. And may God keep you and us in the path of duty, and your children in the ways of life.

Boys, you have had the rewards you have earned. I would rejoice with those who are rejoicing in labour crowned with success. I would sympathize with the disappointment of those who have narrowly lost. I would blame those who have been idle. I would say to all, Come back with hearty determination to gain next year these Prizes and Honours amidst the cheers of your schoolfellows, the approval of your instructors, and (which you will value most) the smiles, perhaps tears of pleasure, of your parents and brothers and sisters.

After a brief address by the Hon. Chairman, in which he exhorted parents to put confidence in the Institution; a vote of thanks to him for his kindness in occupying the chair was moved by W. GRANT, ESQ., seconded by J. G. FERRAND, ESQ., and

carried by acclamation. This being courteously acknowledged a hymn was sung, and MR. KIDD closed the proceedings with prayer and the benediction.

APPENDIX B.

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PROSPECTUS OF THE HIGH AND PRIMARY SCHOOLS OF DOVETON PROTESTANT COLLEGE.

THE constitution of the Schools being now completed, it becomes necessary to set forth a distinct and explicit statement of the principles upon which they are founded, and the method of education which will be pursued in them. The one object of the DOVETON PROTESTANT COLLEGE is, briefly stated—to provide for the youth of Madras a liberal and enlightened education, *founded upon the basis of the Word of God. To further this object, a system of rules has been drawn up, which is to supply hereafter the principles of the Institution, its course of education, and its internal government. These rules are now given, in their general purport, to the public of Madras.*

The Word of God, being the basis of all solid education, *forms, as may be supposed,* a prominent feature in the every day school-work of the DOVETON PROTESTANT COLLEGE, and it is understood, at the outset, that every boy on the books of the Institution shall receive systematic instruction daily in sound Christian and Protestant principles. This being the groundwork of admission upon the books, it is understood that every boy admitted shall, during the School hours of each day, be under the complete control and charge of the Principal of the Institution, and accordingly amenable to all laws relating to internal government.

On the part of the parents, it has been provided that every boy shall have it in his power to mark his progress from time to time by a regular gradual promotion from class to class—a promotion, not depending upon his time in the Institution nor upon any chance or partial consi-

deration, but upon his own ability and industry, as evinced by a monthly examination before the chief officers of the School. That this may be done systematically, the following "Course" has been drawn up.

COURSE OF INSTRUCTION.

Primary School.

3RD CLASS.

Scripture.....St. Matthew's Gospel—Passages from the Pentateuch.
Reading and Writing.
Arithmetic.....Numeration and Simple Rules.
History and Geography.....Outlines of British History and Geography
Lessons on Form and Objects.

2ND CLASS.

Scripture.....St. John's Gospel—Passages from Joshua, Judges, Ruth, and Samuel.
Reading and Writing.
Arithmetic.....Compound Rules—Reduction—Multiples and Measures—Proportion.
History and Geography.....Outlines of Indian History and Geography.
English.....First Notions of English Grammar.

1ST CLASS.

Scripture.....Acts of the Apostles—Passages from I. II. Kings and I. II. Chronicles.
Reading and Writing.
Arithmetic.....Fractions (Vulgar and Decimal), and General Arithmetic.
History and Geography.....Outlines of Modern History and Geography (General.)
English.....Grammar.

NOTE.—The Instruction given in the Primary School is altogether elementary. Instruction in the same subjects is given in the High School in a more extended and scientific manner.

High School.

6TH CLASS.

Scripture.....Gospels of St. Mathew and St. Mark—Genesis, Exodus, and Leviticus.
Latin.....Henry's First Latin Book. Key's Latin Grammar (Accidence.)
Mathematics.....Euclid—Book I. De Morgan's Arithmetic.
History and Geography.....British History and Geography (including physical.)
English.....Thring's English Grammar.
Physiology.
Vernacular Languages.

5TH CLASS.

Scripture.....Gospel of St. Luke and Acts of the Apostles,—Numbers, Deuteronomy, Joshua.
Latin.....Q. Curtius Rufus, Arnold's Second Latin Book, Key's Latin Grammar.
Mathematics.....Euclid—Books II. III. IV. Algebra to Simple Equations.
History and Geography.....Indian History and Geography, (including physical.)
English.....Thring's English Grammar.
Physiology.
Vernacular Languages.

4TH CLASS.

Scripture.....Gospel of St. John, I. II. Corinthians—Judges, Ruth, I. II. Samuel.
Latin.....Selections from Ovid, Arnold's Prose Composition, *Part I,*
Mathematics.....Theory of Proportion.
Euclid—Books VI. XI. (to 21st Prop.)
Algebra—Colenso.

Natural Philosophy.....Newth's First Book—Mechanics.
History and Geography.....Modern History and Geography (General.)
English... .. ..English Grammar.
Physiology.
Vernacular Languages.

3RD CLASS.

Scripture..... .....Shorter Epistles—Old Testament, from Kings to Esther (inclusive.)
Latin..... ....Cicero—Orations, Arnold's Prose Composition, *Part I.*
Mathematics..... ...Trigonometry to Functions of two Angles. Geometrical Conic Sections.
Natural Philosophy.....Newth's First Book—(Hydrostatics and Optics.)
History and Geography.....Ancient, Roman History and Geography.
English..... ... .Morell's Analysis of Seutences.
Physiology.
Vernacular Languages.

2ND CLASS.

Scripture..... .....Epistles to Romans and Hebrews—Job, Psalms, Proverbs, Ecclesiastes. Evidences of Christianity.
Greek.....Arnold's Greek Accidence—Greek Grammar, (Matthiae.)
Latin.....Arnold's Latin Prose Composition, *Part II.* Bland's Latin Verses; Virgil—two Books; Horace—Odes, one Book.
Mathematics..... .....Trigonometry, Plane and Spherical. Grant's Astronomy, *Part I.*
History and Geography.....Ancient, Grecian History and Geography.
English.....English Composition.
Vernacular Languages.

1ST CLASS.

Scripture.....Old Testament—New Testament (Greek)—*Theology, Greek, Latin, Mathematics, Natural Philosophy, Ancient History and Geography.*

The studies of this Class, depending upon the abilities and attainments of its members, are necessarily undefined.

REWARDS AND PUNISHMENTS.

In the "Course" thus laid down, there is implied for each boy a fair and honourable reward for his industry. His course is defined and his promotion is certain, if deserved. He has the opportunity of standing an examination each month in the course appointed for his class, and, if considered by his examiners to have mastered it, may rise to the class next above. But to allude to the more *direct* method of Rewards and Punishments. Rewards are of two kinds—Prizes and Certificates of Honour. A certain number of Prizes is given, at the close of the year, to each class, the award being determined *mainly* by the school marks for the entire year, but a determinate value in marks being also assigned to the reports from the General Examiners.

Certificates of Honor are given to those boys who shall have failed indeed to obtain prizes, but whose marks (determined by the same two tests) shall have reached a fixed standard—*so* fixed as to mark regular, steady work, throughout the year. A Good Conduct Prize is likewise awarded at the close of the year to the boy who, in the opinion of a majority of his school-fellows, has maintained, throughout the year, the most marked good conduct and the most gentlemanly demeanour. The Captain of the school is, on this occasion, the Returning Officer. He is assisted by two Assessors from his school-fellows of his own choosing. A day is appointed for the election, and the votes are taken in order according to standing on the School Register.

Medals are offered at the end of the year to the most advanced Students in Classics and Mathematics, and a Prize for Scripture and Moral Philosophy according to conditions which are given in Appendix D.

The system of Punishments must now be alluded to. It is hereafter to be understood that Corporal Punishment is for ever abolished. One case may claim an exception—that of disgraceful offences. For such offences (the nature of them determined by a Section of the Rules)

punishment is inflicted in the presence of the assembled School by the School Serjeant, and even here it is to be understood that the severity of the punishment consists not in the number of stripes inflicted, but in the public marking of the disgrace brought upon the offender and the School. For all other offences punishment is to be inflicted by imposition of regulated amounts of School labour, but it is particularly provided that, beyond a certain limit of imposition, this can only be done by the award of the two Senior Masters present.

The Boarding House.—This part of the institution is to be under the special control of the Principal. The Boarders, living in the Principal's house, will, in private, be under the same treatment, the same moral and religious training with the members of his own family—in public, they will be amenable to all the laws of the School.

Such, in general, may be considered the principles and the method of working of these Schools, according to their present constitution. It is obvious that no system of Rules, however wisely framed, can be effective without the hearty co-operation of all concerned. This co-operation is earnestly desired from all. It is particularly to be hoped for from those immediately engaged in working out the system.

With this co-operation, it is the sanguine expectation of the promoters, that the DOVETON PROTESTANT COLLEGE will, under the blessing of Almighty God, be productive of solid good, temporally and spiritually, to the people of Southern India.

Applications for admission may be addressed to the Principal.

TERMS.

Primary School.....	3 Rupees per mensem.			
High School.....	5	do.	do.	upper division.
	4	do.	do.	lower division.
College.....	7	do.	do.	

BOARDING ESTABLISHMENT.

Boarders.....	30 Rupees per mensem.		
Day Boarders.....	12	do.	do.

Both inclusive of School fees. When two or more sons of the same

parent are admitted, the charge will be 25 Rupees each for Boarders, and 10 Rupees each for Day Boarders.

MEMORANDUM.

1. Applications for admission to be made to the Principal.
2. Each Boarder is required to bring an adequate supply of Clothing, &c.
3. The rates for Boarders include the charges for washing and medical attendance. Books, stationery, and medicine, will be supplied and charged for at prime cost.
4. All charges are payable monthly or quarterly in advance.
5. Students or pupils, entering beteen the 1st and 15th of a month, pay from the 1st, and between the 15th and end of a month, from the 15th.
6. No deduction will be made for occasional or contingent absence, and one month's notice of withdrawal is necessary.
7. Children will be admitted from 5 years old, and will be transferred from one branch of the Institution to another as qualified.

APPENDIX C.

BYE-LAWS FOR THE HIGH AND PRIMARY SCHOOLS,

CONNECTED WITH

The Doveton Protestant College, Madras.

CHAPTER I.

TIMES AND MODE OF STUDIES.

I. That the School year be divided into four terms—the first extending from the third Monday in January until the Wednesday before Easter—the second, from the Monday after Easter week until the third Wednesday in June—the third, from the third Monday in July until the Friday before Michaelmas—and the fourth, from the Monday after Michaelmas until the third Wednesday in December.

II. That the hours of Instruction each day, (Saturday and Sunday excepted) shall be from 9½ A. M. to 1 P. M. and from 2½ to 5 P. M.

III. That the School shall be opened and closed each day with singing and prayer.

IV. That the Principal shall draw out a "Scheme of Instruction" every half-year, and that it shall be the duty of the several masters to fulfil the parts assigned to them in this scheme.

V. That the "Scheme of Instruction" shall include the subject of instruction for each class at every hour, and the particular master by whom such instruction is to be given.

VI. That the change of classes be marked by the ringing of the bell to which every Master and pupil is expected to attend.

CHAPTER II.

COURSE OF INSTRUCTION.

See Appendix B.

CHAPTER III.

CLASSES.

I. That every boy, upon entering the school, shall be examined by the Principal, and his class determined by the result of this examination.

II. That on a particular day in each month to be called "Character Day," (see next Chapter,) and on the first day of the half-year, any boy wishing to rise from his then class may present himself for examination before the Principal in the subjects of the class from which he wishes to be promoted, and if successful, may be promoted accordingly.

III. That all boys obtaining general class Certificates shall be promoted without examination.

CHAPTER IV.

CHARACTER DAY.

I. That the last day of Meeting in each month (January and July excepted) shall be set apart as "Character Day."

II. That on the morning of "Character Day," the various classes of the High School, and on the afternoon previous, those of the Primary School, shall appear before the Principal.

III. That upon each class presenting itself, the various teachers of the class, in order of seniority, shall give their report of each boy's diligence and behaviour.

IV. That the Principal shall enter in a book an abstract of the reports given, and shall transmit to the parents or guardians of the boys a copy of this abstract.

V. That the afternoon of "Character Day" shall be a half-holiday, except to those boys who have been badly reported of.

VI. That the afternoon of "Character Day" shall be occupied by the Principal in the examinations mentioned in Chapter III, Rule II.

CHAPTER V.

REWARDS AND PUNISHMENTS.

Section I.—Marks.

I. That marks shall be assigned to each boy, for every lesson, by the master teaching the class.

II. That for this purpose every master shall be furnished with a mark-book.

III. That the marks shall be assigned on the following scale, at the discretion of each master—7 to 9 very good, 4 to 6 good, 1 to 3 tolerable, 0 indifferent

IV. That it shall be in the power of every master to give also bad marks, not exceeding 9 for each lesson, whenever it may appear to him that great indolence or negligence has been shown.

V. That the effect of bad marks shall be to cancel a corresponding number of good marks.

VI. That bad marks, not exceeding 5, may also be given by every master for misconduct, without an imposition, (see next Section).

VII. That at the commencement of school every day, the first boy in each class shall call the names of the boys in his class. All who do not answer to their names shall be marked as *late*. At the close of

school, he shall again call the names of those so marked, and if they still fail to answer they shall be marked as *absent*. The late mark counts as *three* bad marks, the absent mark as *nine*.

No exemption from this punishment can be permitted, except in cases of sickness, certified by the parent or guardian of the absentee. In no case but that of sickness can a boy be allowed to leave the school before the usual hour of separation.

VIII. That on every "Character Day" the masters shall furnish to the Principal, the totals from their several mark-books, which he shall enter in a general school mark-book.

IX. That each monthly total shall determine the places in the class for the ensuing month.

Section II.—Impositions.

I. That it shall be in the power of every master on his own authority to set as an imposition, the writing of lines, (not exceeding two hundred,) of Latin in the High School, and of English in the Primary School.

II. That in all such cases the master shall accompany the imposition with one bad mark for every ten lines set as an imposition.

III. That in all cases where the master may be of opinion that this punishment is insufficient, he shall enter the name of the offender in a book to be kept for that purpose, and called "the Black Book," together with the offence and his own signature.

IV. That at the close of school every day, the Principal or the senior master present, shall adjudicate upon the amount of punishment due to each offence recorded in "the Black Book."

Section III,—Punishment of Disgraceful Offences.

I. That the following are to be considered "disgraceful offences"—lying, swearing, stealing, obscene language, and obscene conduct.

II. That for such offences there are but two punishments—expulsion, and public caning, accompanied in the more serious cases by degradation from the class.

It is distinctly to be understood, that in all these cases the punishment does not consist in the severity of the stripes, but in the public

marking of the disgrace which the offender has brought upon himself and upon the school.

III. That such punishment with the cane is always to be accompanied with 200 bad marks.

IV. That any boy degraded from his class for a "disgraceful offence" is precluded from presenting himself for examination in accordance with Rule II, Chapter III. during such time as the Principal may determine in each case.

V. That punishment with the cane is only to be inflicted after a judicial investigation by the Principal or the senior master present.

VI. That in order to separate the class of "disgraceful offences" from all others, the public use of the cane is disallowed in other cases.

Section IV.—Prizes and Certificates of Honor.

I. That Prizes and Certificates of Honor shall be awarded every year, according to the marks given under Section II. taken in conjunction with the marks given at the Annual Examination.

II. That the marks given at the Annual Examination shall be reduced to the standard of the years's marks, in the ratio of one to four.

III. That the several prizes shall be awarded to the boys who occupy the highest places in the differest classes—but that Certificates of Honor shall be given to all who have obtained two-thirds of the marks.

No boy, however, who has been punished for a "disgraceful offence" can obtain a Certificate of Honor.

IV. That extra prizes may be given for particular subjects.

V. That every year a prize shall be given for good conduct to the boy who is adjudged by the votes of his school fellows to have been the most distinguished for moral conduct and gentlemanly behaviour.

This prize shall consist of a copy of the Sacred Scriptures, either in the original tongues, or in the authorized English version.*

VI. That the Captain of the school, (see next Chapter,) and all boys who have previously obtained this prize, shall be ineligible for the competition.

* This prize is at present given by the Principal and is known as "the Principal's Prize for Good Conduct."

CHAPTER VI.

PRIVILEGES AND DUTIES OF THE FIRST CLASS.

I. That the first class shall be regarded as holding an honorable and responsible position in the school, especially the first boy, who shall be called "the Captain of the School."

II. That it is the duty of every first class boy by his own conduct to set a good example to all who are below him.

III. That it is the duty of every first class boy to report to the Captain of the School any rumour of "a disgraceful offence," which may by any means come to his ears. The Captain of the School will inquire as to the evidence and use his discretion whether he will report the charge to the masters.

IV. The members of the first class are exempted from punishment with the cane.

V. That in the case of a first class boy being charged with a "disgraceful offence," the Principal shall institute a judicial investigation. In such cases, the class mates of the accused shall act as a jury, and if they find him guilty, shall give a verdict, expelling him from their class. If this verdict is confirmed by the Principal, the offender shall be degraded from his class, and punished as if he had been a member of another class at the time when the offence was committed.

VI. That if the first class or any of its members notoriously abuse their privileges, the Principal may suspend or cancel the five preceding rules, as regards the whole class, or the offending members.

CHAPTER VII.

LIBRARY.

I. That it shall be the duty of the Librarian to catalogue and number the books; to issue them and receive them back.

II. That all boys in the school shall be entitled to the use of the library, upon despositing two Rupees with the librarian.

III. That no boy shall at any time have in his possession more than one book.

IV. That at the close of morning school on Friday, the librarian

shall call the names of all boys, who have made the deposit, and shall issue books to those who require them.

V. That every boy, having a book in his possession, shall return or show it to the librarian, when his name is called.

VI. That every boy failing to produce his book shall forfeit half an anna.

VII. That if any book be damaged or lost, the boy in whose possession it was at the time shall make good the damage or loss.

VIII. That any boy who shall fail to pay the fines, damage, or loss, mentioned in Rules VI. and VII., shall be prohibited from further using the library, and the amount subtracted from his deposit.

APPENDIX D.

MEDALS, PRIZES, &c.

For Mathematics.—A gold medal is presented annually by Mr. W. Grant to the student who shall show himself the greatest proficient in Mathematics at each annual examination. The prize is subject to the following regulations.

1st. That the Candidates send in their names in writing to the Principal on the first School day in December.

2nd. That the Candidates be at least in their second year of study.

3rd. That the examination shall comprise all the Mathematical subjects pursued during the year.

4th. That the successful Candidate shall win a minimum of one-fourth of the marks in each branch of study, as Algebra, Geometry, Trigonometry, Mechanics, &c., and a minimum of one-half upon the whole.

For Classics.—(*Carstairs' Medal.*) Several Members of the Community of Madras having in 1856 raised by subscription a fund for the purpose of establishing a prize to be connected with the name of Mr. Carstairs, in testimony of their respect and esteem for him, the interest of this fund will be employed annually in awarding a medal to the most

proficient student in Classics. The regulations for this prize are the same as those for the Grant medal, substituting the Classical for the Mathematical studies pursued during the year.

Good-Conduct prize—See page 53—Section IV.

CAPTAINS OF THE SCHOOL.

1856 James Branson.
1857 Gideon Pulteney Johnstone.
1858 Stephen St. Andrew Taylor.

PRINCIPAL'S PRIZEMEN.

1856 John Edwards.
1857 Thomas Tomlinson.
1858 Samuel Boalth.

GRANT MEDALISTS.

1857 William Thomas Satthianathan.
1858 Edward James.

CARSTAIRS MEDALISTS.

1858 Stephen St. Andrew Taylor.

GRAY PRIZEMAN.

1858 Arthur Corner.

APPENDIX E.

Regulations of the Doveton Protestant College.

1. That the object of this Institution be to afford to the youth of this community a liberal and sound Christian education.

By sound Christian education is to be understood religious instruction on all points, without reference to Ecclesiastical Government, common to the articles of the Church of England, and to the confessions of Faith of the Church of Scotland, and of the whole body of the Protestant Churches of Europe.

2. That the Institution be designated "THE DOVETON PROTESTANT COLLEGE."

3. That Christians of every denomination, without distinction of country or sex, may be members of this Institution, by subscribing 2 Rupees or more monthly, for a period of not less than 6 months, or 24 Rupees or more annually; the monthly as well as the annual subscription being paid in advance.

4. That any person failing to pay his monthly subscription for six months successively, or his annual subscription for one year, shall cease to be a member, whatever may have been his subscription at a former period, unless such failure of payment be satisfactorily accounted for, and all arrears paid up.

5. That any person contributing 300 Rupees or more in a single payment, be a permanent member.

6. That it shall be competent to the members to establish one or more branch schools, subject to the same rules and restrictions as are provided for the parent Institution at Madras.

7. That the executive business be conducted by a Committee of Management consisting of 13 Members (including the Secretary) appointed annually, of whom two shall be elected *from* the St. Andrew's Kirk Session, and four *by* the Trustees of the Portestant College, so long as the connection with those bodies exists.

8. That the Members of the Committee of Management for the past year be eligible for re-election for the ensuing year.

9. That vacancies occurring between one annual election and another, be not filled up intermediately, unless they exceed four in number, in which case a Special General Meeting shall be convened for the purpose of filling up such vacancies.

10. That education at this Institution be provided gratuitously or at a reduction of the usual charge, to the Orphans of deceased Members, who may be left destitute of adequate means; the Committee *alone* deciding in each case according to the circumstances.

11. That five Members of the Committee of Management constitute a quorum for the transaction of business.

12. That the Committee meet once a month, or oftener, if necessary; and that the heads of all subjects intended to be discussed at

their Meeting be circulated by the Secretary to all the Members of the Committee, at least 3 days previous to the day of meeting.

13. That Ordinary General Meetings of the members be held annually in the month of January, when the accounts, and a report of the progress of the Institution for the past year shall be laid before the Meeting.

14. That any ten Members of the Institution, or five of the Committee, may call an Extraordinary General Meeting, through the Secretary, stating their reasons for such a requisition.

15 That five days' previous notice of all General Meetings, shall be given by circular to all the Members of the Institution resident in Madras, and by advertisement in the local Journals.

16. That all Meetings be held at the School House.

17. That no alteration be made in any fundamental rule without the sanction of a General Meeting. The Committee are, however, empowered to frame such regulations as they may deem proper, from time to time, for the internal economy of the Institution.

Subscriptions and Donations

Received from 1st January to 31st December, 1858.

ANNUAL SUBSCRIPTION.

				RS.	A.	P.
The Right Honorable Lord Harris, ...	for the year	1858.		50	0	0

MONTHLY SUBSCRIPTIONS.

R. Carr, Esq.... ...	From	December	1857	to	July	1858.	8	0	0
J. G. Ferrand, Esq. ...	,,	January &	February			1857.	4	0	0
J. Y. Fullerton, Esq....	,,	,,		to	June	1858.	12	0	0
H. A. French, Esq. ...	,,	August	to		November	1857.	8	0	0
J. W. Gantz, Esq. ...	,,	Oct.	1857	to	June	1858.	18	0	0
W. Grant, Esq.... ...	,,	Dec.	1857	to	Dec.	,,	26	0	0
G. E. Johnston, Esq...	,,	do.	,,	to	August	,,	18	0	0
T. Murray, Esq.... ...	,,	do.	,,	to	October	,,	11	0	0
J. Maskell, Esq	,,	do.	,,	to	November	,,	24	0	0
T. Pritchard, Esq.....	,,	do.	,,	to	April	,,	10	0	0
D. Simpson, Esq.....	For	do.	,,				2	0	0
W.T. Starkenburgh, Esq.	From	do.	1857	to	November	1858.	24	0	0
W. J. vanSomeren, Esq. M. D.	,,	Aug.	,,	to	,,	,,	32	0	0
T. W. Wray, Esq. - -	,,	Nov.	,,	to	October	,,	24	0	0
Total Co.'s Rupees...							271	0	0

R 2317/60.

(4)

Revenue 1860 Depart.
Pro: of Govt for October.

No. 2317

From the Secretary Doveton
Protestant College.

Dated 19th October 1860.
Rec'd 20th
1 Encl.

Solicits that the
funds &c. of the above Institution may
be exempted from the operation
of the Income tax.—

No. 515 & 516.

No. 2011 - 31st Oct.
With an order

C 23 October P 25

No. 2011 2011

Under the authority vested
in him by Sec: 133 of Act XXXII of 1860,
the Governor in Council is pleased
to exempt from the duties chargeable
under the said Act, all property move-
able and immoveable belonging to the
Doveton Protestant College, Madras,
or from which the funds of that Insti-
tution are derived.

The salaries or incomes of persons
connected with the said
College cannot be exempted as
such.

Sent to Govt
31st Oct 1860.
Rec'd
To Accl General Rec'd 1st
1 — Sub Treasurer
12 Bd Revenue
12 Income Tax Comrs
3 Special Commrs
1 Secretary Doveton College