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PAMPHLET

ON

MAHOMEDAN EDUCATION

IN

BENGAL.

BY

SYUD AMEER HOSSEIN,

DEPUTY MAGISTRATE AND COLLECTOR, AND SECRETARY TO THE  
NATIONAL MAHOMEDAN ASSOCIATION  
IN CALCUTTA.

*Member of the Bengal Council*

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# MAHOMEDAN EDUCATION

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## BENGAL.

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I HAVE had for sometime past my attention drawn to the question of Mahomedan education in Bengal which, I am convinced, eminently calls for agitation.

I take the liberty to express my views on the subject in this paper with the hope that it may attract the favorable notice of Government and the responsible educational authorities. I take this opportunity of expressing my deep sense of obligation to Mr. Croft, the Director of Public Instruction, for his having kindly supplied me with papers and reports from his office on the subject in compliance with my request. The subject resolves itself into the following sub-heads :—

- 1st.—A short outline of the discussions and agitations which culminated in the policy adopted by Government in 1873-74.
- 2nd.—Working of the several Madrassahs since their rehabilitation in 1873-74 and whether it has been to the benefit of the Mahomedans.
- 3rd.—What reforms are needed to secure the desired ends.





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## PART I.

On the 7th August 1871 the Government of the most lamented Earl of Mayo passed the following Resolution :—

“The condition of the Mahomedan population of India as regards education has of late been frequently pressed upon the attention of the Government of India. From statistics recently submitted to the Governor-General in Council, it is evident that in no part of the country except, perhaps, the N. W. Provinces and the Punjab, do the Mahomedans adequately or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted that so large and important a class, possessing a classical literature replete with works of profound learning and great value and counting among its members a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system and should lose the advantages, both material and social, which others enjoy. His Excellency in Council believes that secondary and higher education conveyed in the vernacular and rendered more accessible than now, coupled with a more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Mohomedan Community but would enlist the sympathies of the more earnest and enlightened of its members on the side of education.”



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The Resolution was circulated to the several local Governments "with the view of eliciting their opinion whether without infringing the fundamental principles of our educational system some general measures in regard to Mahomedan education might not be adopted and whether more encouragement might not be given in the University Course to Arabic and Persian literature."

The Resolution reached Bengal during the incumbency of Sir George Campbell, and after a good deal of discussion of the subject in consultation with the educational authorities, the executive officers, and Mahomedans of influence, with special reference to the disposal of a large endowment fund set apart for the benefit of his coreligionists by the late Mahomed Mohsin of Hooghly, and after carefully reviewing the working of the Calcutta and Hooghly Madrassahs, the Government of Bengal in its Letter No. 2918 of the 17th August 1872, submitted its final report on the subject to the Government of India. The following extract will serve the purposes of this paper.

"PARA 6. The present question referred to by the Government of India the Lieutenant Governor understands to be the higher and secondary education. On that subject after full consideration, His Honor has come to the decided conclusion that however it may be in Behar, in Bengal it would not be desirable to encourage the Mahomedans to look to oriental languages for higher education. Their





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vernacular language is generally Bengalee, not Hindustanee, far less urdu. They come pretty freely to indigenous Bengalee Schools, though they have hitherto avoided the Government English Schools. It is certain that they would have no desire to be instructed in an artificial Sanskritized Bengalee such as some Bengalee scholars affect. The few who go beyond primary education, study Arabic and Persian, not as a medium for attaining western learning, but in conformity with old habit and to obtain the learning of their religion. If with much trouble and difficulty we were to instruct them through oriental languages in a modicum of modern knowledge, they would, in every corner of Bengal and almost in all walks of life, public and private, come into competition with thousands of Hindoos, who had qualified themselves in our language and manner of business, in our laws, rules and practices, in our fashions and habits, by the short cut of directly learning English which they do from childhood and the Mahomedans would have very little chance in the competition. The Lieutenant Governor's view therefore is not to attempt in Bengal to give the Mahomedans western knowledge through the means of foreign oriental languages, but only to teach them those languages in their own way so much as to satisfy the requirements of their religion, their idea of a liberal education and the genuine demand for oriental learning for its own sake, not as a means of gaining profit and employment. Among so great a Mahomedan population the demand for religious

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teachers and religious lawyers must be enough to justify the teaching of Arabic in native fashion, but for the rest His Honor would entirely adopt and encourage the system which best succeeds in the Calcutta Madrassah, and is known as the Anglo-Persian.

That in brief is that the boys are taught English, but at the same time are also instructed in Persian as a second language; Persian in their case taking the place of Sanskrit, which of late years has been compulsory on all the Hindoos in our Schools and will still be learnt by largest number of them. In that case Persian will be taught as a branch of literature, but the medium of imparting the higher western knowledge will be English."

X | In order to give effect to the above proposal His Honor recommended the establishment of a few special and denominational Mahomedan places of education in which Mahomedans may not be depressed by a disadvantageous competition with Hindoos in Hindoo-managed institutions. As it was not thought proper to devote the Provincial Revenue to special Mahomedan education His Honor proposed to utilize Mahomed Mohsin's endowment funds by establishing a few additional Madrassahs and in re-organizing the Calcutta and Hooghly Madrassah establishment as well as in promoting the cause of Mahomedan education generally.

The Government of India in its Resolution No. 7, dated 13th June 1873, generally approved of the suggestions



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of Sir George Campbell, and His Honor in his Resolution dated 29th July 1873, which is considered the Magna Charter of Mahomedan education in Bengal gave the following effect to his propositions.

The funds which the Lieutenant-Governor had at his disposal specially for Mahomedan education were as follows :—

Grant to Calcutta Madrassah and its attached School. ... ..	38,000
Mahomed Mohsin's educational endowment	55,000
<b>TOTAL</b> ... ..	<b>93,000</b>

From these funds Rs. 35,000 were assigned to the Calcutta Madrassah and Rs. 7,000 to the Hooghly Madrassah making a total of Rs. 42,000. The remaining Rs. 51,000 were distributed as follows :—

Cost of Establishment of a new Madras- sah at Dacca ... ..	Rs. 10,000
Cost of Establishment of new Madras- sahs at Chittagong and Rajshaye ...	14,000
Various further expenses including scholar- ships ... ..	11,800
Assignment for Mahomedan Education to 9 Zilla Schools, Jessore, Rung- pur, Bugrah, Pubna, Fureedpur,	



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Backergunge, Mymensingh, Tipperah	Rs.
and Noakhally, at Rs. 800 each ...	7,200
Assignment to meet the cost of paying $\frac{2}{3}$	
fees of Madrassah boys who may	
attend the Presidency, Hooghly and	
Dacca Colleges, Collegiate Schools	
or at the Rajshahye and Chittagong	
Schools or Law classes ... ..	8,000
<b>TOTAL</b> ... ..	<b>51,000</b>

Regarding the course of oriental study to be followed in the Madrassah His Honor the Lieutenant Governor observed as follows :—

“His Honor’s view generally is, that we should teach at Madrasshs such Persian and Arabic and a reasonable amount of Mahomedan law and literature as students may wish to learn and that we should give facility to Madrassah students who may elect to take the ordinary English Course of study and to read physical science.”

As to the qualifications required in the Principal of the Calcutta Madrassah His Honor observed as fallows :—

“His Honor would appoint as Principal of the Calcutta Madrassah and Superintendent of Madrassahs in Bengal, a European Scholar on Rs. 1,000 per mensem to be paid from the Mohsin Fund. To bring him into sympathy

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with the students and to enable him to direct their studies he should be a Persian and Arabic Scholar, but His Honor does not propose that the teaching of those languages should be in any degree his chief function. It is much more important that he should be able to direct their education in European Science and Art, and to teach in the Calcutta Madrassah the most important branches, and most important of all, much more important than his being a mere oriental Scholar, is that he should be a man fitted to lead, to influence, and to discipline youth, a man with the talents of a Head Master of a public school and a temper to deal with and to attach to him the natives of India."

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## PART II.

With these instructions to guide them the Educational authorities started the new scheme of Mahomedan education from the year 1873-74. I propose to give below the results of its working in respect to each of the Madrassahs as briefly as possible.

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### Calcutta Madrassah.

This institution consists of two Departments called respectively Arabic and Anglo-Persian Department. In the former the study of English is optional while in the latter it is compulsory. The first named Department teaches Arabic and Persian literature and Mahomedan law up to the highest





standard, while in the latter English is taught up to the standard of the Matriculation Examination with Persian as the second language. There is besides a Branch School feeding this Department where elementary instruction is given in the English and vernacular languages. The highest Course in this Branch School is equal to that prescribed for the fourth class of the Anglo-Persian Department. A student after passing the Entrance Examination has his option either to enter the Arabic Department and learn Arabic or to join an English College with the view of prosecuting his English studies further.

In the Madrassah building there is sufficient accommodation for at least 40 boarders and for the residence of the Principal and a few under-teachers. There are 16 Scholarships varying in amount from 4 to 10 Rs. a month attached to the Arabic Department and 11 varying from 3 to 5 Rs. a month to the Anglo-Persian Department (I quote these figures from last year's statistics).

During the years 1873-74, there were 172 students chiefly belonging to eastern Bengal Districts in the Arabic Department, reading Arabic and Persian exclusively. In the Anglo-Persian Department the number of boys during that year rose from 375 to 432 and the condition of this Department was reported to be "most satisfactory."

In 1874-75, there were 195 boys on the roll of the Arabic Department, but some of them were "showing signs

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of a desire to learn English in addition to Arabic and Persian," "and some of those who had passed their final examination in Arabic were permitted to join the Anglo-Persian Department.

In the latter Department there were 409 boys on the roll. 7 boys went up for the Entrance Examination and 6 passed. The result of the examination was no doubt satisfactory but in a school numbering upwards of 400 boys, at least 30 should have gone up for the Entrance Examination.

In the year 1875-76 the number of students in the Arabic Department rose from 195 to 227 and that in the Anglo-Persian fell from 409 to 407. The increase in the number of the boys reading in the Branch School however, came to the relief of the above falling off, the number in that seminary having risen from 305 to 357.

Eleven Candidates went up for the Entrance Examination whereof 7 passed, and 3 gained Scholarships. The desire among students to learn English continued to grow, and several of them joined for one or two hours in the day, the English classes of the Anglo-Persian Department and several old Madrassah students from Hooghly also joined the Anglo-Persian Department.

In the year 1876-77 the proportion of the boys reading the Oriental languages exclusively and that of the students on the roll of the Anglo-Persian Department and English



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Department, Branch School, was 357 to 648. Only 10 candidates went up for the Entrance Examination and 9 passed.

In the year 1877-78 there were 1012 boys on the roll of the Madrassah and its Branch School whereof 357 learnt Oriental languages only and the rest English and Persian. 17 candidates went up for the Entrance Examination and 11 passed, 3 in the first and 6 in the 2nd division.

In the year 1878-79 the Madrassah suffered a serious loss in the death of its Principal Mr. H. Blochmann, who took the warmest interest in the progress of Mahomedan students. In that year there were 1015 pupils on the rolls of the Madrassah and its Branch School, 223 belonged to the Arabic Department, 393 belonged to the Anglo-Persian Department, 399 the Colinga Branch School. Of the 1015 pupils 653 studied English as well as oriental languages, and the remaining 362 oriental languages only, 42 only of the students were boarders.

The expenditure on the several departments of the Madrassah may be summarised thus :—

			Rs.
Arabic Department	...	...	9,174
Anglo-Persian Department	...	...	16,900
Colinga Branch School	...	...	5,279
			<hr/>
TOTAL	...	...	31,353
			<hr/>



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The fees amounted to Rs. 6,902 against Rs. 6,949 in the previous year. The annual grant for the Madrassah was reduced since the beginning of the year to Rs. 33,000.

Twenty-four appeared at the Entrance Examination of whom only 8 passed, 1 being placed in the first division, a poor result compared with that of the previous year when out of 17 candidates 11 passed, 3 being placed in the first division.

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### Hooghly Madrassah.

I shall now summarise the results of the Hooghly Madrassah for the last five years commencing from 1873-74 and ending with 1878-79

In the year 1873-74 there were 32 students on its rolls against 24 in 1872-73. Of these 30 came from the middle and 2 from the lower classes. The fees collected amounted to Rs. 111 against 83 in the previous year, and the total expenditure amounted to Rs. 4595. 16 boys were awarded scholarships out of the 23 candidates.

In 1874-75 the Madrassah showed no signs of improvement. There were 21 students in the Madrassah against 32 in the previous year, 9 came from Chittagong, 3 from Arracan, 6 from Hooghly, 2 from Burdwan and 1 from Jessore. The actual total expenditure on the Madrassah and its hostel was Rs. 6400. On this unsatisfactory state of the Madrassah the Principal remarks :—



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"It becomes a question whether the money allotted for the maintenance of the Madrassah can not be more advantageously spent for the good of the Mahomedans. There is no doubt that the allotment for free boarderships, small scholarships and for supplementing the fees of the Mahomedans, is the best way of employing Mahomed Mohsin's Funds, &c., &c."

In 1875-76 the condition of the Madrassah was very unsatisfactory there being only 16 students on the roll, a condition due to the establishment of Madrassahs at Chittagong, Dacca and Rajshaye which diverted its supply of students. Owing to the falling off in the number of its pupils, the grant was reduced from Rs. 7200 to Rs. 3600 a year.

In 1876-77 the Madrassah was reported to be still languishing. The number of pupils on its rolls on the 31st March 1877, was only 17 against 16 in the previous year and the total expenditure upon it amounted to Rs. 1980 leaving a large balance. The Madrassah was reported "not to be needed much longer."

On the 31st March 1878 there were 23 students on its rolls. The receipts were Rs. 4773 and the expenditure Rs. 1748.

In 1878-79 the number on the rolls was again 23 and the average daily attendance 14. It was, however, expected by the Principal that the Jaraghat Branch Madrassah would

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be sufficiently advanced to serve as a feeder to it. The expenditure comprising only the salaries of the Moulavies amounted to Rs. 1740.

### Dacca Madrassah.

In 1873-74, the Madrassah was started. Although there was provision for 33 boarders, only 17 were accepted at the end of the year, of whom 5 were free and the rest paid Re. 1—8 a month each. Many of the students were anxious to read in the Collegiate School, and the Madrassah Committee decided to allow those who had been up to the standard of the 6th class to do so.

In 1874—75, the Madrassah had on its rolls 104 students of whom 24 were boarders paying at the rate of Re. 1—8 per month. It was decided to levy fees at the rate of 8 annas for the higher classes and 4 annas for the lower. The student got the same teaching that was given in the Calcutta and Hooghly Madrassahs, having in addition elementary Mathematics on the European system.

In 1875-76 there were 150 students on the roll of whom 26 were boarders paying Re. 1—8 a month (being one half of their messing charges) and the rest day-scholars, paying annas 8 in the upper and annas 4 in the lower classes. 89 studied exclusively Arabic and Persian and the rest learnt oriental languages together with English. The oriental course was made more severe, thus throwing difficulties in the





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way of many students who applied for a lighter Oriental course, to be able to study English.

In 1876-77 the number of students including 26 boarders was 160. Of these 66 read English together with the Oriental languages, and the rest Oriental branches exclusively. There were altogether six classes in the Arabic Department, the highest class corresponding to the Second class of the Calcutta Madrassah. From the beginning of the session a new class was added corresponding to the first class of the Calcutta Madrassah.

In 1877-78 the number of students on the roll showed a slight increase, being 172 against 160 in the previous year. Of these 67 were in the Anglo-Persian Department and 105 in the Oriental Department. The class corresponding to the First class of the Calcutta Madrasah which was opened at the beginning of the year, failed for want of sufficient teaching power; but the highest or the "Fourth Year" class was again opened. The English Department was reported to be growing in popularity every day, and consequently the English classes were increased to 5 and an additional teacher appointed.

In 1878-79 no change took place in the constitution of the Madrassah. The number on the rolls was 195 including 28 boarders. The highest English class of the Madrassah corresponded to the Fourth class of the Collegiate English School. The results of both the Arabic and English exami-

nations were equally satisfactory. The total receipt was Rs. 10,000 from the Mohsin Fund and the receipts from fees &c. amounted to Rs. 289-10-9. The total expenditure was Rs. 9724-9-6, thus leaving a balance to credit of Rs. 565-1-3.

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### Chittagong Madrassah.

This Madrassah was opened in April 1874, and 150 students were admitted though 300 had applied for admission. The number of pupils at the end of the year was 152 including 28 boarders. Owing to the constant increase in number of applicants for admission, it was decided during the year to levy fees.

In 1875-76 the number on the rolls was 160, including 28 boarders. 95 students read the Oriental course exclusively, and 62 learn a little English in addition. The Oriental Department had six classes taught by the superintendent and 3 assistant Moulvies. The First class imparted instruction up to the Fourth class standard of the Calcutta Madrassah. The English Department had only one teacher. When opened it had 90 pupils, but the number since dwindled to 65. This falling off was, according to the superintendent's explanation due to the extra fees levied.

In 1876-77 the number on the rolls fell to 144 from 160 in the previous year. This falling off was due to the visitation of the cyclone a week after the Ramzan vacation had



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ended. The First class corresponded this year to the Third class of the Calcutta Madrassah. English did not progress well, only about a third of the students took it up. Their reluctance was due to the fact of their being obliged to pay double fees.

In 1877-78, there was still a slight falling off in the number of pupils on the roll. It stood at 133, being less by 11 than the number of the preceding year and less by 27 than the number in 1876. This year's decrease was attributed by the Superintendent to the fact of there being no elementary class.

In 1878-79 the number on the roll was 126 including 25 boarders, as against 133 in the previous year. This decrease was, in the Superintendent's opinion, due to an alteration which had been made in the Madrassah classes. The need of a separate elementary Madrassah to serve as a feeder was felt. The result of the examination of the English classes was pronounced by the examiner to be "unsatisfactory." The examiner observes:—"The progress the boys have made in English is very far from what it should have been."

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### Rajshahye Madrassah.

This Madrassah had on the 1st April, 1874, a monthly establishment of Rs. 416 sanctioned for it. The number of boys on the roll was 100. Almost all took up English, though its study was optional. The boarding-house attached

to the Madrassah was opened in June 1874, and at the close of the year there were 22 free and 26 paying boarders. The permanent annual grant for the Madrassah was Rs. 7,000.

In 1875-76 there were 75 students on the roll including 43 boarders (22 free and 21 paying Rs. 2 per head.) The highest class corresponded to the Fourth class of the Calcutta Madrasah. The progress in English was unsatisfactory, as the boys had only one hour in the day to devote to it, besides being hampered by the adverse influence of the Moolahs, &c.

In 1876-77 there were 74 students on the roll including five students transferred to the High School in the beginning of the session. Of these 49 were boarders and 25 day-scholars. Arabic and Persian being compulsory and the study of English optional, only 48 out of 74 took up the last. The Superintendent reported that the more the boys advanced in Arabic and Persian, the less attention they paid to English.

In 1877-78 the number of students on the roll was only 45 against 75 in the preceding year. This falling off was attributed by the Superintendent to abnormal causes, such as the prevalence of fever and the high price of rice, as well as to the difficulty of the course and the inconvenience in getting lodgings. Of the 45 students, 22 were free boarders, 12 paying boarders and only 11 day-scholars. The Superintendent was of opinion that the students had no time to continue



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the studies of two such difficult subjects as Arabic and English, and accordingly proposed the creation of an Anglo-Persian Department.

In 1878-79, the number on the roll increased to 51 from 45 in the preceding year. An Anglo-Persian class of 7 students was added to the Madrassah. Of the total of 51, 22 were free boarders, 15 paying boarders and the rest 14 day-scholars. Of the pupils, 41 belonged to the middle and 10 to the lower classes.

I have now finished a review of the working of the Madrasahs since their establishment down to the period of the latest Educational report of the Director of Public Instruction ; and feel bound to confess that it leaves upon my mind an impression of serious misgiving as to how far these Madrasahs have served either to realise the intentions of their munificent founder, or to fulfil the expectations of the India Government Resolution of 7th August, 1871 and of the Government of Bengal's Letter of the 17th August, 1872.

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### PART III.

I now enter on the last and most important section of my paper which will be taken up with suggestions of some of the reforms which in my humble opinion are urgently needed to further the educational progress of my co-religionists, and in the words of the most lamented Earl of Mayo to provide them with "advantages both material and social."

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1st.—From statistics supplied by the Educational Reports and quoted in this paper, there is hardly any room for questioning that the Hoogly, Chittagong and the Rajshahye Madrassahs have proved failures, the first a total, and the second and the third a partial failure. It would be simply a waste of money to continue these institutions on their present scale. I therefore think that the first institution might be conveniently abolished, retaining the Joraghat Branch Madrassah, and the second and the third considerably reduced ; and the funds so saved might be usefully diverted to other purposes, which I shall presently suggest. Dacca has on the whole done well and I would leave it on its present footing.

2nd.—I would propose the establishment of an English College teaching up to the B. A. degree in the Mahomedan quarter of Calcutta, for the benefit of a daily growing class of Musulman students. The Presidency College is no doubt a Government Institution, and Mahomedan students are at liberty to join it, but it is situated in a quarter essentially Hindu and is so far removed from the Mahomedan quarter, that none but rich Mahomedan students who can afford to pay about Rs. 20 for conveyance can avail themselves of the benefits of that institution. I think, if the proposed Mahomedan English College be established, the additional charge can be easily met by transferring to it the assignments now made to certain colleges from the Mohsin Fund for Mahomedan



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students who may study therein, as also by the large savings which would be effected by reducing the existing establishment of the Chittagong, Rajshahye and Hooghly Madrassahs as proposed in the preceding paragraph.

As far as I understand, there is a general cry on the part of Mahomedan students who pass their matriculation examination in Calcutta and Moffussil Schools for a Mahomedan College of the kind; and if the Anglo-Mahomedan College at Aligarh with its limited income of 22,000 a year can afford to maintain higher classes teaching up to the F. A. standard, with a European Principal, Bengal with its 93,000 Rupees devoted exclusively to Mahomedan education can rightfully claim to have a Mahomedan English College at the seat of government. Roughly speaking, a sum between 50,000 and 60,000, out of the 93,000, would cover the cost of maintenance of the proposed College. The remaining sum would be ample to meet the educational requirements of the Mofussil. No expense need be incurred for making any new building for the proposed Mahomedan English College, as I think it can, with certain arrangements, be accommodated in the existing Calcutta Madrassah building. To make accommodation for the proposed College classes, I would propose that the lower classes of the Calcutta Madrassah up to the Fourth class should be altogether transferred to the Colinga Branch School, which should be converted into a Middle Class English School and be called the



“Calcutta Madrassah Lower Department.” I do not hesitate to propose this amalgamation of the Lower Department of the Calcutta Madrassah with the Branch School, in as much as the original object for which a separate Branch School was established, namely, to keep apart boys of lower status from those of respectable classes, has altogether vanished, and the practice of admitting into the Madrassah only the sons of respectable persons has for many years past been totally discontinued.

3rd.—I would propose better and more decent provisions for the Boarding establishment of Mahomedan students in Calcutta. At present in the Calcutta Madrassah certain students are called “boarders;” but I submit that it is a total misapplication of the term to call them so. I am told that the Madrassah authorities never regulate or give a thought to the messing arrangements of the so called boarders, each of whom has to make his own arrangement for his boarding; some get their food brought from outside every morning and evening, and others go outside the Madrassah precincts to have their daily meals. I think measures should be adopted to save the students the trouble of making their own messing arrangements and thus afford them greater ease of mind to attend to their studies. For this purpose a boarding fee should be levied from these boarders as is done in the other Madrassahs and in the Anglo-Mahomedan College at Aligarh.





4th.—I would recast the curriculum now in vogue among the students of the Arabic Departments of the Madrassahs. At present their heads are too much crammed with grammars and verbal subtleties, and their intellectual energies uselessly absorbed by the niceties of the Aristotelian Logic and Philosophy. The Arabic students are generally remarkable for a want of accuracy, precision and order, and to remedy this defect in their character, Mathematics should be made compulsory in the system of their education. And to counteract their narrow and discarded ideas of men and things they should be taught the truths of Chemistry, Physics &c., but instruction in these subjects should be imparted through Urdu. At present very few of such scientific primers exist in Urdu, but I am sure that if a demand were created for such books, they would be easily forthcoming.

5th.—But the greatest, and in my humble opinion, most important change that I would propose to be introduced into the Arabic Department, is that English literature at least should be made *compulsory*. A man must be sure of getting his daily bread before he can enjoy literature or science. Now, the students who are turned out by the Arabic Departments live, in the majority of cases, in a way which is anything but respectable or comfortable. The late Earl of Mayo in framing his memorable Resolution avows that his object is to provide Mahomedans with “advantages both

material and social." As a matter of fact such advantages cannot now a days be had without English education. The eyes of my countrymen are being gradually opened to this fact and many Arabic students who have become too old now to begin acquiring English anew, speak with regret of their not having learnt English betimes. I dare say that if Government made a move in this direction, it would in the long run succeed, though at first it might disturb the equanimity of a small section of my co-religionists.

6th.—The Principal and the teachers might be directed to pay some attention to the *morale* of the students. As a matter of fact the formation of their *character* is now totally neglected. The business of a teacher is not only to give *instruction*, but also *education i. e.*, their duty is not merely to provide their pupils with literature and science, but to instill into their young and susceptible hearts principles of morality. For this purpose I would have for Principal a man who can live in the institution and who can devote his time to looking after his youthful charges, and a man who, to quote Sir George Campbell's words setting forth the qualification of a Principal, "is fitted to lead, to influence and to discipline youth."

I am far from saying that the present Principal of the Madrassah does not answer the requirements of the institution, but this officer being Attached to the Presidency College





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as well, can not be expected to give *undivided* attention to the progress and advancement of the Madrassah.

I have been emboldened to make these suggestions by the consciousness of the great interest which both His Honor the Lieutenant Governor and the present Director Mr. Croft take in the subject of Mahomedan education. And I feel confident that if the measures herein suggested were adopted, the intellectual and moral progress of my co-religionists in Bengal and Behar would be considerably furthered.

I may add that I look upon the scheme of Mahomedan education, inaugurated in 1873-74 and worked out up to the present date, as a <sup>n</sup>ter~~u~~ative measure liable to revision and further improvement. It is now high time for Mahomedans, taking an interest in the well-being of their co-religionists to review its working, in the light of the signs of the time, and to respectfully place before Government and the Educational Authorities the outlines of an improved scheme for their consideration.

The measures I have taken the liberty to suggest do not involve the outlay of a single rupee from the public exchequer, but merely a re-distribution and re-adjustment of the large sum of Rs. 93,000 already endowed and set apart for Mahomedan education.

The present political and social condition of my co-religionists in Bengal is far from satisfactory. I have before

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me the Bengal Civil Service List corrected up to 1st April 1880. It tells a sad tale as regards the employment of Mahomedans in the public service as compared with their Hindoo brethren. Twenty years since the Mahomedans of Bengal and Beher had a fair share of the responsible posts under Government as their co-religionists in the North-Western Provinces, and Oudh and the Punjab have up to the present day ; but what are the figures of proportion now ? According to the Civil List above mentioned the number of Hindoo and Mahomedan employes in the upper ranks of the Uncovenanted Service is as follows :—

DESIGNATION OF OFFICE WITH PAY.	Number of Hindoo incumbents.	Number of Mahomedan incumbents.
Additional Judgship and Civil Service under the Law of Parliament of 1870	4	...
Sub-Judges of 1st Grade at Rs. 1,000 per mensem ...	4	1
Sub-Judges of 2nd Grade at Rs. 800	10	...
"    "    of 3rd "    at "    700	8	1
"    "    of 4th "    at "    600	14	1
Munsiffs of 1st Grade at Rs. 400 ...	26	4
"    of 2nd "    at "    300 ...	68	8
"    of 3rd "    at "    250 ...	74	3
"    of 4th "    at "    200 ...	38	...
Deputy Magistrate and Collector of 1st Grade at Rs. 800 ...	...	1
Do. Do. of 2nd Grade at Rs. 700	4	...
Do. Do. of 3rd "    at "    600	9	2
Do. Do. of 4th "    at "    500	22	6
Do. Do. of 5th "    at "    400	30	3
Do. Do. of 6th "    at "    300	41	3
Do. Do. of 7th "    at "    200	60	11
Do. Do. of 8th "    at "    150	24	6
Special Sub-Registrars ...	15	3
TOTAL ...	451	53



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Thus the proportion of the Mahomedan employes is just *one tenth* to that of their Hindoo brethren in the service, while according to the last census of 1872 the proportion of Mahomedans to the total population of Bengal, Behar and Orissa is 31½ per cent.

The present proportion of the Mahomedan employes is indeed worse than what it was in 1871 as given in Dr. Hunter's "Indian Mussulman." I give below the following figures from page 169 of the above work, which were much lamented at by the learned Doctor :—

		Hindoos.	Mahomedans.
Deputy Magistrates and Deputy			
Collectors	... ..	113	30
Registration Department	... ..	25	2
Judges, Small Cause Court and			
Sub-Judges	... ..	25	8
Moonsiffs	... ..	178	37
		<hr/>	<hr/>
TOTAL	... ..	341	77
		<hr/>	<hr/>

For these figures, however lamentable, I certainly do not lay the blame at the door of Government or the High Court who have the power of appointment or nomination of candidates to the executive and judicial service. The real cause of this unhappy state of things is to be found in the backwardness of the Mamomedans in conforming themselves to the requirements of the times and thus remaining behind in the race of competition with other nations.



Bengal Mahomedans are fortunate in having for their ruler a statesman who takes a real interest in their welfare and advancement and who is never slow to recognize and further the interests of deserving Mahomedans. The following passage from Sir Ashley Eden's reply to the address of the Mahomedan Literary Society in Calcutta, presented to His Honor on his assumption of the Office of Lieutenant Governorship of Bengal, will show the public the interest His Honor cherishes in the cause of Mehomedan advancement.

“The propriety of giving to Mahomedans a fair share of the appointment to the service of Government, has for many years past been recognised by successive Governments, and is certainly recognised by me. But there has hitherto been a practical difficulty in the way, and this difficulty still exists, and can only be removed by the Mahomedans themselves. This difficulty is the deficient supply of young Mahomedan gentlemen who have taken the trouble to thoroughly qualify themselves for the higher branches of the service of Government. Up to this time the limit to the number of Mahomedan gentlemen in the public service has thus been fixed by themselves. In the present day it is impossible to appoint to offices of trust and responsibility persons who do not possess the qualifications necessary for the discharge of the duties of such offices. For many years the Mehomedans, in spite



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of the advice of their best friends, as I am able to say from personal experience, resisted and withstood all attempts to adapt the education of their sons to the requirements of the times, and the consequence is that now, when Government endeavours to find Mahomedans capable of holding their own with young men of other races, it is frustrated by the very limited number of young men who have been sufficiently trained in Western knowledge and literature to justify their appointment to offices in which such knowledge is essential."

His Honor, however recognizes that the Mahomedans have begun to conform themselves to the signs of the times. In the same paper His Honor observes, "But I believe and hope that I am speaking rather of a state of things which has passed away than of the present feeling of Mahomedans."

I hope, the sympathising readers of this paper would allow me the privilege of saying that the foregoing suggestions I have ventured to make are the outcome of "the present feeling of Mahomedans" on the subject of further improvement of the scheme of the Mahomedan education, so that their co-religionists may have a better opportunity than they at present have of recovering the lost ground, and running the race of competition with their fellow subjects of other nationality, not only in securing a fair proportion



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of the Government Service, (which should not be the only goal of ambition of educated young men) but in the several other walks of life.

SYUD AMEER HOSSEIN.

CALCUTTA,  
22nd July, 1880. }

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