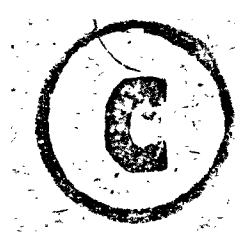


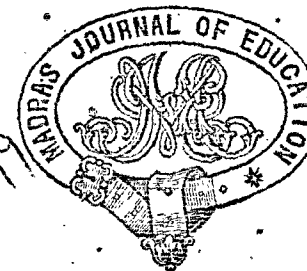
161199

Journal of
Education



JL
Im 211, 1150
1159.17
161199

482
JL
TM 211 MS9
MS9-17
164199



VOL. XVII.
No. 5.

MAY 1875.

[Published
Monthly.]

THE MONTH.

[THE USUAL JOURNAL MATRICULATION TEXT-BOOK IN ENGLISH FOR DECEMBER 1876 WILL BE PUT TO PRESS AS SOON AS THE SELECTION IS ANNOUNCED.]

The Government order, reviewing the Report for 1873-74, on Public Instruction in Madras, will be found in this number. Though late, it is not so long after date as has been usual in recent years. It is a very careful analysis and summary of the facts and figures for the year, and will be of value as a record. We need not here repeat what is in it, but may draw attention to two points. Referring to some instances in which measures had been adopted by Local Fund Boards without previous communication with Educational officers, "the Government fully concur with the Director in considering that in such cases a serious mistake was made. The point is one on which it is impossible to lay too much stress, and it will be the duty of the official members of the Boards in question to see that due attention is paid to the wishes of Government in this respect." We are glad to see this decided expression of the opinion of the Government on this matter; and it is not given at all too soon.

From the references in paras. 23 and 28, we may hope soon to have completed the revision of the Result Grant Rules. The Fourth standard of needle-work too (para. 26) urgently calls for modification, allowing, as it now does, of an alternative choice that bears no comparison whatever with the original requirement.

For all Normal Schools, para. 27 has the first importance. The late Director, reporting on them, said, "the results are poor," and the Government reply that "he is at liberty to submit proposals for the adoption of any measures which he considers would tend to produce improvement," &c. It is very well known that for many years our Normal Schools have not had fair play. That time, it may be hoped, is now at an end. At the public meeting at the Madras Normal School, on the 20th instant, (a report of which we give) Col. Macdonald said :—

"It is very desirable that all the important masterships of our higher class schools, and all the Head-masterships of our middle class schools, should be filled by *trained graduates*, and not, as they are now, by men who have passed the inferior University and Teachers' Certificate examination. There seems no reason why men of this class should not enter the Educational Department on salaries of about Rs. 40 or 45 per mensem, and gradually rise either in Government or aided schools to posts ranging from Rs. 200 to Rs. 300, with the chance, in exceptional cases, of some of the higher prizes. I trust that it will be possible to make such arrangements as may ensure to young men of this class, who enter this institution, the prospect of such a career as this, and that when it is more distinctly understood that trained and untrained men will not be treated as standing on the same level these half vacant benches will be filled, and filled by men of a higher stamp."

Here is the key-note to the measures needed to utilize to the utmost our Normal schools, and to enable them to do what they are fitted to effect, but which a narrow policy has hitherto prevented them from doing. Our University graduates and under-graduates who intend to make teaching their profession, will do well to be wise in time, and attend a Normal school for a year.

The Annual meeting of the Senate of the University was held on Friday, April 30th, when the following matters came before it :—

- (1.) Consideration of the Syndicate's Report.
- (2.) Election of the Faculties and their Presidents.
- (3.) Election of the Syndicate.

In the absence of the Vice-Chancellor, Surgeon-General Balfour was called to the chair.

Col. Macdonald rose and said that it would be proper for the Senate, before proceeding to the business before it, to express its sorrow for the loss it had sustained in the lamented death of its late Chancellor, Lord Hobart.

The Senate would best show its appreciation by adopting and carrying out the legacy Lord Hobart had left them in

the shape of his educational policy. His desire to improve Mahomedan education, from the day of his landing to that of his death, was well known. Towards the forwarding of this policy, the Senate of the University could do something; the Government had it in its power to do more; but most of all it must rest with the people themselves to do. The University could, however, supply guidance and support.

The second duty was that of making higher and middle class education more self-supporting, so as to set free funds for education of the lower class. This is a result to be brought about, to a great extent, by the action of private schools, in which fees corresponding to the value of the education should be levied; at the same time the University could do something in the same direction. He concluded by moving that the Senate record its sense of the grave loss the University has sustained by the death of its Chancellor.

The Hon'ble V. Ramiengar briefly seconded the Resolution, which was adopted unanimously.

The Chairman then said the first question was the consideration of the Syndicate's report.

Col. Macdonald proposed, briefly, that the report be adopted.

THE REV. W. MILLER seconded the proposition, at the same time offering one or two observations. He, with others, had long regretted the meagre nature of the reports submitted. This occasion, just when a new registrar had been appointed, was a convenient one for intimating that there was room for improvement, and that the reports might be more full. Even now there was some improvement, but there should be more. The Senate should, he thought, be given in these reports, something besides dry tabular statements. For instance, any remarks offered by the Examiners should be embodied. It is probable that few such may hitherto have been made; but that is easily accounted for; since no remarks offered had ever been made use of. Were they taken up, there would doubtless be more. Then he thought the Syndicate should inform the Senate of the appointments of Examiners, and it should be understood that the Senate looked forward to receiving fuller and more interesting reports in future.

The names of gentlemen who have ceased to belong to the Senate were then struck out, and the Fellows appointed during the year, were assigned to different Faculties.

Col. Macdonald, as Director of Public Instruction, was next appointed a member of each Faculty. The Faculties then elected their Presidents for the next year, as follows:—

Faculty of Arts.	President, Col. Macdonald.
" Law	" Mr. Justice Holloway.
" Medicine	" Surgeon-Genl. Balfour.
" Engineering	" Col. Walker.

Next came the election of the Syndicate for the year resulting in,—

PRESIDENT.

The Vice-Chancellor. (*Ex-officio.*)

Members.

Col. Macdonald	...	...	...	Elected by the Faculty of Arts.
Rev. W. Miller	...	...	...	
E. Thompson, Esq.	...	...	...	
Hon. H. S. Cunningham	...	...	...	
M. C. Farnell, Esq.	...	...	...	Law.
Col. Rogers	...	...	...	Medicine.
	...	...	...	Engineering.

The Native Member has thus lost his seat. He stood fourth in the list, the number of votes being as follow:—

Col. Macdonald	...	...	...	14
Rev. W. Miller	...	...	...	11
E. Thompson, Esq.	...	...	...	8
Hon. V. Ramieugar	...	...	...	5

UTILIZATION OF GOVERNMENT TEACHING AGENCY.

In the Report on Public Instruction in Bengal for 1872-73, we note the following paragraph:—

"In order to assist the aided and other private Colleges in Calcutta which may not be able to supply the means of instruction in the experimental sciences, an arrangement has been made to allow their students to attend courses of lectures in these branches at the Presidency College at a reduced fee. This concession has been cordially welcomed, and will probably be taken advantage of largely, when the new building is completed, by the colleges that are conveniently situated in proximity to it."

In connexion with this we note the following para. in the report recently read, of the Presidency College, Madras:—

"Physical Science.—The arrival of the Professor of Physical Science is an important incident in the history of the College. The Professor has at present only two classes to teach, one in Physiology as prescribed for the F. A. exami-

nation and the other in Physical Geography, one of the subjects required for the B. A. degree according to the old curriculum. Owing to the want of a Laboratory, the Professor has found himself under the necessity of deferring till next year the teaching of Chemistry and Physics. Plans for a Laboratory, lecture room, &c., have been prepared by the consulting architect to Government, and I trust that the work will be hurried on as rapidly as possible. If the Laboratory is not ready by the beginning of next year serious results will follow, for a large proportion of the Junior B. A. Class have selected Physical Science as their optional subject, and if they have no opportunity of making themselves practically acquainted with Chemistry and Physics, in the last year of their college course, their examination is likely to have a disastrous termination."

The want of accommodation is much to be regretted. When that want is supplied, might not the Professor's teaching be made generally available for students in Madras, as the preceding extract shows is done in Calcutta?

THE MERCHANT OF VENICE.

This play, generally esteemed the best of Shakspeare's Comedies, was published for the first time in the year 1600, but in all probability it was first produced in 1597, as it is the last on a list of Shakspeare's plays drawn up in the year following, and we find it mentioned as a new play in an entry made at Stationers' Hall, July 22 of the same year.

The two stories, viz., of the Forfeited Bond, and of the Three Caskets, were originally quite distinct. The former was the subject of an old English ballad, entitled "The Crueltie of Gernutus, a Jewe, who lending to a merchant an hundred crowns would have a pound of his flesh because he could not pay him at the time appointed."

Here we have no mention of the intervention of Portia to save the life of the merchant, but in a collection of tales called *Il Pecorone*, written in the 14th century and published at Milan in 1558, we are told of a certain rich lady at Belmont who is to be won upon certain conditions, and who is finally the prize of a young merchant. His friend having become surety for him to a Jew under the same penalty as in the play, is rescued from the forfeiture by the adroitness of the lady disguised as a lawyer. The pretended judge receives as in the comedy her marriage ring as a gratuity, and afterwards banter her husband in the same way upon the loss of it.

A somewhat similar story of the bond and the lady's intervention is also found in the English translation of a collection of low Latin romances called *Geeta Romannum* (Cf. Freeman's Sketch of Europe, p. 105)—a manuscript written in the reign of Henry VI., from which Shakspeare has evidently derived the scene in the court of justice (Act. IV. Sc. 1).

From another and altogether different story in the same collection he has taken the incident of the three caskets, which is not found elsewhere. In the original story a princess chooses, in order to prove whether she is worthy of an emperor's son, but the three caskets of gold, of silver, and of lead—the last being the lucky one—together with the inscriptions upon each, prove clearly that this was the source from which Shakspeare drew that portion of his plot. Although these are undoubtedly the sources of the plot, it is not impossible that there was a previous play which combined within its plot the

two incidents in question. It is mentioned as existing in 1579, and was called, "The Jewe, representing the greediness of worldly choosers, and the bloody minds of usurers." We know nothing more of it than the title, which would scarcely have been the case had it possessed any merit. The rude dramatists of 1579 were not remarkable for their skill in combining incidents, and even if we suppose the plot of the "Jewe" to have been double and identical with that of the Merchant of Venice, which is very doubtful, we may be sure that the wonderful way in which the two stories are woven together in the latter highly finished comedy is due solely to the dramatic skill of Shakspeare.

It is curious to note that there is a story told by Gregorio Leti in which the debtor and creditor of *The Merchant of Venice* change places, the cruel creditor being the Christian, while the Jew is the debtor. Leti perhaps felt and tried to remove the intolerance of the old story. In Shakspeare's time the Jews were still persecuted almost everywhere, but especially in Italy, and Antonio, although a good and kind hearted man, is represented as unable to rise above the common prejudice of his countrymen against them.

Concerning this Play, Hallam remarks: "the variety of the characters and the powerful delineation of those upon whom the interest chiefly depends, the effectiveness of many scenes in representation, the copiousness of the wit and the beauty of the language it would be superfluous to extol; nor is it our office to repeat a tale so often told as the the praise of Shakspeare. In the language there is the commencement of a metaphysical obscurity which soon became characteristic: but it is perhaps less observable than in any later play."

We may observe that the Merchant of Venice has been very recently translated into Tamil and published by V. Vanogopala Chariyar, a graduate of the Madras University. It is also now in course of translation into Sanskrit. As the Tamil translator observes, the beauties of Sakuntala and other Sanskrit dramas have been as fully appreciated by English and German scholars as ever they were by Hindus, and it would not seem futile to hope that Hindus might similarly learn to love Shakspeare when he is made known to them through the medium of their own vernaculars, for though it is true that every great author, and especially Shakspeare must necessarily suffer in translation, still a translation if ably executed may reflect many of the beauties of the original.

THE PLOT AND CHARACTERS OF THE PLAY.

This play has always been regarded with favour by most students and play-goers, a circumstance due undoubtedly to the skill with which the character of the central figure, Shylock, is delineated. The title, 'the Merchant of Venice,' may be termed perhaps a misnomer: at least there can be no question that the Jew is the character on whom our minds are fixed. Not that the Merchant, Antonio, does not engage considerable interest; his open, friendly, unsuspecting mind, the sympathy the reader feels with him when he is caught in the Jew's net, and the courage which he displays in the presence of almost certain death, must give him no insignificant place in the piece. So also with the other characters. Lorenzo and Jessica remind one of Romeo and Juliet; there is the same warmth in their affection, though more subdued. Bassanio is, as a lover, a little

tame, but staunch and unselfish as a friend. Gratiano—the wit of the play—"hooding his eyes while grace was saying, and saying Amen with the fervour of a truly pious man, is amusing; he shews in a rather different and perhaps more creditable light when he exults over the Jew caught in the pit he had laid for another. Portia and Nerissa are a little wanting in that feminine delicacy which earthly saints consider indispensable, but we may set the sprightliness of their conversation against this blot. The inevitable Clown, Gobbo, although not equal to Laurence, or the gentleman who served Olivia in the same capacity, acts his part fairly.

The plot of the play may easily be followed. The 'Merchant' Antonio, gives his word and 'bond' for the repayment within a certain date of a loan advanced by Shylock to Bassanio. The bond whose nature is well-known, was obtained by the Jew, so he said, rather as a merry jest, than as a document to be made available for 'catching the Merchant on the hip.' It seems at first sight improbable that such a bond should ever be given, but a careful examination of the scene in which the transaction is described would seem to shew that it was mainly the candid, open, friendly, unselfish demeanour (outwardly of course) of Shylock which induced Antonio literally to put his head into the lion's mouth. Shylock indeed in this scene is a study; there are not many better even in Shakspeare. The open, frank air of a friend outwardly shewn is in excellent contrast with the deep malice of an implacable enemy revealed only by the 'asides' which evidently spring from the deep recesses of the heart.—Compare

"How like a fawning publican he looks!

Cursed be my tribe

If I forgive him!"

with

"Why look you how you storm!

I would be friends with you and have your love."

We cannot call to mind such a perfect representation of a dissimulating character, except in some scenes in Richard 3rd. and in Othello. But, to proceed. Antonio meets with losses, and is consequently unable to repay the loan which had been advanced to his friend: the Jew therefore determines to exact the full terms of the bond—he will have his "pound of flesh," the rather perhaps on account of the elopement of his daughter, Jessica, with a Christian, Lorenzo; his rage being excited perhaps more by the loss of the jewels of which she had (improperly we think) robbed him, than by her own departure. Of this love episode we shall say more presently. Shylock's intense satisfaction on hearing of Antonio's losses is expressed in terms as emphatic as the action by which he displays his intense thirst for revenge during the progress of the trial—whetting his knife on the sole of his boot. All appeals for mercy fail; the Jew will have his bond, and for that purpose proceeds to crave "justice" from the duke. It is at this stage that the character of Antonio stands out in strong relief, it is here that the feelings of the reader begin to turn with intense hatred against the Jew: on the one hand is seen the calm resignation of the Christian, on the other the unflinching cruelty of the Jew. We write of course merely with reference to the play as a

work of 'art':—its justness or otherwise we shall examine presently. At the trial, Shylock is, as before, all flint and steel, deaf to all appeals, no matter from what quarter: deaf to rebuke, reproach, invective. In this scene the wonderful skill of our poet is finely displayed. It was necessary to prepare the mind for the very severe penalty exacted ultimately from the Jew, and that could only be done, the penalty could be only justified, by representing Shylock in a light which places him beyond the pale of human sympathy. The Duke begs him to have mercy: Bassanio offers him twice the amount of his loan: Gratiano tries the effect of such invective as few men could resist feeling: Portia (in disguise as a lawyer) appeals to him in language which "every school-boy knows by heart"; but all is of no avail. Then the tables are turned, and not till then. The flaw in the bond is turned with fearful effect on the Jew; and, as our readers know, the Jew is reduced well-nigh to beggary, Gratiano suggesting that a "halter gratis" should be given to him. So the Jew disappears.

We remarked above on the 'justness' of the character of Shylock, and we think this brief critique would be imperfect did we not say that, whatever may have been the character of the Jews in former times, it will stand comparison now with that of the most pious Christians in existence. It is only after ages of most unjustifiable persecution and deprivation of civil rights that they have been admitted, in the proper sense of the word, into the community of Englishmen; their liberality in all cases of distress is well known. Even in Europe we believe they are still 'outcasts' in some countries. It is pretty clear from this play that in Shakspeare's time the Jews were regarded as objects of contempt:—the most offensive epithets being applied to Shylock even during the negotiation of the loan, when no cause of offence had been given by him, when in fact a favour was being asked at his hands by those very Christians who so much despised him:—an inconsistency which may perhaps have had something to do with suggesting to Shylock the idea of taking revenge in the way he did. Shylock's rebuke of the ill usage which his nation received is indeed well worth the study of those self-righteous individuals who can see no "good from Nazareth." "Hath not a Jew eyes? hath not a Jew hands, organs, dimensions, senses, affections, passions?"—"If a Jew wrong a Christian, what is his (the Christian's) humility? revenge! If a Christian wrong a Jew, what should his sufferance be by Christian example? why, revenge!"—Readers of history can bear testimony to the applicability of Shylock's deduction.

Leaving the Jew however to his fate, we must say a few words about his daughter and her lover. In one of the most beautiful of Shakspeare's scenes, a garden before the house of Portia, Lorenzo and Jessica are represented (in the last act) enjoying such conversation as only lovers and friends can know. The conversation itself—a trial of skill—has been frequently admired; nothing can surpass either of the passages beginning:—

"How sweet the moonlight sleeps upon this bank!"
and

"The reason is, your spirits are attentive."

Here we must stop, leaving poetical justice satisfied on all sides, Bassanio with his Portia, Lorenzo with Jessica, Gratiano with per-

Nerissa, Antonio with his ships recovered, Shylock suffering the consequences of his grasping cupidity and desire of revenge.

NOTES.

Sc. I. Act I.

'In sooth.' *Sooth* is used by Shakspeare to signify truth, true, or truly.

Cf. "In silly sooth," i. e. in simple truth."

"If thy words be sooth."

"Sooth, madam, I hear nothing."

Sooth has also the signification of "sweetness" which connects it with the verb "to soothe." Cf. Words of sooth (SHAKSPEARE.)

"The soothest shepherd that e'er piped on plains" (MILTON.)

"It wearies" But how I caught it, i. e., my melancholy.

'Same by it' I. e., came beside it, came in its way, met with it.

Investigate the various significations of *come* with the prepositions about, at, by, in, etc.

'I am to learn.' "We still retain an ellipse of 'under necessity' in the phrase I am (yet) to learn."—ABBOTT.

'Want-wit.' Foolish fellow. Read Angus' Hd. Book. Secs. 154—160 on Compounds.

'Argosies.' Ships of great burden. Probably from Argo, the ship in which Jason sailed to Colchis. Cf. Class. Dict. (Scan the preceding line.)

'Signiors.' Lords. From Latin Senior, whence also French Sire, Eng. Sir. The title of a knight.

'Burghers.' Free citizens. Fr. burgh, Eng. borough, originally a fortified town. Cf. Gr. *πύργος*, a tower, and Germ. berg, a hill.

'Pageants.' Shakspeare evidently had in his mind the gorgeous carriage or stage upon wheels used in the performance of the ancient miracle plays or mysteries. It was divided into two rooms, one above another—was painted and gilt, and surmounted with vanes and streamers. The pageants of Coventry were suppressed in 1580 when Shakspeare was sixteen years old.

'Your mind is losing, &c.' Your mind is filled with anxious fears for the safety of your richly laden merchant men now at sea, which tower as far above the small trading craft that respectfully salute them as they sail sweeping past, as lords and wealthy citizens above the meaner folk, who humbly do them reverence as they pass in state along the street.

'Had I such venture forth.'

Had I such costly merchandise now risked abroad.

'Venture.' Lat. *adventura*, Fr. *aventure*, *venture*; lit. about to happen—hence any thing attended with risk, expressing any thing sent to sea on trade, see below.

"My ventures are not in one bottom trusted,

"Nor to one place."

'Affection.' In Shakspeare used in the sense of state of mind. *The better part*, i. e., the chief part.

'I should still be plucking the grass.' I should always (still) be holding up straws in the wind to see from what quarter it might be blowing. 'Still.' Cf. Abbott 69.

'My wind cooling my broth.' If I blew with my breath to cool my

broth—it would make me shudder to think of the damage a storm might do at sea. The very sand in the hour glass would put me in mind of dangerous quick sands, etc.

'Andrew.' The name of his supposed vessel; probably a common name for ships of those days, which might possibly be so named in honour of Andrew Doria, the Great Admiral of Genoa.

'Docked.' As fast aground as if she were in a dry dock.

'Vailing.' Letting fall. Fr. *avaler*, probably from the same root as "fall." Germ. and D. *vallen*.

Cf. Vailing his bonnet. (Scott.)

'To kiss her burial.' Sc. place, *i. e.*, to touch the ground where her hull lies buried.

'Spices and silks.' An appropriate cargo for a Venetian ship. The produce of the East, for which Venice was then the great emporium.

'And in a word—but even now.' "But even now" or "but now" signifies "up to this moment and no longer." Should I not bethink me that, though, at this moment, I may be worth all this—yet in another, I may be a ruined man. The meaning, however, is somewhat uncertain. Some suppose that a line is lost after the word 'silks.' (Cf. Abbott Gram. Shaks. Sec. 38.)

'Bechanced,' *i. e.*, if it bechanced. I cannot conceive of such a possibility without feeling that, under such circumstances, I should be very sad.

'My ventures are not in one bottom trusted.' Ventures see above. Bottom, strictly the keel of a ship, hence by synecdoche, the ship itself, as "American goods are now chiefly carried in English bottoms."—Cf. Latin *carina* for *navis*.

[Antonio has no apparent cause for anxiety. Shakspeare wishes it to appear that he had a vague presentiment of some approaching calamity.]

'Two headed Janus.' An old Italian god who was represented with two faces, one young and smiling, looking forwards as it were into the future; the other old and withered, looking back into the past. The beginning of the year, and in fact all beginnings were sacred to this god, hence January, Janua—Janitor.

'Peep through their eyes.' *I. e.*, half shut their eyes, and laugh, like parrots, at any trifling matter.

'And other of such vinegar aspect.' Other, *i. e.*, men, for which however we now write *others* inflecting it like a noun when it stands alone.

'Vinegar.' Fr. *vin-aigre*, lit. sour wine.

'Vinegar aspect.' Sour looks. Observe the accentuation of aspect. Cf. Adam's Eng. Lang. § 73. Angus 61.

'Tho' Nestor swear the jest be laughable.' Though a sage councillor like Nestor (Cf. Class. Dict.) be ready to laugh at it.

'I would have staid.' Would is not used for should. Cf. Abbott Sh. Gr. 331. It was my wish—intention to stay till, &c.

'When shall we laugh?' This is said on seeing the grave faces of Antonio and his friends, and on hearing Salarino's remark "I would have staid," &c.

'You grow exceeding strange.' Must it be so? *i. e.*, you never give us your company, you are becoming perfect strangers. What! are you compelled to leave us again?

'We'll make our leasures, &c.' *I. e.*, either we will call upon you when you yourself are at leisure; or, we will postpone our conversation with Antonio till you have done.

'You have too much respect upon the world.' You harass yourself with too many worldly cares. Men can derive no enjoyment from worldly possessions acquired at the expense of their happiness and peace of mind. We should now say 'respect for the world.'

'I hold the world but as the world.' I look upon the world as being simply what it really is—a stage. A very common and a very natural comparison in Shakspeare, fully carried out in 'As you like it.' Act II. Sc. 7.

"All the world's a stage,

"And all the men and women merely players, &c.

'Let me play the fool.' I prefer the fool's part. The buffoon was a constant character in the old farces—hence the phrase "to play the fool."

'Jaundice.' (Fr. *jaune*, yellow) a distemper produced by obstructions in the glands of the liver preventing the gall being duly separated from the blood, which becomes yellow in consequence. This disease produces great depression of spirits. Shakspeare makes it appear that the latter produced the disease..

Cf. Troilus and Cressida, i. 3.

"What grief hath set the jaundice in your cheeks?"

'There are a sort of men, &c.' "A sort of men" contains the idea of plurality—therefore the verb may be in the plural.

There are some men whose looks are never lit up with a smile any more than the green scum on a stagnant pool is disturbed by a ripple; but they intentionally assume a grave appearance that they may be invested with the credit of possessing profound wisdom.

'As who should say.' As (men) who should say. The antecedent can always be supplied in Shaks. This is not the case in some old writers. Cf. Abbott, 257.

'Sir Oracle,' *i. e.*, a great philosopher. For 'Sir' see above. It was also the English translation of Dominus, a title given to graduates and men of learning—*e. g.*, a priest was sometimes facetiously called a 'Sir John'—as being generally a graduate of some university. Oracle. (1) the answer of the god, (2) the person who gives the answer. Phr.: He speaks like an oracle—*i. e.*, as if he were infallible.

'Therefore only are reputed wise for saying nothing.' 'Therefore' properly follows the statement of the reason—here it precedes—a few instances of the same may be found in the Bible. The position of 'only' is also contrary to the idiomatic use of the word. Adverbial expressions that measure excess or defect are placed before the word they are intended to modify. Cf. Abbott, 420.

'When I am very sure, &c.' Some read *Who I am very sure, &c.*, and thus correct the grammar by supplying a nominative to would, but as Shakspeare's grammar is frequently lax, the text probably stands as he wrote it.

'Would almost damn these ears.' *I. e.*, some are thought wise while they keep silence, who, when they open their mouths, are such stupid praters, that their hearers cannot help calling them fools, and so incurring the curse denounced in the Gospel on those who call their brothers fools. St. Math. v. 22.

'Fish not with that melancholy bait.' Do not by assuming such a melancholy air try to gain this reputation, I speak of, which any fool may gain, and which after all is worthless when you have gained it.

'Fool gudgeon.' Fool is an adjective, as in "fool multitude," Act ii. 9. A gudgeon is a little fish that is easily caught, and generally used as bait for other fish.

'But two years moe.' Moe is the old form of more. Both forms are used by Shakspeare.

'Gear.' Matter in hand. This contest with you, i. e., to be able to hold my own against you.

'In a neat's tongue dried, &c.' Antonio might well ask: 'Is there any wit in that?' "The only things we do not care to hear are a dried ox tongue, and an old maid." A part of Gratiano's two bushels of chaff.

'A maid not vendible.' May perhaps mean a chaste modest damsel. 'You shall seek.' Shall was used by the Elizabethan writers to denote inevitable futurity without reference to will. So here, "you are sure to seek a whole day before you find them," differs from "you may seek a whole day before you find them."

'What lady is this same, &c.' 'Same' is unnecessary. It is intended to give greater emphasis to 'this', which here is scarcely needed. Bassanio is in pecuniary difficulties, but he hopes to restore his fortunes by marrying Portia—a rich heiress who lives at Belmont, a seaport, which we are to suppose lies about 20 miles south of Venice.

'By something showing.' 'Something' is here used adverbially in the sense of 'somewhat.' See Abbott's Gram. para. 68.

By keeping up a somewhat more imposing style than my slender means would admit of. I do not indeed complain of having to retrench, etc.

'Within the eye of honour.' I. e., honorable in the eyes or estimation of honest men as you yourself always (still) are.

'Occasions.' Requirements. The word must be pronounced in four syllables.

'His fellow.' His was formerly the neuter as well as the masc. possessive of the personal pronoun. Cf. Abbott, 223, 229, and Craik. Jul. Cæs. p. 99—103.

'His fellows of the self same flight.' An arrow calculated for the same range and identical in length, weight and feathering. Flight was a technical term, a flight-shot was about equal to the width of the Thames at London Bridge.—CLARK.

'Advised.' In Shakspeare signifies careful, deliberate.

'To find the other forth.' To find the other out.

'Childhood proof.' Childish experiment.

'Because what follows is pure innocence.' Like a wilful child I have lost the money I first borrowed from you, and now, in all innocence, confessing my fault and my present plans I wish to ask another loan.—This, if you will, like a second arrow, shoot in the same direction as the first, I have no doubt that I shall be able to bring you back either both together, or at any rate the second, and be debtor only for the first.

'Wilful.' Obstinate in extravagance.

'That self way.' Self is here used in its old adjectival meaning of 'same.' See Abbott, 20.

'To wind about my love with circumstance.' I. e., to appeal to my love in such a round about way. Cf. The phrase 'to beat about the bush.'

'Making question of my uttermost.' I. e., doubting whether I shall do my best to assist you.

'And I am prest unto it.' I. e., ready to do it—Old French prest. mod. pret; Italian presto.

'Fairer than that word.' I. e., fairer than fair.

'Sometimes from her eyes, &c.' On a former occasion, when I visited her, I was encouraged by her gracious looks to hope that she was not indifferent to me, although I did not press my suit.

'Sometimes.' J. Here used in the sense of 'formerly.'

Cf. "That fair and warlike form

In which the majesty of buried Denmark

Did sometimes walk."—HAMLET.

'To Cato's daughter, Brutus' Portia. "To" here signifies in comparison with. Cf. Abbott, 137.

The character of the Roman Portia is fully developed in Julius Cæsar, Act ii. sc. 1, written seven or eight years afterwards.

'Renowned suitors—and her sunny looks.' This may have been intended as a compliment to Queen Elizabeth, who, even in her old age, was very vain of her personal appearance.

'Questionless.' Adv.—without doubt. In form it is an adjective but cf. Abbott Sec. 1.

'Commodity.' Goods, upon which money may be raised.

'Presently' formerly signified 'at once,' as it does here.

'To have it of my trust or for my sake,' i. e., to borrow it from a money-lender, or obtain it from a friend.

(To be continued.)

SHALL THESE 'DRY BONES' LIVE?

For several years past I have been urging that teachers in this country, more especially the teachers in Lower and Middle Class Schools, cannot give even moderately good lessons unless they have some special help in preparing them. Want of knowledge, want of ideas, want of access to books, co-operate with want of bodily and mental stamina, to make many a native teacher come into his school room without having bestowed half an hour on the preparation of all his lessons together. This state of things will slowly grow better—but the only effectual remedy at present is to provide the teacher with ready made notes of his lessons, in which they are prepared for him beforehand—and which shall tell him what to teach and how to teach it. I think this of so much importance that I shall make no apology for giving here two extracts from official letters of mine which have been already published by Government in their Selections from the Records.

"While the schools of the Tamil country work up to somewhat more of mechanical dexterity, so to speak, and the schools here appeal a little more to the intelligence, in both, the teaching is more or less of a set, dry, unattractive character, and does not produce half the solid result it should. The teachers have never studied a great many things they ought to know; have only half understood or wholly misunderstood a good deal of what they have studied; and even as to what they do understand are but—

little able to discriminate what should be made of importance in teaching and what not. Hence the diffusion of much "useless knowledge." Unskilled and apathetic, these teachers prefer merely to assume that their pupils understand and remember, rather than undergo the drudgery of actually ascertaining that they do. Destitute of general knowledge, they have no subsidiary information to lend interest to the dry bones of the class-book. Hence, deducting for the time spent over useless knowledge, over what is never understood, and over what is allowed to be quickly forgotten, six or seven years at school does not give a boy more useful knowledge than might have been communicated to him in three. Not only so, but the teaching is so utterly dull and wearisome that the wonder is, not that so few, but that so many, boys can be got to endure six or seven years of it. Till well informed and skilful teachers are available, little improvement can be looked for in the instruction. Still, something might be done by books adapted to the present state of things—books for the pupils well arranged and divided into systematic lessons, and by corresponding books for the teachers, giving, with each lesson, suggestions on the best way of teaching it, shewing its connection with previous knowledge, pointing out what should be dwelt on for recapitulation, and indicating sources of appropriate subsidiary information. There should be graduated series of such books for English, for the Vernacular, for Arithmetic, for Geography, and for History."

"And first I would press as of paramount importance that in all subjects there should be manuals specially prepared for the teachers. In regard to the book in the hands of the pupils, I agree with Mr. Kershaw in attributing very little to the book and everything to the teacher." It is quite

Importance of having a dual set of books. Lessons for the pupils and hand-books thereto for the teachers.

true that it is good *viva voce* instruction that we must look to to make teaching such as to arouse attention and interest, and secure retention. Very good; but then it is essential that the teacher should be master of his subject and master of his art. Now, after long experience of native teachers of all kinds, graduates and undergraduates, passed and unpassed, trained and untrained, I am of opinion that to expect sound and lively *viva voce* teaching to originate from such men as are now available, is to call for water from the dry rock. Even the conception of it is beyond them, and they are also without the necessary information, nor have they the zeal or the energy to nerve them to the labor that daily preparation of such lessons would involve. On the other hand, to attempt to put into the pupil's hands a lesson book that should contain all that good *viva voce* teaching would give, is to overload the pupil with the teacher's work, while at best turning the teacher into a mere examiner with a book in his

hand, perhaps into the hearer of lessons got by rote. I propose that in each subject there should be two books: one for the pupils, containing the essential parts—the dry bones as it were—such a synopsis in fact as judicious men preparing for examination make of the results of their reading; the other for the teacher, containing the illustrations and incidental information required to clothe those dry bones with life, to give interesting associations to the dry facts, and make them stick in the memory. The "Teacher's Manual" of any subject should in fact be "Notes of Lessons," systematically arranged, and should state, not only what is to be taught, but also how. It must do for the teacher what his want of ideas, his want of knowledge, want of time, and want of energy prevent his doing for himself, viz., prepare his daily lessons for him.

With such books, provided there be active inspection, the instruction in Middle and Lower Class Schools might be greatly improved. There are plenty of young teachers who would teach well if the materials were put into their hands. They do not lack "teaching power;" they lack only sound knowledge, a right judgment, and the capacity (naturally rare in a tropical climate) to endure the strain of preparing carefully four or five lessons a day. I propose we do not wait till they are no longer deficient in these respects, but at once try to supply their deficiencies as far as we can in the best practical way."

In the Malayalam and Canarese Arithmetics and the Malayalam Grammar and "Suggestions" written by me, I had already partly endeavoured to show how these subjects should be taught, the result being a certain measure of improvement. Latterly, I have endeavoured to do the same thing for the English of at least the lower classes, and that more systematically. The normal schools in the Sixth Division, and as far as practicable, all middle class schools, are beginning to be supplied with uniform notes of lessons. As a specimen of how we are trying to teach language in the Sixth Division, I send the notes of the first lesson to be given to a class beginning the English Second Book of Reading of the Madras School Book Society. It was originally written for use among Malayalis, but as many readers of the Journal do not understand Malayalam, I have translated the Malayalam into Tamil; allowance must be made where its Tamil dress appears not to fit very well. I may mention that the whole of the Second Book can be taught as below in exactly one hundred and one lessons. Of course as the pupil gets more command of the language, the lessons are increased in length.

L. GARTHWAITE.

Notes of Lessons on the Second Book of Reading.

N. B.—The class is supposed to be beginning the book. Ability (a) to parse and analyze the vernacular, and (b) to parse English, *viva voce*.

is assumed, also (c) acquaintance with at least the words of Part I. of the First Book of Reading. If thus much (a, b and c) is not possessed by the class, they should be quickly taken through Part I. of the First Book with a view to their acquiring it.

Lesson I. (Second Book, Part II., Lesson 13. Title and first sentence.)
(Time—(One hour and a half.)

SUBSTANCE.		METHOD.
I. WORDS AND MEANINGS.		
Bad = கெட்ட.	Will tell, சொல்லுகிறேன்	I. On the day
Company = சங்கராத்தம்.	(Will, past tense, would.)	previous to that
Story = கதை.	(Tell, past tense, told; past participle, told.)	on which the lesson is to be given, write

on the black-board both the English and the Vernacular. The master to teach the pronunciation. Pupils to copy and learn as home lesson on the previous evening and repeat to the teacher at the commencement of the lesson.

II. TRANSLATION.		II. Translate
(a) கெட்ட சங்கராத்தம், அல்லது இரண்டு நாய்களைக்குறித்து ஒரு கதை.	(a) Bad company, or story of two dogs.	with the class, reading out the English and taking the translation from the class, training out corrections
(b) இரண்டு நாய்களைக் குறித்து உனக்கு ஒரு கதை சொல்லுகிறேன்.	(b) I will tell you a story of two dogs.	

wherever the class goes wrong. There should be two translations, the first in the English order (this should be written on the Black-board and the class made to put it in the Tamil order, after which it should be rubbed out) the second should be in the Tamil order. The second should be written on the black-board side by side with the English.

N. B.—Bring out strongly the difference between the English order and the Tamil order.

III. PRINCIPLES.		III. (a.) After translating the
[N. B.—To the Teacher. These are here, for convenience given in English, but they must not be given in English to the class, but in Tamil.]		(a) After translating the title (a) writing it side by side with the English as above direct, call attention to the translation of 'of' by குறித்து; then make the class repeat from what they learned in the First Book, the translation of "the length of the stick, கோலனுடைய நிகளம், "the height of the wall? சுவையுடைய உயரம்;" make them compare the two; and so train out principle a and write it on the black-board.

(b) i. "Tell" takes an objective after it. [This objective write both on the black-board side

N. B.—Bring out strongly the difference between the English construction and the Tamil construction.

should not be omitted as it often is in Tamil.] by side, and have each parsed and train out principle b. i. Tell the part in brackets, and then write the whole on the black-board. Have (b) ii. 'Will tell' parsed separately, also சொல்லுகிறேன். Train out (by similar sentences in Tamil and questioning thereon) that sentence b. is a promise and so train out principle b, ii. and write on the black-board

IV. EXAMINATION.

IV. (Specimen of Examination.) N. B.—The black-board to be reversed during the examination so that the pupils cannot see what was written on it.)

Give the English for சங்கராத்தம் குறித்துச் சொல்லுகிறேன், the Tamil for "tell," for 'told,' for 'company,' etc. What other meaning has 'of' besides the possessive meaning? Give examples of your own. What does 'tell' take after it? Give examples of your own. What is the practice in Tamil? Correct 'I told to (or with) him.' In English what auxiliary is used for promises? What is the general sense of 'will'? (Future). Where does the auxiliary come? What mood follows? Give some examples of your own. Where does the first verb come in English and Tamil respectively. N. B. *Throughout the examination bring out strongly the difference between the English construction and the Tamil construction.*

V. GRAMMAR ...

V. Make the class conjugate the present and past tenses of "will" and then the future indicative and the past indicative of "tell."

VI. EXERCISES ...

VI. The English of A. to be written on the black-board. The Tamil of B. to be given out by the teacher *viva voce*.

Specimen of Exercises.

Translate into Tamil.

A 1. This is a story of bad company. 2. He will tell me a story. 3. We will tell them a story of two dogs. 4. I will give you a book. 5. You will tell us a story. 6. I told them. (Give six more like these.)

B. Translate into English.

நீ எங்களுக்கு ஒரு கதை சொல்லுகிறாயா.

இது இரண்டு கெட்ட நாய்களை குறித்து ஒரு கதையிருக்கின்றது அவைகளை சொல்லு.

நான் அவனுக்கு சொல்லுகிறேன்.

அவன் எனக்கு சொன்னான்.

நான் அவனுக்கு சொன்னேன்.

Give five more like these.

VII: Dictation... VII. Dictate the words, and the title and sentence.

VIII. Reading ... VIII. Reading by the class, the master reading first.

N. B.—The words and meanings for the next lesson should be written on the black-board for the class to copy. They should also copy the principles III.

NOTES ON JOHNSON'S LIFE OF ADDISON.

(Continued from page 174.)

133. '*But perhaps.*' Johnson here suggests a possible apology for the simile, only that he may in the next sentence proceed to refute it. '*Dr. Madden.*' "In the College of Dublin, four quarterly examinations of the students are held in each year in various prescribed branches of literature and science, and premiums consisting of books impressed with the College arms, are adjudged by examiners (composed generally of the Junior Fellows) to those who have most distinguished themselves in the several classes, after a very rigid trial which lasts two days. Dr. Samuel Madden was the first proposer of these premiums. They were instituted about the year 1734. He was also one of the founders of the Dublin Society, for the encouragement of Arts and Agriculture. In addition to the premiums, which were and are still annually given by that Society for this purpose, Dr. Madden gave others from his own funds. Hence he was usually called '*PREMIUM MADDEN.*'"

'*If I had set ten school boys, &c.*' This practice of exaggerating the erudition and intelligence of ordinary school-boys has been far too often employed by critics. Lord Macaulay was so great an offender in this respect, that "*Macaulay's School-boy*" has become the fitting designation of this literary artifice.

134. '*The Opera of Rosamond.*' This Opera is founded on the romantic tale of Henry II., and his mistress Fair Rosamond, a tale which has no foundation in fact. To secure her from the vengeance of his wife, Queen Eleanor, he is said to have concealed her in a bower in Woodstock Park. The Queen, however, according to the legend, discovered her place of concealment, and forced her to drink poison. The lady known as *Fair Rosamond* was the daughter of a Herefordshire baron; Henry became enamoured of her in his youth, but long before he died, Rosamond retired to lead a religious and penitent life in the nunnery of Godestow near Oxford, where she died a natural death.

(An Opera is a musical drama: The word is derived from the L. *opus*, cognate with the Sanskrit *apas*, a work.)

'*One of the first.*' I. e., in point of merit. It was brought upon the stage in 1707, but had a run of only three nights.

'*For which the scene gives an opportunity.*' The Palace of Blenheim, with which the nation rewarded Marlborough for his great victory, was built in the Manor of Woodstock. In Act III of *Rosamond*, the guardian spirits of the British Kings are supposed to reveal to Henry in a dream the future glories to be gained by his descendants at Oressy, Agincourt and Blenheim, and to lessen his sorrow at the tidings of Rosamond's death, he is made to see the "*glorious pile*"

of Blenheim Palace rising on the site of the bower of Woodstock:

"The great reward

For Anna's mighty chief prepared."

'*The shortness of the lines.*' "*Rosamond*" is written in four feet lambics.

'*Sir Trusty and Grideline.*' Sir Trusty in the Opera is keeper of the Bower in which the fair Rosamond is concealed. Grideline is the jealous wife of Sir Trusty.

'*Sir Trusty's account of the death, &c.*' This account was ridiculous enough, but it had the merit of conciseness at least. It was:—

"Great Sir, your Rosamond is dead

As I am at this present writing."

'*Engaging in its process.*' Entertaining in its progress.

135. '*Contrary to the rule, &c.*' The rule was that dramas were not to be admitted into the collection.

'*The late collection.*' A collection of the works of the chief English Poets published by the forty "first booksellers in London" in 1777. The task of writing a life of each of the authors whose works were included in the collection was consigned to Dr. Johnson. This task he did not complete till 1781. This Edition of the Poets was in sixty volumes, small octavo.

'*Rather a poem in dialogue than a drama, &c.*' In reference to the remark of Voltaire that he could not conceive how the English endured what he was pleased to term the extravagancies of Shakspeare, when they had seen the Tragedy of *Cato*. Johnson elsewhere observes that "Addison speaks the language of poets and Shakspeare of men. We find in *Cato* innumerable beauties which enamour us of its author, but we see nothing that acquaints us with human sentiments or human actions, we place it with the fairest and noblest progeny which judgment propagates in conjunction with learning; but *Othello* is the vigorous and vivacious offspring of observation impregnated by genius. *Cato* affords a splendid example of artificial and fictitious manners, and delivers just and noble sentiments in diction elevated and harmonious, but its hopes and fears communicate no vibration to the heart; the composition refers us only to the writer; we pronounce the name of *Cato*, but we think on Addison!"

'*The rest.*' The other characters.

'*They are made the vehicle of such sentiments, &c.*' They give utterance to such sentiments. &c.

[Critics still continue to differ widely in their estimate of the merits of Addison's *Cato*. We quote the following from a recent review in one of the most able English Monthlies:—

"Those who care to see the last touch put to *Cato's* poetical portrait must turn to the tragedy of Addison; a piece which, whatever its merits, no longer excites the enthusiastic admiration with which it was hailed by the Author's contemporaries. "*Cato's* long wig flowered gown and lacquered chair" would hardly now provoke "the universal peal" which from pit, boxes and gallery greeted the appearance of Barton Booth. I am not going to quote here the dying soliloquy familiar to the student of our literature, and which "every school-boy" of fifty years ago was taught to spout by heart: or to weary the reader with any attempt to settle, at this time of day, the poetical claims and rank of Addison. If we accept the concurrent testimony of the eight "eminent hands" who prefixed their

commendatory verses to the earlier editions of 'Cato,' there never was such a masterpiece penned. But the poetical thermometer has fluctuated a good deal since then. The mercury rarely stands above "temperate," and has been known to fall even to "freezing." The praise, when it comes, is fainter; and the censure which would have sounded like blasphemy in the years of the eighteenth century, ventures ever and anon to speak in tones certainly little reverent, and I think I may say, not altogether just. I conclude by appending two specimens, one in either kind, not unamusing by their contrast, which the older and more careful readers of this magazine may remember to have met with in its pages.

"The language," says the earlier writer, "may be rather too stilted, but it is classical, and not seldom in itself stately; the sentiments are always dignified and often noble. 'Cato' elevates the mind, even in perusal, if not, 'above the smoke and stir of this dim spot which men call Earth,' at least up among its more elevated regions and purer atmosphere."

"Addison's 'Cato,' says a five years' later critic, 'is poor enough' and spouts like a village schoolmaster in his fifth tumbler: and virtuous Marcia towers above her sex like a matron of the penitentiary?"

136. 'Urged.' I.e., pleaded in favour of its theatrical exhibition.

'Parties.' I.e., the Whigs and the Tories.

'Unaffected.' Lifeless, apathetic.

137. 'To oppress.' We should now say to suppress.

138. 'That little regard.' 'That people come coldly, &c.' The word 'that' here and afterwards is inserted by Johnson in changing the passage from the direct into the indirect or oblique narration.

'Presumes upon his own merit.' Writes with full confidence in his own powers.—The word 'presumes,' it will be noted, is used in a sense different from its present application.

'To make a cabal.' To appeal to party spirit.

139. 'Prepossession.' Prejudice.

'To make proselytes.' To win men over by passionate appeals.

'To lord it.' To domineer. The pronoun *it* is often added to nouns or words not generally used as verbs in order to give them the force of verbs. Cf. 'Foot it,' 'To queen it,' 'To prince it,' 'Lord Angelo dukes it well.'—Shakspeare. In Pope's *Moral Essays* we read:—

"Whether the charmer sinner *it* or saint *it*,

If folly grow romantic, I must paint *it*."

See Abbott's Grammar.

'Neither genius or judgment.' This should be 'neither genius nor judgment.'

'Poetical craft.' Here opposed to poetical art. The first expression is used to designate the literary tricks which are unworthy of the true poet. 'Craft,' although originally used in the sense of power, skill, art, has now come to be used chiefly in the sense of cunning. The word 'art' similarly degenerates in the compound *artful*.

'A plot without doors.' An appeal to public feeling.

'So much the more clamorous,' &c.' The word 'the' in such constructions is not the definite article, but an old ablative form of the demonstrative. Cf. the Latin idiom *quo citius, eo melius*, by how much the sooner, by so much the better. 'The more clamorous and

tumultuous, the more erroneous' would be briefer and more idiomatic than the phrase in the text.

140. 'Which.' The antec. is 'poetical justice.'

141. 'A particular Providence.' A special Providence watching over the affairs of the world.

'Upon the stage of the world.' I.e., in this life.

'Those.' I.e., the 'reading' and the 'representation.'

'Lecture.' Lesson. Both 'lecture' and 'lesson' are derived from the same Latin verb *lego*, to read.

'Dispensation.' - Government.

'Cato is vanquished by Cæsar.' It must be remembered that Cato is the representative of disinterested patriotism, while Cæsar is the representative of selfish ambition.

'Syphax.' The General of the Numidians, and a traitor to Juba his own prince.

'Portius and Marcus' are the sons of Cato. Both of them fall in love with Lucia, but although Portius is calm and stoical, while his brother is impulsive, there is no ground in the play for attributing to him "sly subtlety and dissimulation."

142. 'The mirror of life.' Compare Hamlet's direction to the players:—"Overstep not the modesty of nature; for anything so overdone is from the purpose of playing, whose end both at the first and now is to hold as 'twere the mirror up to nature to show virtue her own feature, scorn her own image, and the very age and body of the time her form and pressure."

145. 'With a scrupulosity almost unexampled, &c.' English Plays, for the most part, belong to what is called the *Romantic* in contradistinction to the *Classical* Drama. (See Note on para. 151.) The two most famous specimens in English of the *Classical* Drama are Addison's *Cato* and Milton's *Samson Agonistes*.

The Ancients strictly observed what were called the *Unities* of *Time*, *Place* and *Action*. The latter, according to Aristotle, requires that every drama should have a beginning, a middle and an end; one event must be naturally linked with another, and the conclusion or catastrophe must follow by easy consequence. This unity Shakspeare generally observes, but to the unities of *Time* and *Place* he shows no regard. The rule enjoining the observance of these two latter unities arose, as Dr. Johnson elsewhere remarks, from the supposed necessity of making the drama credible. The critics he observes hold it impossible that an action of months or years can be possibly believed to pass in three hours; or that the spectator can suppose himself to sit in the theatre, while ambassadors go and return between distant kings, while armies are levied and towns besieged, while an exile wanders and returns, or till he whom they saw courting his mistress shall lament the untimely fall of his son. The mind revolts from evident falsehood, and fiction loses its force when it departs from the resemblance of reality.

From the narrow limitation of time necessarily arises the contraction of place. The spectator, who knows that he saw the first act at Alexandria, cannot suppose that he sees the next at Rome, at a distance to which not the dragons of Medea could, in so short a time, have transported him; he knows with certainty that he has not changed his place; and he knows that place cannot change itself; that

what was a house cannot become a plain; that what was Thebes can never be Persepolis.

Such, continues Dr. Johnson, is the triumphant language with which a critic exults over the misery of an irregular poet, and exults commonly without resistance or reply. It is time, therefore, to tell him by the authority of Shakspeare, that he assumes as an unquestionable principle, a position which, while his breath is forming it into words, his understanding pronounces to be false. It is false that any representation is mistaken for reality; that any dramatic fable in its materiality was ever credible, or, for a single moment, was ever credited.

'*Utica*.' One of the chief cities of ancient Africa. It was about 25 miles N. W. of Carthage.

'*Had been more fit*.' This use of 'had' for 'would have' was frequent among the writers of the last century, but is now obsolescent.

146. '*The two politicians*.' 'Politician' is here used in the sense of a cunning plotter, a traitor.

'*Are at it*.' Colloquial for 'set to work.'

'*They lay their heads together, &c.*' The allusion is to a passage in the *Rehearsal*, a play written by the Duke of Buckingham, with the assistance, it is said, of Butler, the author of *Hudibras*, in which the poet Dryden is supposed to be caricatured under the name of Bayes. The passage is:—

"When a knotty point comes, I lay my head close to it with a snuffbox in my hand, and then I *feague* it away in faith."

In Boswell's Life of Johnson we are told that the Doctor remarked that "Bayes in *The Rehearsal* is a mighty silly character. If it was intended to be like a particular man, it could only be diverting while that man was remembered."

'*Feague it away*.' Endeavour to concert a plot.

The precise meaning of the word 'feague,' with its application here is uncertain. It is said to mean to *whip* or *chastise*, and to be derived from the L. *flagellare*. It probably means the same as the word *cudgel* in the phrase "to cudgel one's brains."

'*That wise scene*.' 'Wise' is here ironically put for 'foolish.'

'*Gods*.' An oath, "by the gods."

'*For politicians*.' As plotters and traitors.

'*Caesar would never take you*.' I. e., he would not employ men who had, in so clumsy a manner, tried to serve his cause.

147. '*Was driven upon this absurdity*.' Was forced to commit this absurdity.

150. '*Ear-shot*.' Hearing distance.

'*Big with the news*.' A phrase taken by Dennis from the opening lines of the play he criticizes:

"The day is overcast, the morning lowers,
And heavily in clouds brings on the day
The great the important day, *big with the fate*
Of Cato and of Rome."

'*Confusion*.' An exclamation of disappointment.

'*He has carried*.' He has succeeded in.

'*By manly force*.' This use of the word 'manly' in the sense of the superior physical strength of a man as compared with that of a woman is seldom found.

'*A Numidian abounding in wiles*.' This phrase also is adopted from the play. In Act II Sc. 5, Juba says:—

"Syphax, I fear that hoary head of thine
Abounds too much in our Numidian wiles."

'*A nonpareille*.' A French word meaning something unparalleled. The word is more generally spelt *nonpareil*.

'*His liveries*.' I. e., guards dressed in his livery.

'*The devil of any guards*.' No guards. The expression in the text is a vulgar but emphatic form of the negative—Compare

"The devil a musician have I."—(Scott's *Legend of Montrose*), for I have not even a single musician.

Cf. also

"But if I scribble longer now
The devil a soul will stay to read."—BYRON.

In the old rhyme

"When the devil got sick, the devil a monk would be,
When the devil got well, the devil a monk was he—"

the pun turns upon this negative force of the word *devil*, the meaning being—When the devil fell sick he vowed he would become a monk on his recovery, but when he did recover, he was very far from keeping his vow; i. e., he did not become a monk.

'*Though this is a mighty politic invention*.' Though this is a very cunning device. 'Mighty' must be parsed as an adjective used as an adverb to intensify the adj. 'politic.' This colloquial use of 'mighty' for 'very' seems to have been common in Johnson's time. Cf. "Bayes in *The Rehearsal* is a mighty silly character."—DR. JOHNSON.

This half slang usage of words like *mighty*, *awful* and *dreadful* should not be imitated. It was but two or three days ago that we heard an educated Englishman, in defiance both of grammar and propriety, observe that it was "a dreadful hot day."

'*Coming at the lady*.' Finding the lady.

'*By demolishing, &c.*' By killing the two or three slaves instead of trying to deceive them by a foolish disguise.

151. ARISTOTLE. B. C. 384-322. A great Greek philosopher and rhetorician. He was the tutor of Alexander the Great.

The following remarks on the Classical and the Romantic Drama are taken from Arnold's Manual of English Literature:—

"The Classical and Romantic Drama represent two prevalent modes of thought or streams of opinion, which, parting from each other and becoming strongly contrasted soon after the revival of letters have ever since contended for the empire of the human mind in Europe. The classical drama was cast in the Græco-Roman mould and subjected to the rules of construction (the dramatic unities) which the ancient dramatists observed; its authors being generally men who were imbued with the classical spirit to a degree which made them recoil with aversion and contempt from the spirit and the products of the ages which had intervened between themselves and the antiquity which they loved. On the other hand; the Romantic drama, though it borrowed much of its formal part (e. g., the division into acts, the prologue and epilogue, the occasional choruses, &c.,) from the ancients was founded upon and grew out of the Romance literature of the Middle Ages,—its authors being generally imbued with the spirit of Christian Europe, such as the mingled in-

fluences of Christianity and feudalism had formed it. National before all, writing for audiences in whom taste and fine intelligence were scantily developed, but in whom imagination and feeling were strong and faith habitual, the dramatists of this school were led to reject the strict rules of which Athenian culture exacted the observance. To gratify the national pride of their hearers they dramatized large portions of their past history, and in so doing scrupled not to violate the unity of action. They observed indeed this rule in their tragedies—at least in the best of them—but utterly disregarded the minor unities of time and place, because they knew that they could trust to the imagination of their hearers to supply any shortcomings in the external illusion. For instance, in the Play of Macbeth, many years elapse and the scene is shifted from Scotland to England and back again without the smallest hesitation. The result is that Art gains in one way and loses in another. We are spared the tedious narratives which are rendered necessary in the classical drama by the strict limits of time within which the action is bounded. On the other hand, the impression produced being less concentrated, is usually feebler and less determinate."

(To be continued.)

GOVERNMENT ORDER ON PUBLIC INSTRUCTION FOR THE YEAR 1873-74.

Though the Report on Public Instruction is dated 15th August 1874, it was not ready to be laid before Government in a printed form until the 14th October, and the printing of the tabular statements was not completed until the end of January. In future the Director will see the report and appendices through the Press before submitting them to Government.

	Total.		Increase in 1873-74.		with the Department, and the increase during the year. It is observed that, though there was a decrease of two in the number of Higher-class Schools, there was an increase of 566 in the number of pupils attending Schools of that class. As in the previous year the most important
	Schools.	Pupils.	Schools.	Pupils.	
Colleges ...	14	544	1	61	
Higher-class Schools.	51	12,556	2	566	
Middle class ...	510	29,800	7	1,538	
Lower class ...	7,619	185,630	1,429	36,549	
Normal...	16	1,843	1	86	
Professional ...	5	447	1	135	
Total...	8,215	230,820	1,435	3,878	

increase both in schools and pupils was in connexion with elementary education, the total number of schools of the lower class under inspection being 7,619 with 185,630 pupils, against 6,190 with 149,081 pupils in 1872-73. The average attendance per school remains at twenty-four. The number of lower schools aided or entirely supported by Local Fund Boards, and Municipalities rose from 4,081 schools with 110,078 pupils to 5,168 schools with 137,549 pupils. The average attendance at these schools fell from twenty-seven to twenty-six, but was still considerably higher than in other schools of the lower class, where it was only nineteen.

3. The most important advance in educational operations during the year took place in the marginally-noted districts, four of which, viz.,		noticed in the same way in the
Madras.	Malabar.	
Chingleput.	North Arcot.	
Tinnevely.	Madura.	
South Arcot.	Kurnool.	

report for the previous year. The proportion of pupils to population in the different districts varied from $\frac{1}{4}$ in Madras to $\frac{1}{35}$ in Vizagapatam, the proportion in these districts in the preceding year having been $\frac{1}{5}$ and $\frac{1}{50}$.

4. The subjoined table shows the race and sex of the pupils attending the different schools and the increase during the year:—

	BOYS.			GIRLS.		
	Number.	INCREASE.		Num-ber.	INCREASE.	
		Num-ber.	Per cent.		Num-ber.	Per cent.
Europeans ...	312	6	1.9	256	53	26.10
East Indians ...	2,665	103	4.02	2,031	246	13.78
Native Christians ...	11,268	1,342	13.52	5,987	827	16.02
Hindus ...	182,935	27,891	17.34	8,337	1,232	17.54
Mahomedans ...	15,258	5,479	56.03	245	181	282.81
Parsces ...	24	5	26.31	4	—6	...
Jews ...	1	0	0.0	0	—0	0.0
Pariahs...	1,244	1,157	1,329.88	253	250	8,333.33
Total ...	213,707	35,983		17,113	2,795	

As remarked by the Director, the bulk of the increased attendance attaches to Hindus, but the relative increase is greatest in the case of Mahomedans and Pariahs both as regards boys and girls. The marginal table gives some particulars regarding the increase in educational work throughout the Presidency during the last ten years.

5. The number of pupils who presented themselves for the Matriculation Examination in the year under review was 1,701, against 1,530 in the previous year. The number who passed was 626, against 611, an increase which is not proportionate to the increase in the number appearing for examination. For the First Examination in Arts 255 candidates appeared for examination, and 125 or 48.8 per cent. passed, against seventy-six or 31.7 per cent. out of 240 in the previous year. At the B. A. Examination fifty candidates passed out of eighty-eight who were examined. The results of this examination in the year under review were very much more satisfactory than in 1872-73, but as remarked by the Director, it must be borne in mind that

the latter was an exceptional year as explained in the last report. A single candidate for the M. A. Degree was examined and passed; one candidate out of two passed for the Degree of M. L.; one out of four for the Degree of B. C. E.; and three for the Degree of Bachelor of Medicine and Master of

	Matriculation.	F. A.	B. A.
Brahmins	380	85	30
Other Hindus	189	25	7
Mahomedans	3	2	0
Native Christians	48	3	7
East Indians	37	8	4
Europeans	18	1	2
Parsees	1	1	0

Surgery. The opinion of the Senate of the University will be obtained with reference to the Director's suggestion that the Act of Incorporation of the University should be amended so as to empower the Senate to hold examinations for the more rarely sought degrees only once in two years should they deem fit so to do. The marginal

table shows the classes of the community represented by the successful candidates at the University Examinations.

6. The total cost of the University amounted to Rupees 40,319. Deducting from this Rupees 25,800 realized by fees, and Rupees 127 by the sale of calendars, the net charge to Provincial Funds was Rupees 14,392, against Rupees 16,633 in the preceding year.

7. The attendance at the Presidency College during the year under review was 112, being three less than in the preceding year. The marginal note shows the results at the various examinations which are described by the Principal as "Poor in the case of Matriculation, bad in the First Examination in Arts, and highly satisfactory in the Bachelor of Arts Degree." The re-establishment of the Law Class and the return of the Principal from leave were the principal administrative events of the year.

8. The attendance at the Combaconum College rose from 102 to 114, the number passing the Matriculation Examination from forty-four to fifty-three, and the number passing the F. A. Examination from seventeen to twenty; while eleven passed for the Degree of B. A. against none in the preceding year.

9. At the Free Church of Scotland Institution the attendance in the College Department rose from 86 to 108, of whom thirty-three, eighteen, and five passed the Matriculation, F. A. and B. A. examinations respectively.

10. At the Doveton College, which is specially adapted for European and East-Indian Protestants, there was an increase of six in the College Department, and an improvement on the number passing the F. A. and B. A. examinations.

11. The above-mentioned four Colleges are the only institutions in the Presidency which were recognised during the year under review as imparting education up to the standard of the examination for the Bachelor of

Arts Degree. The financial position is contrasted in the subjoined statement so far as the College Branches are concerned:—

	Total Cost.	Fees.	Percentage of Fees to Cost.	ANNUAL COST OF EACH PUPIL.					
				Total Cost.			Cost to Government.		
				RS.	A.	P.	RS.	A.	P.
Presidency College	48,703	5,180	10.6	502	1	5	427	2	1
Combaconum College	18,797	3,733	19.9	237	14	11	188	12	7
Free Church of Scotland Institution	13,854	2,631	18.9	189	12	6	51	0	10
Doveton College	8,177	1,325	16.2	314	7	10	117	1	10

With reference to the above it is to be remarked that the Inspector of the Division is not satisfied with the distribution of the charges of the Doveton College between the College and School Branches, and that he gives what seem good grounds for his opinion. According to the method of distribution which he considers should be adopted, the total annual cost per pupil in the College Department was Rupees 613, and the cost to Government Rupees 189.

12. The Director should address the Government separately with reference to the question raised in paragraph 49 of the report. The total number of Collegiate and Higher-class schools in the Presidency fell from fifty-three to fifty-one owing to the closing of the S. P. G. Seminary at VEDIAPURAM, and the transfer to the middle class of the Wesleyan school at Trichinopoly. Of the fifty-one schools fourteen were Government institutions and the remainder Private schools, one of the latter being a Girls' school attached to the Doveton College. Notwithstanding the decrease in the number of schools, the number of scholars rose from 11,990 to 12,556, of whom twenty-three passed the F. A. examination, as shown below:—

District.	School.	Matriculation.	F. A.
Vizagapatam	London Mission	2	1
Kistna	Noble Institution	9	0
Bellary	Provincial School	14	3
Malabar	Do. Calicut	28	7
Canara	Do. Mangalore	23	6

Of those schools from which no scholars passed the F. A. examination, the following passed more than ten pupils at the Matriculation examination:—

District.	School.	Attendance.	Passed Matriculation.
Godavery	Provincial School, Rajahmundry...	205	14
	Patcheappah's High School	411	14
Madras	Bishop Corrie's Grammar School	149	11
	Church of Scotland Mission School	400	11
Trichinopoly	S. P. G. School	445	18
	S. P. G. School, Tanjore...	480	33
Tanjore	St. Joseph's College, Negapatam...	373	11
Coimbatore	High School	409	12
Tinnevely	Hindu Anglo-Vernacular School	270	10

Comparing the cost of education at these schools the Government find:—

School.	Total Cost.			ANNUAL COST OF EACH PUPIL.		
	Total Cost.	Fees.	Percentage of Fees to Cost.	Total Cost.	Cost to Government.	
Government Schools.						
	RS.	RS.		RS. A. P.	RS. A. P.	
Bellary Provincial School	12,794	5,127	40.4	70 4 8	42 2 0	
Calicut "	13,332	5,801	43.5	62 9 5	35 5 8	
Mangalore "	12,756	5,540	43.4	61 14 9	35 2 0	
Rajahmundry, "	11,019	4,536	40.8	55 5 11	32 9 3	
Private Schools.						
London Mission School, Vizagapatam	4,221	1,785	42.3	21 13 11	8 13 8	
Noble Institution, Masulipatam	15,141	2,581	17.0	64 15 9	25 1 2	
Patcheappah's High School	21,956	6,942	31.6	59 0 4	27 4 7	
Bishop Corrie's Grammar School	12,640	5,400	42.7	87 12 5	32 7 4	
Church of Scotland Mission Institution	13,832	4,112	29.8	40 5 2	16 11 7	
S. P. G. School, Trichinopoly	13,476	5,639	41.8	34 3 3	13 1 3	
S. P. G. School, Tanjore	12,619	5,264	41.7	24 5 9	16 5 8	
St. Joseph's College, Negapatam	11,154	3,243	29.1	31 5 4	8 5 3	
High School, Coimbatore	13,625	6,771	49.6	37 0 5	14 5 0	
Hindu Anglo-Vernacular School, Tinnevely	4,659	2,945	63.3	19 15 11	9 4 9	

The highest average daily attendance at a Government school of the higher class was 287 at the Zillah school, Chittoor, and the lowest 126 at the Zillah school, Kurnool. Amongst private institutions of the same class, the highest average daily attendance was 518 at the S. P. G. High school, Tanjore, and the lowest fifteen at Sullivan's Garden's Seminary, which is an institution specially intended for theological instruction, and having only an incidental connection with the Educational Department.

13. The maximum cost to Government per scholar in the Government schools of the higher class was Rupees 42.2.0 at the Bellary Provincial school, and the minimum Rupees 11.13.3 at the Salem Zillah school. Amongst aided schools the maximum was Rupees 32.7.4 at Bishop Corrie's Grammar school, and the minimum Rupees 6.8.6 at the German Mission Lutheran school, Tranquebar.

14. It is observed that in the case of six aided schools of this class, the receipts exceeded the charges by more than 10 per cent., a state of things which seems to indicate an unnecessarily high rate of grant if the figures shown in Appendix B relate to grants drawn for 1873-74 only.

15. The number of schools of the middle class rose from 503 to 510, and the number of pupils from 28,262 to 29,800. The number of Government Boys' schools of this class appears at sixty-six against sixty-seven in the previous year, owing apparently to the omission from the list of the Mahomedan school at Rajahmundry and its entry in the list of Lower-class schools, regarding which no explanation is offered in the report. The detailed notices of the schools

in the different districts do not call for any special remark. The highest attendance was 210 at the Madras-i-Azam, which was also by far the most expensive institution of the middle class; but putting it out of consideration as a school of an exceptional nature, the highest attendance at a Government school of the middle class was 131 at the Taluq school of Srirangam, and the lowest sixteen at the Taluq school at Gunupur in the district of Vizagapatam. At five schools the average daily attendance was less than twenty. As regards Ullala it is reported that it is contemplated to abolish it so soon as a Local Fund Elementary school has been established, and the Government see no reason why a similar course should not at once be adopted as regards the Koilgunla and Nandikotkur schools in connection with which it is reported that Local Fund schools already exist alongside of them.

16. The recent Orders of Government regarding the classification of schools not having been received until the report was ready for submission, the Local Fund and Municipal schools are still classed as Private schools. At many of these the attendance was very high indeed, but at about sixty schools it was under twenty. Excluding the Madras-i-Azam and the Lawrence Asylum, which are exceptional institutions, the maximum cost per pupil to Government and Local Funds is shown in Appendix B at Rupees 45.11.1 at the Local Fund school at Gungoli, a high figure which appears to be accounted for by the fact that a large portion of the Government grant on which the average was struck was paid in arrear on account of previous years. The minimum cost per pupil in a Government school of the middle class was Rupees 1.6.0 at the Taluq school of Toruvarur in the Tanjore District, and in eight schools it was below Rupees 5. The minimum cost amongst Private schools of the same class was Rupees 1.8.11, but it was less than Rupees 5 in upwards of eighty institutions. In the case of Middle as of Higher Class schools a large number seem to have drawn

much larger grants than was necessary for the upkeep of the schools, but it appears that in many instances this was owing to grants having been drawn in arrears. The number of Municipal and Local Fund schools of the middle class is given in Appendix A, No. XIV., as eighty-eight, but the Government are not quite satisfied of the completeness of this list, as they observe that it does not include the Town school of Salem and Branch Town school of Shivapett, the management of which was assumed by the Municipality under G. O., dated 10th October 1871, No. 1530. The bulk of the schools of this class under the management of Local Boards and Municipalities are either old Rate schools or old aided Private schools, and in such cases the grant from Provincial Funds has been continued.

17. From Appendix A, No. XVI., it appears that Rupees 1,35,350 were paid from Provincial Funds as Salary grants to schools of the middle class, and Rupees 36,178 as Results grants, the corresponding amounts for the previous year having been Rupees 1,01,674 and Rupees 21,273. The increase in the number of schools having been but slight, some explanation should have been given of the considerable rise in the amount paid as Salary grants. From a comparison of Appendix A, No. XVI., and the table given in paragraph 153 of the report, and from other indications, the Government infer that the explanation lies in the fact above noticed that many grants were paid in arrears.

18. Elementary education being now entrusted as a general rule, to local Corporations, only a few Lower-class schools of an exceptional character are maintained from Provincial Funds. The number of Hill schools in Ganjam remained at sixteen as in the previous year, but the attendance rose from 749 to 777. The special schools for Mahomedans rose from four to twenty, the attendance varying from eleven at Cuddapah to seventy-one at Vellore. It would appear from the report that in some localities the schools are not wanted as at Cuddapah where the attendance is trifling, and Nagore where Tamil appears to be the language of the Mahomedan as well as of the Hindu population. These should be discontinued.

19. According to Appendix A, No. XIV., there was 400 Municipal and Local Fund schools of the lower class during the year under review, against 212 in the previous year. With regard to a large portion of this increase, however, it is reported that it results from a large number of private aided schools having been taken over by the Local Fund Board of Kurnool, and increased expenditure thus incurred without any proportionate increase in the educational advantages afforded. The question is under consideration separately.

The number of pupils attending Municipal and Local Fund Lower-class schools is given at 10,963, and the expenditure at Rupees 50,521, giving an average of Rupees 4-9-9 as the gross expenditure per pupil. The fees not being given (except in a scattered manner throughout the appendices), the average net expenditure cannot be ascertained.

20. In paragraph 105 of the report, the Director alludes to the importance of free inter-communication between Local Fund Boards and Municipalities, and the Educational Officers of the Division, and the Government learn with satisfaction that considerable inter-communication went on in the case of all the Inspectors. In some cases, however, it is reported that measures are adopted by Local Boards without previous consultation with the Educational Officers, and the Government fully concur with the Director in considering that in such cases a serious mistake was made. The point is one on which it is impossible to lay too much stress, and it will be the duty of the official members of the Boards in question to see that due attention is paid to the wishes of Government in this respect.

21. Taking Lower-class schools of all kinds, it appears that the number rose during the year from 6,190 with 149,031 scholars to 7,619 with an attendance of 185,630. Turning to Appendix B, where, owing to the Order

of Government on last report not having been received in time, Local Fund and Private schools are still shown together, it appears that the maximum cost to public funds per pupil in a Boys' school of the lower class was Rupees 45-6-9 in the Mahomedan school at Arcot, and in all of the marginally-noted schools or sets of schools the cost was over Rupees 10.

Ganjam { Sompeta.
Jahmar.
Kalingapatam.
Godavery { Rajahmundry (9).
Cocanada (6).
Kistna, Guntur (2).
Bellary, Anantapore.
South Arcot { Cuddalore.
Virdachellum. } (9).
Tanjore Municipal Branch School.
Canara Local Fund Schools (12).

This is manifestly an excessive expenditure, and the Government desire to have special reports with respect to each of these schools, except those at Anantapore and Canara in connection with which the introduction of improved arrangement has already been reported. In the case of the Canara schools also, as remarked last year, the preparation of the returns is obviously defective. The minimum

cost per pupil appears to have been 6 Annas at the Tanjore Municipal school, No. VI. The difference in the cost of the various schools supported by this Municipality is so very marked that the Government cannot but suspect that there has been some error in classification. In a considerable number of cases the cost to Government per pupil in Private schools of the lower class is reported at under 1 Rupee.

		1872-73.	1873-74.	of the Result Grant System during the year under review. From this it would appear that the average cost to Government per scholar attending a Result Grant school was Rupees 1-10-6.
Number of Schools for which grants were sanctioned ...		3,248	4,541	
Attendance ...		89,820	124,547	
		rs.	rs.	
Grants sanctioned from				
(a.) Provincial Funds...	27,413	36,193		
(b.) Municipal ...	19,945	27,023		
(c.) Local Funds...	98,719	1,42,532		
Total ...	1,46,077	2,05,748		
Grants actually drawn during the year from				
(a.) Provincial Funds ...	21,274	36,176		
(b.) Municipal „ ...	18,643	27,511		
(c.) Local Funds... ..	98,910	1,26,719		
Total ...	1,38,857	1,90,405		

23. The Government still await the Director's proposals for the revision of the Result Grant Rules alluded to in paragraph 19 of the Order of Government reviewing the report for 1872-73.

		1872-73	1873-74.	considered satisfactory, the number of Girls' schools having risen by 27 per cent and the number of girls attending them by about 20-5 per cent. If, however, the attendance at Mixed schools be taken into consideration, the number of girls under
Girl's Schools...		186	237	
Mixed Schools..	Number ...	357	915	
	Scholars...	5,038	5,920	
Total Schools...	Number ...	543	1,152	
	Scholars...	14,330	17,113	

instruction increased by 15 per cent only, the total number being 17,113, against 14,330 in the previous year. The large increase in the number of Mixed schools shown in the report appears to be almost entirely due to more correct classification.

25. In reviewing the report for the preceding year it was remarked that the whole of the increase was in schools in no way connected with religious bodies, but during the year under review, the state of things changed, the increase being rather greater in religious schools than in others. The distribution of the girls under instruction in 1873-74 is contrasted below with the distribution in 1872-73 :-

	1872-73.	1873-74.
Madras and Chingleput ...	3,203	4,638
Tinnevely ...	3,548	4,418
Malabar ...	1,495	1,969
Tanjore ...	931	1,013
Madura ...	599	753
North Arcot ...	520	610
Coimbatore ...	450	546
Vizagapatam ...	635	506
South Canara ...	362	448
Salen ...	239	414
Godavery ...	...	409
South Arcot ...	299	383
Bellary ...	294	289
Nellore ...	196	252
Kistna ...	194	195
Trichinopoly ...	137	120
Cuddapah ...	69	65
Kurnool ...	23	46
Ganjam ...	53	39

Looking to the castes of the girls under instruction the increase is most

	1872-73.	1873-74.
Hindus ...	5,747	8,768
Mahomedans ...	58	805
Others ...	6,239	7,541
Not known ...	2,225	470
Total ...	14,319	17,084

marked in the case of Mahomedan girls. As remarked last year the bulk of those classed as "Others" were girls attending religious schools, and therefore probably native Christians. It is hoped that, as directed by Government, measures will be taken to show these separately in the report for next year. The large increase in the number of Hindus, and the decrease in the number of those whose caste is not

known, appear to be due in great measure to a number of the village Boys' schools attended by a few girls having been classed as Mixed schools from which returns are received of the castes of the female pupils.

26. The complaint reported in paragraph 112 regarding the new fourth standard of needfew work appears to be well-founded, but a separate communication should be submitted on the subject if it is considered that any change is called for.

27. In reporting on the Government Normal schools, Mr. Powell remarks: "It must be allowed that the results are poor, but unless some advantages are attached to the employment of trained men, the demand for them in private schools is not likely to be extensive." The Director is at liberty to submit proposals for the adoption of any measures which he considers would tend to produce an improvement in this respect, and at the same time be free from objection on other grounds.

28. The total amount of fees returned as realized in schools of all kinds throughout the Presidency rose from Rupees 5,38,918 to Rupees 6,11,109, the average per pupil falling from Rupees 2-12-11 to Rupees 2-10-4, with

reference to which falling off the Director remarks that it must be expected to continue as long as the increase in the numbers mainly depend on fresh accessions of Result schools and Local Fund Board schools in which the levy of fees is not regulated by the ordinary rules. As regards the Local Fund Board schools, where a considerable option is left to the Local Bodies administering the funds, the remark is unquestionably true, but an unduly low rate of fees in an ordinary Result Grant school is an indication of an unnecessarily high grant, and the Director should bear this in mind in submitting his proposals for the revision of the Result Grant Rules which has so long been under consideration. The Government would further remark that so long as the extension of education is chiefly in the direction of Lower-class schools, the total expenditure on which is comparatively small, a decrease in the average fee per pupil in schools of all kinds is naturally to be looked for. It is satisfactory to find that the proportion of fees levied to the total expenditure on educational institutions of all kinds, as shown in Appendix B, rose from 28.7 to 30.2 per cent.

		RS.	
Total expenditure ...	...	1,51,417	the percentage of fees to total cost in Government and Private schools, the proportion in the case of Higher and Middle Class schools being much higher in Government than in Private schools, so much so in the latter class that if the Director's figures are correct, it would appear that the Endowment Funds of that class of school must amount to a very considerable sum.
Fees ...	85,972		
Government grant ...	1,97,043		
		2,83,015	
Other sources of income ...	1,71,402		

30. The following table is the result of a comparison of one of the tables given in paragraph 157 of the report with that given in paragraph 161 :-

	GOVERNMENT.			PRIVATE.		
	Average Daily Attendance.	Net Cost to Govt. after deducting Fees.	Cost to Government per Pupil.	Average Daily Attendance.	Cost to Government.	Cost to Government per Pupil.
		RS.	RS. A. P.		RS.	RS. A. P.
Colleges ...	296	72,336	244 6 0	154	13,004	85 0 5
Higher-class Schools ...	2,573	68,457	26 9 8	8,727	1,12,737	12 14 8
Middle-class Schools ...	3,807	39,049	11 12 11	19,709	1,97,043	9 15 11

31. Lower-class schools are omitted from the above statement as, except in the case of girls, the aid is given almost entirely from Local Funds, and appears amongst the expenditure from sources other than grant-in-aid, the order to show it separately not having been issued until after the present report was ready for submission.

32. From Appendix B, it appears that the total expenditure from public and private sources on Educational Institutions of all kinds amounted to Rupees 20,18,612, against Rupees 18,78,255 in 1872-73, and although the increase is not so great as in 1872-73, it is still indicative of substantial progress. The marginal table shows the percentage borne by the expenditure on each class of school to the total expenditure compared with the corresponding figures for the previous year.

	1872-73.	1873-74.
Colleges ...	6.05	29.54
Higher-class Schools...	21.92	29.54
Middle-class Schools...	29.61	30.74
Lower-class Schools...	33.33	28.52
Normal Schools ...	4.49	5.73
Special Schools ...	4.60	5.56

ble shows the percentage borne by the expenditure on each class of school to the total expenditure compared with the corresponding figures for the previous year.

The expenditure from public funds on education in 1873-74 is shown in the Accountant-General's accounts as follows:—

	Rs.
Provincial Funds (less recoveries) ...	9,96,352
Local Funds ...	3,60,102
Deduct.	
Grant from Provincial Funds ...	96,710
Grants between Circles ...	804
	97,514
Special Funds.	
Educational Building Fund ...	1,15,881
School Fee Fund ...	33,172
	1,49,053
Municipal Funds ...	76,300
Deduct.	
Grant from Provincial Funds ...	23,000
Do. Local Funds ...	1,310
	24,310
	51,990
Total ...	14,59,983

(True Extract.)

(Signed) D. F. CARMICHAEL,

Officiating Chief Secretary.

MATHEMATICAL SECTION.

SOLUTIONS FOR MATRICULATION AND F. A. STUDENTS.

[See the questions in Vol. XVI, p. 433, &c.]

- I. (1) $(x^2 + y^2)^2 + 4xy(x^2 + y^2) + 3x^2y^2$
 $= (x^2 + y^2)^2 + 4xy(x^2 + y^2) + 3x^2y^2$
 $= (x^2 + y^2) \{ (x^2 + y^2) + 4xy \} + 3x^2y^2$
 $= \{ (x^2 + y^2) + xy \} \{ (x^2 + y^2) + 3xy \}$
 (2) $(x^2 + 3x)^2 + 28(x^2 + 3x) - 35$
 $= (x^2 + 3x)^2 + 7(x^2 + 3x) - 5(x^2 + 3x) - 7 \cdot 5$
 $= (x^2 + 3x) \{ (x^2 + 3x) + 7 \} - 5 \{ (x^2 + 3x) + 7 \}$
 $= (x^2 + 3x) + 7 \{ (x^2 + 3x) - 5 \}$

II. Let A stand for $(m^2 + n^2)$ and B for $(m^2 - n^2)$. Then the given expression is equal to $4A^2 + B^2 + 3A^2B + 3AB^2$. But this we know to be equal to $(A + B)^3$. Therefore, by substituting the value of A and B we get $(A + B)^3$ equal to $\{ (m^2 + n^2) + (m^2 - n^2) \}^3 = (2m^2)^3 = 8m^6$.

III. $\therefore (a+b)(b+c)(c+a) = 0$
 $\therefore a^2b + ab^2 + b^2c + bc^2 + a^2c + ac^2 + 2abc + abc - abc = 0$
 $\therefore (a+b+c)(ab+ac+bc) - abc = 0$
 $\therefore (a+b+c)(ab+ac+bc) = abc$

$\therefore (a+b+c) = \frac{abc}{ab+ac+bc}$; by inverting this expression, we get $\frac{1}{a+b+c} = \frac{ab+ac+bc}{abc} = \frac{1}{a} + \frac{1}{b} + \frac{1}{c}$.

[*One of the quantities a, b, c , must be equal in magnitude and opposite in sign to one of the others; hence the proposition is obvious.—Ed.]

IV. The denominator of the left-hand side of the given expression is equal to $3 \{ ab(a-b) + bc(b-c) + ca(c-a) \}$
 $= 3 \{ a^2b - ab^2 + b^2c - bc^2 + c^2a - ca^2 \}$

by adding and subtracting $3abc$
 $= 3 \{ a^2(b-c) - ab(b-c) - ac(b-c) + bc(b-c) \}$
 $= 3(b-c) \{ a^2 - ab - ac + bc \}$
 $= 3(b-c)(a-b)(a-c)$

In the same manner the numerator of the given expression when simplified becomes $3(b^2 - c^2)(a^2 - b^2)(a^2 - c^2)$

$\therefore$ the given expression $= \frac{3(b^2 - c^2)(a^2 - b^2)(a^2 - c^2)}{3(b-c)(a-b)(a-c)}$
 $= (a+b)(b+c)(c+a)$

V. Since $\frac{x^2 - y^2}{c} = \frac{y^2 - 2x}{b} = \frac{z^2 - xy}{a}$

Let each of them be equal to A

Then $Ac = x^2 - y^2$, $Ab = y^2 - 2x$, $Aa = z^2 - xy$

$\therefore A(a+b+c) = x^2 + y^2 + z^2 - (xy + xz + yz)$

Again $Aax = x^3 - xy^2$, $Aby = y^3 - xy^2$, $Aaz = z^3 - xy^2$

$\therefore A(cx + by + az) = y^3 + y^3 + z^3 - 3xyz$

$= (x+y+z) \{ x^2 + y^2 + z^2 - (xy + xz + yz) \}$

$= (x+y+z)(a+b+c)A$

$\therefore (x+y+z)(a+b+c) = cx + by + az$

VI. Let each of these be equal to unity.

Then $(x+a)(x+b)(x+c) = (x-a)(x-b)(x-c)$

$x^3 + x^2(a+b+c) + x(ab+ac+bc) + abc$

$= x^3 - x^2(a+b+c) + x(ab+ac+bc) - abc$

$\therefore 2x^2(a+b+c) + 2abc = 0$

Similarly the 2nd expression becomes $2y^2(a+b+c) + 2abc = 0$

$\therefore 2x^2(a+b+c) + 2abc = 2y^2(a+b+c) + 2abc$

$$\therefore (i. e.) \frac{x^2(a+b+c) + abc}{y^2(a+b+c) + abc} = 1$$

But according to our supposition unity is equal to each of these expressions.

$$\text{Therefore } \frac{(x+a)(x+b)(x+c)}{(x-a)(x-b)(x-c)} \text{ and } \frac{(y+a)(y+b)(y+c)}{(y-a)(y-b)(y-c)}$$

$$\text{are each equal to } \frac{x^2(a+b+c) + abc}{y^2(a+b+c) + abc}$$

$$\begin{aligned} \text{VII. } & \frac{(x+3)(x+4)(x+5)(x+6)+1}{(x-3)(x-4)(x-5)(x-6)+1} \\ &= \frac{(x^2+9x+18)(x^2+9x+20)+1}{(x^2-9x+18)(x^2-9x+20)+1} \\ &= \frac{(x^2+9x+18)^2+2(x^2+9x+18)+1}{(x^2-9x+18)^2+2(x^2-9x+18)+1} \\ &= \frac{\{(x^2+9x+18)+1\}^2}{\{(x^2-9x+18)+1\}^2} \therefore \sqrt{\frac{x^2+9x+19}{x^2-9x+19}} \\ &= \frac{x^2+9x+19}{x^2-9x+19} \end{aligned}$$

COLLAH GOOROOSAWNY CHETTY,
Student, P. H. School, Madras.

[Much matter stands over for want of space.]

GOVERNMENT NORMAL SCHOOL—MADRAS.

The annual meeting of this Institution was held in the upper hall of the school at 5-30 p.m. on the 20th instant, under the presidency of the Hon'ble G. N. Gajapati Row. The Hon'ble Chairman arrived a few minutes before the hour fixed for the meeting, and was received by Colonel MacDonald, Mr. Fowler and Messrs. Bickle and G. Duncan who accompanied him to the Hall. Mr. Gajapati Row having taken his seat, Colonel MacDonald rose and addressed the meeting to the following effect:

MR. CHAIRMAN, LADIES AND GENTLEMEN,—As the Anniversary of this institution has not been held for some years, it seems desirable that I should refer briefly to certain changes which have been recently made in its constitution. When the Normal School was first established, it was found necessary to do a great deal more than simply train young men for their duties as teachers. Education was not so generally diffused then, as it is now, and students were admitted with such an imperfect knowledge of the subjects which a schoolmaster has to teach, that there was no alternative but to teach them these subjects. Thus the greater part of the time of the Masters was spent in doing the sort of work which is done in ordinary schools and colleges, and when the system of University Examinations began, the students were as regularly prepared for those examinations here, as in any ordinary Government institution.

This arrangement was attended with many disadvantages. In the first place neither masters nor pupils were able to devote their whole time to preparation for the University course, because, in addition to this course, there was the regular work of a Normal School proper to be attended to, and this

involved lectures on the theory of teaching, long hours spent in the practising school, and some time allotted every week to model and criticism lessons. All this tended to distract the attention of both teachers and pupils, and it often happened that the students did not distinguish themselves in the University examinations on the one hand, nor did they, on the other hand, always satisfy the Inspector of Normal schools in their exhibition of professional skill as teachers. But a still more serious evil was that many of the students never became teachers at all, or if they did, they often took the earliest possible opportunity of abandoning the profession for which they had been specially trained. It is true that they had to refund the amount dishonestly drawn by them in the form of scholarships, but still they succeeded in their object, which was to obtain a general education without paying for it, and practically Government lost a large sum annually in maintaining a costly institution, which fulfilled in a very imperfect degree the object for which it was instituted.

Rather more than two years ago it was resolved to put an end to this system. The Normal School is now nothing more than a training institution. No student who is admitted within these walls learns anything which can be of the slightest assistance to him in passing University Examinations. His whole time is devoted to work which will qualify him for the duties of a teacher. And I am glad to say that in two important particulars the change has been attended with great success. Under the able superintendence of Mr. Bickle and Mr. Duncan, good teachers are being produced; and there seems every reason to hope that we have at last got rid of the impostors; for, although Government does not guarantee employment to passed men, all or nearly all the men who have passed out of this institution under the new system, are reported to be engaged in teaching.

In two particulars the school has not as yet met with that success which it deserves. It has failed to attract the full number of young men for whom scholarships are provided; and among those who have entered it, there have been few First-Arts men, and fewer graduates. I look upon both these circumstances with great regret, because they indicate that too many men, who have here an honorable career open to them, the entrance into which is easy, are seeking for employment of a kind, which is now obtained with difficulty, and in the attainment of which many are probably doomed to disappointment. It is very desirable that all the important masterships of our higher class schools and all the Head-masterships of our middle class schools should be filled by trained graduates, and not as they are now by men, who have passed the inferior University and Teachers' Certificate examination. There seems no reason why men of this class should not enter the Educational Department on salaries of about Rs. 40 or 45 per mensem, and gradually rise either in Government or aided schools to posts ranging from Rs. 200 to Rs. 300, with the chance in exceptional cases, of some of the higher prizes. I trust that it will be possible to make such arrangements as may ensure to young men of this class, who enter this institution, the prospect of such a career as this, and that when it is more distinctly understood that trained and untrained men will not be treated as standing on the same level, these half vacant benches will be filled, and filled by men of a higher stamp.

With your permission the principal will now read his report.

Mr. Bickle then read his report, which showed that the school had not done well in point of numbers. The scholarships had failed to attract young men, owing to a rumour that prevailed, that the school was to be abolished. He thought that if the school was to be kept up at all, greater encouragement should be held out to the students who proceeded from it, and that in the appointment of teachers preference should be given to trained men. The work of the school during the year had been satisfactory.

spirit, and when you carry with you the excellent instruction you have received here, you will, if faithful to your trust, do the good that is expected from you. I hear, that in certain cases where the Zemindar is a minor, the teacher is not permitted by the influential members of the family to exercise proper discipline towards his pupil, but is forced to conduct himself in a servile manner. Should you ever be placed in such a position it will be your duty firmly, yet, in a conciliatory spirit, to resist such influences, and should your endeavours fail, to bring the matter to the notice of the Collectors or some authority responsible for the progress of the Ward. In any case, it should be your endeavour, even at a sacrifice to yourself, to uphold discipline in a kind and firm manner, looking to the correct and efficient training of your charge as the best reward of your exertions in the future. In conclusion, I beg to thank Mr. Rickle for having asked me to preside on this occasion.

Mr. Fowler, in the name of the Principal, Masters and Students of the school, thanked the Chairman for the honor he had done them in presiding on the occasion, and for the appreciative remarks with which he had brought the day's proceedings to a close.

"WITH, BRAINS," 'SIR.'

[The following we take complete from No. VI. *The Royal Readers*, Published by T. Nelson and Sons. If our students will read, so as to understand it, they may learn something.—Ed.]

"Pray, Mr. Opie," may I ask what you mix your colours with?" said a brisk dilettante student to the great painter. "With *Brains*, sir," was the gruff reply—and the right one. It did not give much of what we call information; it did not expound the principles and rules of art; but, if the inquirer had the commodity referred to, it would awaken him; it would set him a-going, a-thinking, and a-painting to good purpose. If he had not the wherewithal, as was likely enough, the less he had to do with colours and their mixture the better.

Many other artists, when asked such a question, would have either set about detailing the mechanical composition of such and such colours, in such and such proportions, compounded so and so; or perhaps they would have shown him how they laid them on: but even this would have left him at the critical point. Opie preferred going to the quick and the heart of the matter: "With *Brains*, sir."

Sir Joshua Reynolds³ was taken by a friend to see a picture. He was anxious to admire it, and he looked over it with a keen and careful but favourable eye. "Capital composition; correct drawing; the colour and tone excellent: but—but—it wants—it wants—*That!*" snapping his fingers; and wanting "*that*," though it had everything else, it was worth nothing.

Again: Etty,⁴ who was appointed teacher of the students of the Royal Academy, had been preceded by a clever, talkative, scientific expounder of aesthetics,⁵ who had delighted to tell the young men how everything was done—how to copy this, and how to express that. A student went up to the new master: "How should I do this, sir?" "Suppose you try."—Another: "What does this mean, Mr. Etty?" "Suppose you look." "But I have looked." "Suppose you look again."

And they did try, and they did look, and look again; and they saw and achieved what they never could have done, had the how or the what (supposing that possible, which it is not in its full and highest

meaning) been told them, or done for them. In the one case, sight and action were immediate, exact, intense, and secure; in the other, mediate, feeble, and lost as soon as gained.

But what are "*Brains*?" what did Opie mean? And what is Sir Joshua's "*That*?" what is included in it? And what is the use or the need of trying and trying, of missing often before you hit, when you can be told at once and be done with it? or of looking, when you may be shown? Everything depends on the right answers to these questions.

What the painter needs, in addition to, and as the complement of, the other elements, is genius and sense; what the doctor needs, to crown and give worth and safety to his accomplishments, is sense and genius: in the first case, more of this than of that; in the second more of that than of this. These are the "*Brains*" and the "*That*."

And what is genius? and what is sense? *Genius* is a peculiar in-born aptitude, or tendency, to any one calling or pursuit over all others.....It was as natural, as inevitable, for Wilkie⁶ to develop himself into a painter, and into such a painter as we know him to have been, as it is for an acorn when planted to grow up an oak.

But genius, and nothing else, is not enough, even for a painter: he must likewise have sense; and what is sense? *Sense* drives, or ought to drive, the coach: sense regulates, combines, restrains, commands, all the rest—even the genius; and sense implies exactness and soundness, power and promptitude of mind.

But it may be asked, how are the brains to be strengthened, the sense quickened, the genius awakened, the affections raised—the whole man turned to the best account? You must invigorate the containing and sustaining mind; you must strengthen him from within, as well as fill him from without; you must discipline, nourish, edify, relieve and refresh his entire nature; and how?

Encourage not merely book knowledge, but the personal pursuit of natural history, of field botany, of geology, of zoology. Give the young, fresh, unforgetting eye exercise and free scope upon the infinite diversity and combination of natural colours, forms, substances, surfaces, weights, and sizes. Give young students everything, in a word, that will educate their eye and ear, their touch, taste, and smell, their sense of muscular resistance. Encourage them to make models, preparations, and collections of natural objects. Above all, try to get hold of their affections, and make them put their hearts into their work.

But one main help is to be found in study; and by this we do not mean the mere reading, but the digging into and through, the energizing upon and mastering, the best books. Taking up a book and reading a chapter of lively, manly sense, is like taking a game at cricket or a run to the top of a hill. Exertion quickens your pulse, expands your lungs, makes your blood warmer and redder, fills your mouth with the pure waters of relish, strengthens and supple your legs; and though on your way to the top you may encounter rocks and baffling debris, just as you will find in serious and honest books difficulties and puzzles, still you are rewarded at the top by a wide view. You see as from a tower the end of all. You see the clouds, the bright lights and the everlasting hills on the far horizon. You come down from the hill a happier, a better, and a hungrier man, and of a better mind.

* But, as we said, you must eat the book—you must crush it, and cut it with your teeth and swallow it; just, as you must walk up, and not be carried up the hill, much less 'imagine you are there, or look upon a picture of what you would see were you up, however accurately or artistically done: no—you yourself must do both. He who has obtained any amount of knowledge is not truly wise unless he appropriates and can use it for his need.

ac'curately, correct'ly.
achieved', accom'plish-
ed.

an'xious, desir'ous.
appro'priates, assi-
milates.

ap'titude', fit'ness.
artis'tically, taste-
fully.

commod'ity, article.
com'plement, what
supplies a deficiency.

débris', (dā-bree) rub'bish
dis'cipline, train.
diver'sity, variety.

energiz'ing, exercising
the mind:
expound', explain'.

imagin'e, fancy.
informa'tion, knowl-
edge.

intense', earnest.
invig'orate, strength-
en.

J. BROWN, M. D.

mechanical, phys'ical.
mus'cular, phys'ical.
prompt'itude, readi-
ness.

propor'tions, quan-
tities.

rog'ulates, controls'.
relieve', suc'cour.
restrains', curbs.

scient'ific, theoret'ical.
sup'ples, makes pliant.

¹ Opie, John, an eminent Eng-
lish painter. From being the son of
a Cornish carpenter, who discouraged
his taste for art, he rose to be Pro-
fessor of Painting in the Royal Aca-
demy, London. Born 1761; died 1807.

² Dilettan'te, a superficial dab-
bler in art or science.

³ Sir Joshua Reynolds, an
unrivalled English Portrait Painter.

He was the first president of the
Royal Academy of London. He was
also the friend of Johnson, Burke,
Goldsmith, and of the leading liter-

ary men of his time. Born 1723;
died 1792.

⁴ Etty, William, a distinguish-
ed English artist. Born 1787; died
1849.

⁵ Aesthetics, the principles of
taste; the theory or science of the
beautiful in art. The word is deriv-
ed from a Greek verb meaning
"I feel."

⁶ Wilkie' Sir David, a cele-
brated Scottish painter, well known
by his works, *The Village Politicians*;
The Rent Day; *Blind Man's Buff*, &c.

QUESTIONS.—What question did the student ask Opie? What kind of student was he? What answer did Opie give him? What might many other artists have replied? What did Sir Joshua Reynolds say his friend's picture wanted? What did Etty reply to students who asked him how to do things, and what things meant? What did all these answers point to as necessary to the painter? What is Genius? What is the office of Sense? What must be done to awaken genius and quicken sense? To what is reading a chapter of lively, manly sense compared? How must a book be read, that it may do good? He who has obtained any amount of knowledge is not truly wise unless—?

A MAHOMEDAN COLLEGE.—On the 1st June there will be opened at Ally-
gurh the Lower School of the Mahomedan Anglo-Oriental College. It will
be a College for Sunnis and Shias alike; and in special cases its honours
and prizes may be conferred on students of the Hindoo and Christian Re-
ligions. Its promoters, having honestly acknowledged the wretched con-
dition of education among the Mahomedans, have adopted as their princi-
ple, education without State interference. The fact that about two lakhs of
rupees have already been subscribed seems to augur well for the growing
popularity of the institution. In order to remove sectarian jealousy, the
most precise rules have been drawn up providing for the expenditure of
the different classes of funds, or subscriptions. No Sunni funds will be de-
voted to the erection of the Shiah College Mosque, or to the maintenance

in any way of the Shiah theological department of the curriculum. Shiah
subscriptions are similarly respected; and the supervision of the College
funds will be in hands of a committee in which sects and religions will be
represented. The lower course which boys may be expected to begin at
the age of ten, will extend over five years and impart instruction in Ori-
ental languages, English, Mathematics, History, &c. The school course pre-
pares the pupil for admission to the College, which contains two depart-
ments, in the lower of which the course will comprise advanced studies in
language, the higher branches of mathematics, pure and applied, natural
and mental sciences, law and theology. This course will extend over four
years. During the two years of the next and final curriculum, the best
students of the College will be employed in the further study of that par-
ticular branch for which they have evinced a special aptitude. For the en-
couragement of learning twenty scholarships varying from five to ten ru-
pees a month will be attached to the school. The College will be endowed
with thirty fellowships each of Rs. 600 a year, and with board and rooms
free, as also with sixty scholarships varying from ten to twenty-five rupees
a month. The former will be tenable for seven years, and the latter for
one. The Senior Fellow will be the master of his College. Anglo-Oriental
students may present themselves for examination before the Calcutta Uni-
versity, and enjoy whatever honours they may win there as well as in their
own College at Allygurh. The latter, moreover, has two peculiarities. It
will hold out its final and highest reward for deep knowledge of some spe-
cial subject; and it will be the only College in the true sense of the word,
in all India. The students will reside within the College walls, in order,
say the promoters, that they may escape the evil influences of native so-
ciety, and go forth into the world with exemplars of a purer and a manlier
life. It is also hoped that subsidiary schools may be gradually established
in the various towns throughout the country, and in which ex-students of
the College may work as pioneers of education. Finally, it is suggested
that, as the centre of intellectual light for Mahomedan India, the College
should undertake the task of enriching the Urdu tongue with translations
from all the choice European books of literature, philosophy, and science.
"Practical" people may smile cynically at an undertaking so extensive as
this. But it can at least be said for it that to its abundance of practical
good sense, it adds that genuine enthusiasm without which no great deed
has ever been achieved in the world.—*Pioneer*.

MATRICULATION CLASS.—GENERAL ENGLISH.

S. P. G. HIGH SCHOOL, TANJORE.—S. SUBRAMANIA IYER.

I. Paraphrase:—

When I consider life, 'tis all a cheat;
Yet, fooled with hope, men favor the deceit;
Trust on, and think to-morrow will repay.
To-morrow's false as the former day;
Lies worse; and while it says 'We shall be blest
With some new Joys' cuts off what we possessed.
Strange cozenage! None would live past years again,
Yet all hope pleasure in what yet remain;
And from the dregs of life think to receive
What the first sprightly running could not give.

II. A. Distinguish between a complex sentence and a compound sen- tence.

B. Analyse, in the usual tabular form, the subjoined passage.

"It was a good piece of advice which Pythagoras gave to his scholars,
that every night, before they slept, they should examine what they had

been doing that day, and discover what actions were worthy of pursuit to-morrow and what little vices were to be prevented from slipping unawares into a habit."

III. A. Give the construction of the italicized words in the following quotations.

- (1.) There was no little fellow but had his jeer and joke at Dobbin.
- (2.) Not that I dislike poor Amelia—only it will be a fine day when I can take my place above her in the world.
- (3.) "To speak frankly he will not succeed."
- (4.) "High above the crowd appeared the Inca."
- (5.) "Anon I cleansed my bloody hands and washed my forehead cool."
- (6.) "Leaf after leaf he turned it o'er."
- (7.) "I am all alone in the world; said the friendless girl."
- (8.) "He took him home to his cell."

B. Construct one single sentence to illustrate the different uses of that, and another to illustrate the different uses of round.

IV. A. "As it was with the utmost difficulty that he could maintain himself, and as he owed money for a mile round Soho, where he lived, he thought to better his circumstances by marrying a rich woman of the French nation."

- (1.) Contract the first two sentences into one.
- (2.) "He thought to better his circumstances." Expand this into two sentences and point out the relation between them.
- (3.) "By marrying a rich woman." Expand the italicized words into a sentence.
- (4.) "Of the French nation." Substitute a sentence for of.
- (5.) Rewrite, with it for the Nominative, the sentence "He thought nation."
- (6.) Point out an inaccuracy in the above passage.

B. "He would rail at the world for its neglect of his genius." Expand the italicized words into a sentence.

C. "But for the timely assistance of his brother he had been ruined."

Explain the use of but and had. Rewrite the sentence with assistance for the Nominative.

D. "A stranger animal," cries one.

"Sure never lived beneath the sun."

Rewrite the above changing the Comparative degree into

- (1.) The positive.
- (2.) The superlative.

V. Turn into the indirect form:—

- (a) "On the word of a knight," replied he, "all is well there."
- (b) "I believe, indeed," said the pilgrim "that my late song was very nearly my last, and that it contained a prediction full soon to be accomplished in me. But as the soul of man is always like the thirsty ground, the more blessings God has bestowed on us, the more earnestly do we look up for new ones; so would I crave for one more before my end."

VI. Correct the following sentences stating your reasons:—

- (1.) He was a young man, and his prospects for rank and wealth were as good as those of any young men in the country.
- (2.) After they had taken their supper they laid down on their beds.
- (3.) Each of us have separate rooms to sleep.
- (4.) He will likely inform this to his brother.
- (5.) He is the best of the two.
- (6.) My desire has always been to retire myself to some secluded spot.

THE SUEZ CANAL AND BRITISH SHIPPING.

The following statistics of the Suez Canal traffic during the year 1874, are interesting:—

Nationalities.	Number of Ships.	Tonnage.	
		Mercantile.	Govt.
British	898	1,149,302	60,310
French	87	125,868	32,015
Austrian	61	56,376	930
Dutch	53	73,515	1,048
Italian	52	43,837	2,340
German	31	25,479	1,971
Spanish	27	34,750	1,115
Turkish	16	6,153	2,402
Egyptian	8	3,169	1,415
Norwegian	8	9,078	...
Russian	7	5,964	2,535
Portuguese	3	880	856
Various Flags	13	7,881	...
	1,264	1,542,231	106,937
Grand Total...		1,649,188	...

British traffic by the Canal thus exceeds that of all other nations put together to the extent shewn by the following figures:—

	Number of Ships.	Tonnage.	
		Mercantile.	Government.
British	898	1,149,302	60,310
All other Nations	366	392,949	46,627

It is evident that the English have the carrying trade of the world in their hands; just as they achieve most other things that they lay themselves out for.

In the above we have given our masters who can teach "With Brains, Sir," matter for half a dozen or a dozen most interesting lessons in Geography, in noting first the imports and exports of each country; next, the chief ports of departure and arrival; then the routes, with their distances. A master, who could do this intelligently, would give his boys a more practical and valuable acquaintance with commercial geography than they, in many cases, ever acquire, under the unintelligent "Text-book and nothing but the 'Text-book' system.

CORRESPONDENCE.

[The Editor is not responsible for Correspondence.]

TO THE EDITOR OF THE MADRAS JOURNAL OF EDUCATION.

SIR,—As your Journal is mainly intended for candidates preparing for examinations from Entrance to B. A., I request you to insert in your valuable Journal the following useful and important suggestions on Examination Papers that I have copied from a book entitled "Hints on the Study of English," by F. J. Rowe, M. A., and W. T. Webb, M. A.

HINTS ON EXAMINATION PAPERS.

"What is the object of a student in an examination? Surely, to get as many marks as he can for his answers, and so pass the examination with the greatest possible credit to himself.....And yet, year after year, candidates, especially in the Entrance Examination, lose many marks, and often ruin their chance of passing, by the neglect of a few simple rules as to the style of their papers, rules which it is in the power of the most backward and dull scholar to follow....."

"*Handwriting.*—Conspicuous among the causes of failure among those who go up for the Entrance Examination is bad handwriting.....In general a rounder style of forming the particular letters would be an improvement on the straggling shape now so common.

- (a.) Write then in a clear round hand.
- (b.) Keep a space of at least half-an-inch between the lines.
- (c.) Keep words distinct from one another.
- (d.) Begin a fresh paragraph wherever there is a new idea introduced.....

"*Pens and Paper.*—The best pen to use in examination is, we think, the steel one, called the 'J' pen. As a rule, one 'J' pen will last through an entire examination paper, and does not interrupt the writer by requiring frequent mending. If quills are used, see that the points are even, and not so fine as to pierce and tear the paper, a not uncommon occurrence.

It will do no harm to note that from some centres of examination, there are sent in answers written on paper so thin and flimsy that the ink runs through to the other side,* and, instead of legible writing, the examiner gets nothing but a blurred mass of characters that may stand for Sanskrit just as well as for English letters.....

The candidate should see that he sends up sheets of a uniform size. Sometimes a half or quarter sheet is inserted in the middle of a package of whole sheets: these fragments of paper are very apt to be accidentally unnoticed by the examiner.

"*Avoid blots.*—Sometimes blots will come, we can hardly tell whence. But, if small, they can always be scratched neatly out, and no candidate should be without a pen-knife or ink-eraser for that purpose; if the blot is a large one, it is better, if time will allow, to tear up the sheet and rewrite the answers."

Students should remember that the examiners in the Entrance Examination are each year informed that 'in all written exercises special attention is to be given to neat writing and to accuracy of Spelling and Grammar.'

It is not an uncommon trick for candidates to smudge a word, of the orthography of which they are uncertain, in the hope that the examiner will give them the benefit of the doubt as to its right spelling. It is not only dishonest, but useless to do this. A blotted word is always marked as ill-spelt. Another absurd practice, especially among Native students, is to underline (or to put one or two little crosses under) a word or expression that they wish omitted. Now underlining a word in English instead of taking away its meaning, as a line through the middle of it will do, only renders it more emphatic.....

The best way to show that a word is not to be considered part of the answer, is to scratch it out altogether with a pen-knife or ink-eraser, or else to draw two lines neatly through the middle of the letters.

"*Margin.*—Leave a fair margin on the left hand side."

This is the place where the number of each question should be inserted, and the letters or figures marking the sub-divisions of questions. Here also

* As the paper given in this locality to write answers on, is so thin and flimsy, and of so bad a quality that the ink runs through to the other side, we draw the attention of the authorities to this complaint.

may be written short notes, where required, to translation papers, and any additions to or corrections of the answers will look neatest if written in the margin.

"Write on one side only of the paper."—Candidates not unfrequently lose marks through an examiner's not seeing that some of the answers are on the wrong side of the sheet.

"In arranging your papers, follow as nearly as possible the order of the questions in the Examination Paper."

This does not necessitate your beginning to answer the first question first. You should answer first those questions that you know best, and then those of which you do not feel so sure.....Number each sheet at the top, and write your name in full at the right hand corner. See that each sheet is separate by itself, and then fasten them together at the left hand top corner only, and not as some do, at the bottom corner as well.

"Fold up your papers in a neat and compact parcel."

This will prevent their being torn or crumpled, and make them easy to open. Write your name and number, and the subject of the examination, in a large and legible hand on the back, across the breadth of the parcel, and not lengthwise.

It will be seen that the above rules are merely 'rules of thumb,' that is, they require no special mental ability to carry them out. The most backward and ill-prepared student can make sure of a certain amount of the examiner's good will, and thus greatly increase his chance of passing, if he will send up his papers in a style pleasant to the eye, neatly written and folded, properly arranged, and free from blots and untidiness. There are a few other rules which may with advantage be followed.

"Let your answers be brief and to the point."

The examination hall is not the place in which to display a general knowledge of Literature or Science, but to give detailed and exact answers on those points only that are mentioned in the questions. Any endeavour to give more than is asked often ends in disclosing the candidate's ignorance, and very much lessens his chance of passing, just as too great talkativeness in a witness in a suit often ruins the interests of his side. Examiners want answers to the questions they ask, and they want nothing more... Therefore, write briefly, and to the point, and do not waste valuable time, both of your own in the examination hall, and of the examiner's when he looks over your papers, by bringing in what does not bear upon the question you are answering.

"Pay great attention to grammar."—In their hurry to get through the answer to every question in the paper, many candidates neglect to revise the answers they have written. This is a great mistake. Very few marks, as a rule, are obtained by those hurried scrambling lines scrawled down within the last ten minutes before handing in the paper. This short period would be much more profitably spent in erasing blots and in reading over the written sheets, so as to detect and correct those glaring grammatical errors that deface many papers in every examination from Entrance to B. A. There is no reason in the world why a single student should allow in his paper such mistakes, as, 'The causes of his death was the following.'—'This is a good horse and which will be easy to ride on.'—'I saw three men: the (for they) all seemed poor.'

It need not take more than ten minutes for the candidate to make sure that verbs agree in number with their nominatives, and that sentences are not left, as they often are, without any finite verb at all. We repeat that a little touching up and improving of the style of the questions already answered is more likely to gain marks than the blotchy and inaccurate scribble with which examinees too often end their papers.

"Avoid personal appeals to the examiner."

Many candidates make a point of inserting an extra sheet containing an appeal in piteous terms to the examiner's compassion or 'nobility of disposition.' We have met with 'Pray, Sir, show some pity to this my last chance.'—'I hope your honour's kind and noble spirit will cast a generous eye on my

writing, which is very 'bad.'—'I have a bad pen and a severe head-ache.'

—'Please turn over.'

Such petitions are a waste of time and do not gain the writer a single mark. Nor is it any use putting the words, 'No time,' conspicuously at the end of the paper. Each candidate has the same amount of time and will not be credited with any knowledge that he does not set down on paper.

"Avoid any attempt at wit or joking with the examiner."

A pun or sharp remark that might be laughed at on any other occasion is quite out of place in the serious work of examination, and will raise anything but good humour towards the writer in the mind of the hard-worked examiner. Do not therefore address the examiner personally, and avoid such expressions, as, 'I think,' 'I have been taught,' 'My teacher told me.' Akin to this, and equally objectionable, is the use of vulgar, colloquial or slang phrases in Examination Papers.

"The words 'Answer to question' often put before the number of each answer are unnecessary." The bare figure is quite enough, put in the margin, opposite to the first line of the answer.

"Appeals to the Deity are to be avoided." However proper a feeling of trust in Providence, to help you to answer the questions, may be, it is out of place to express it, as some do, at the top of each page, by the words, 'God,' 'Allah,' 'Sri Sri Durga,' 'Hari,' 'Ad Majorem Dei Gloriam,' or the like."

BOMBAY, 7th May, 1875.

I am, Sir, yours truly,

E. H. MADAM.

HONORED SIR,

I, coming to understand that some educational doubts are cleared in your valuable journal, request you to answer a point which is as follows.

Some say that candidates going up for the Fourth Grade Examination should answer their Euclid paper in Telugu, whereas others altogether combat the opinion.

Yours obedient,

NAIDAPETT, 9th May, 1875.

Y. RAMACHENDRA IYER.

[We believe that answers are accepted in whatever language written.—Ed.]

SIR,

Will a boy, who fails twice or thrice and passes taking a position within 15th in the First Class, get the Scholarship of Rs. 10, in the Matriculation Examination?

2. Will a boy, who has studied and passed in the Government or Grant-in-Aid schools of the Mysore Province, get the above-mentioned scholarship?

3. Will a student, who has passed under private study, get it?

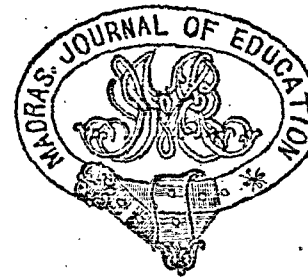
4. In the U. C. S. examination, are the students allowed to take Sanskrit for the optional language, or Vernacular?

A STUDENT.

[A student's having failed before does not affect his position when he does pass. Any one fulfilling the conditions laid down is entitled to a scholarship.]

2. The Scholarships of the Educational Department of Madras are tenable only within the Presidency.

3. Sanskrit is not a subject of examination in the U. C. S. test.—Ed.]



VOL. XVII.]
No. 6.

JUNE 1875.

[Publish
Month]

THE MONTH.

THE number of changes indicated below are the most important educational events of the period. We quote from the *Athenæum and Daily News*:—Our Ooty correspondent writes to us that the Director of Public Instruction is now up among the *Dii Majores* and is believed to be busy arranging a series of moves about to be made on the Educational chess-board. Rumour has it that the following are the principal. The Colonel himself and Mr. Fowler to go to England on three months' privilege leave, the Directorship being held by Mr. Thompson during the permanent incumbent's absence; while Mr. Barrow from Calicut will act for Mr. Fowler as Inspector of Schools in the Presidency division, his place at Calicut being filled by Mr. Teruvengada Naidu from the Zilla School, Chittoor. Mr. Porter to act in the Presidency College, Mr. Gopalrao reverting to his old appointment of Acting Principal of the Combaconum College, Mr. Fortey to go on eighteen months' furlough. Such a simultaneous shifting of the pieces has surely never before been known. We have not learnt who is to act for Mr. Fortey, possibly Mr. John Bradshaw, who is now at Vizag, but who will be relieved very shortly on Mr. Kershaw's return.

We may add that Mr. Garthwaite is also on three months' privilege leave.

We may congratulate students for the Matriculation examination of 1876 on the selection just made by the Syndicate of English subjects for that examination. Lamb's *Tales* from Shakspeare, written in English as pure and as idiomatic as Goldsmith's, will serve both as a model of style and as an introduction to the works of the greatest English writer, the "myriad minded" Shakspeare. Scott's *Tales of a Grandfather* also afford excellent material for the teaching of English.

In the Poetry Selections, we observe that Cowper's humorous ballad of John Gilpin appears at last. It has often before been suggested, but has never been set till this year.

The other pieces chosen are Crabbe's '*Parting Hour*,' some of those exquisite songs scattered throughout Scott's works in which that poet shows best the wealth of his genius, and Wordsworth's '*Hart-Leap Well*,' a story and a moral; that will sound to the Hindu as if taken from the *Mahabharata*.

We learn that Mr. John Bradshaw has been nominated by the Director of Public Instruction to be Editor of the series of school books in preparation under orders of Government, and to prepare the Fifth Reader, the honorarium for which has been fixed at Rs. 1,500. Mr. Barrow has been selected to prepare the Fourth Reader, for which the same amount is to be paid, and Mr. Garthwaite will prepare the First Reader, realizing Rupees 2,000 for his labour. We believe no one has been chosen for the preparation of either the Second or the Third Reader.

The annual examination for Certificates of the Educational Department begins on Monday, July 12th. The following are the numbers registered :—

Candidate School Masters.

<i>Fourth Grade.</i>	<i>Fifth Grade.</i>
57 English and Telugu.	349 Telugu.
3 Do. and Hindustani.	11 Hindustani.
4 English.	187 Tamil.
72 Do. and Tamil.	6 English.
19 Do. and Malayalam.	48 Malayalam.
2 Do. and Canarese.	9 Canarese.
1 Do. and Oriya.	1 Oriya.
158 Total.	611 Total.

University candidates in Method only—32.

Candidate School Mistresses.

33 English, First Grade.
3 Do. and Tamil Grade.
84 Do. Second Grade.
5 Do. and Tamil Grade.
6 Tamil, Second Grade.
1 Telugu do.
119 English, Third Grade.
92 Tamil do.
2 Telugu do.

Total 345.

That there are 345 female candidates is indicative of considerable activity in female education. These are not all school-mistresses, many pupils being presented consequent on the concession given on page 147 (see our May number.) Another noteworthy feature is the very large number of Telugu Fifth Grade masters. No fewer than 349 against 187 Tamil men. In most examinations the Tamil outnumber all others put together.

NOTES ON "SAMSON AGONISTES."

This Poem was the last written by Milton. It was published in 1671, the same year in which *Paradise Regained* was given to the world. Although written in the form of a Drama, it was, as Milton himself informs us, never intended for the stage, and is therefore not divided into Acts and Scenes.

Samson Agonistes is formed on the model of a Greek Tragedy, and accordingly the Unities of Time and Place are strictly observed; the Drama is supposed to occupy a space of less than twenty-four hours, and the scene throughout the play is the prison of Gaza.

"In the character of the hero, his blindness, his sufferings, and his resignation to the will of God, Milton has given a most touching embodiment of himself. As in the Greek tragedies, the action is simple, the persons few, the statuesque severity of the dialogue is relieved by majestic outbursts of lyric verse placed in the mouth of Chorus, and the catastrophe, which could not be represented worthily on the stage, is, after the Greek fashion, related by a messenger. The whole piece breathes the somewhat harsh but lofty patriotism and religion of the Old Testament, and the lyric choruses are sometimes inexpressibly sublime. So closely has Milton copied all the details, literary as well as mechanical, of the ancient dramas, that there is no exaggeration in saying that a modern reader will obtain a more exact impression of what a Greek tragedy was, from the study of *Samson Agonistes*, than from the most faithful translation of Sophocles or Euripides. The ancient tragedies had always a religious or mythological element, and the Biblical character, for us, has a sanctity like that of the heroic legends for a Greek; and, therefore, Samson is to us a personage not dissimilar to what Prometheus or Hercules would have been to a Greek."—SHAW.

"In one point of view the *Samson Agonistes* is the most singularly affecting composition that was ever produced by sensibility of heart and vigour of imagination. To give it this particular effect, we must remember, that the lot of Milton had a marvellous coincidence with that of his hero, in three remarkable points: first (but we should regard this as the most inconsiderable article of resemblance) he had been tormented by a beautiful but disaffectionate and disobedient wife; secondly, he had been the great champion of his country, and as such, the idol of public admiration; lastly, he had fallen from that height of unrivalled glory, and had experienced the most humiliating reverse of fortune. In delineating the greater part of Samson's sensations under calamity, he had only to describe his own. No dramatist can have ever conformed so literally as Milton to the Horatian

precept; "*Si vis me flere, &c.*" And if, in reading the *Samson Agonistes*, we observe how many passages, expressed with the most energetic sensibility exhibit to our fancy the sufferings and real sentiments of the poet, as well as those of his hero, we may derive from this extraordinary composition a kind of pathetic delight, that no other drama can afford; we may applaud the felicity of genius, that contrived, in this manner, to relieve a heart overburthened with anguish and indignation, and to pay a half-concealed, yet hallowed, tribute to the memories of dear, though dishonoured friends whom the state of the times allowed not the afflicted poet more openly to deplore."—HAYLEY.

'*Agonistes.*' This word was given by the Greeks to those who contended in the public games, and is here applied to Samson because he attends, by order of the Philistine lords, a solemn feast to Dagon, celebrated

"With sacrifices, triumph, pomp and games," and is there made to display his strength as an athlete.

The English word *agon* is from the same root, viz., the Greek *agon*, a contest. The man opposed to the *agonistes* was the *antagonist*—See line 1623.

1. '*A little onward, &c.*' Before commencing the study of the poem, the '*argument*' should be carefully read; the history of Samson as recorded in the book of Judges, Chapters XIII. to XVI., should also be read by the Hindu Student.

'*Dark steps.*' Blind gropings.

'*A little further on.*' This repetition makes the blind man to apologize, as it were, to his guide for the trouble he is obliged to give him. "Lead me on a little further, only a little further."

'*For yonder bank, &c.*' There I can sit in the sunshine, or rest in the shade as I please.

4. '*When any chance, &c.*' Whenever I may happen to be relieved, &c.

6. '*Else enjoined me, &c.*' i. e., at other times, imposed upon me.

10. '*Breath.*' Some would take this as in the objective case in apposition to '*amends*,' but we may regard it as in the nominative case absolute.

11. '*With day-spring born.*' This fixes the time when the action is supposed to commence, viz., in the early part of the morning.

13. '*Dagon.*' A monster half man and half fish. The name is derived from a Hebrew word meaning fish. Cf. *Paradise Lost*, Book I. 462.

15. '*Hence with leave*'—therefore having obtained permission.

16. '*The popular noise.*' The tumult of the crowd.

18. '*Ease, none*'—objectives in apposition with '*ease*' in line 17.

19. '*A deadly swarm of hornets, &c.*' A powerful description of the pangs of remorse.

20. '*Found.*' No sooner am I found, or no sooner have they found me.

'*But rush.*' 'They' is understood. We should now say, 'than they rush,' &c.

'*Thronging.*' In swarms.

'*What once I was.*' '*What am now.*' Objectives after '*present.*'

Thoughts full of remorse crowd upon my mind like a deadly swarm of armed hornets, as soon as ever they find me alone or un-

occupied, they bring before me past times—what once I was—and what I am now.

27. '*As in a fiery column charioting, &c.*' As if ascending in a chariot of fire. See Judges, Chap. xiii. 20, and compare 2 Kings ii. 11.

28. '*Presence.*' Appearance, bearing, manifestation.

'*And from some great act, &c.*' Newton says that the *as* of line 27 is here understood. The meaning will then be "the angel ascended to heaven as returning from some great act or from the revelation of some benefit," &c.

31. '*As of a person.*' As or like that of a person. '*Separated.*' Separated or dedicated. The form '*situate*' for '*situated*' is still common. Cf. the use of '*necessitate*' for necessitated:—

"Yet wrongs are things *necessitate*."—BAILEY'S *Festus*.

Samson was a Nazarite, a man consecrated to God from his birth. As such he could drink no wine or strong (intoxicating) drink, and no razor could come upon his head.

32. '*If I must die.*' If I am to die; if it is my fate to die.

33. '*Captived.*' Taken captive. This word is here accented on the second syllable.

35. '*To grind, &c.*' I. e., made to grind:

'*Under task.*' As a task.

'*Fetters.*' Fetters are strictly *foot-shackles*, Latin *pedicæ*, which becomes *fetters* by assimilating vowel-sympathy. Hand shackles, Latin *manicæ*, were strictly called *manacles*; *handcuffs* is a sort of comic term; but both *fetters* and *manacles* are used in a quite general way; and so gives or *gyves* (as "with gyves upon his wrist" in Hood's *Eugene Aram*.) which seems strictly to have denoted some foot bond; thus Tyndall *apud* Richardson:—"He that hath his feet in fetters gives or stockes must be loosed or (*before*) he can go, walke, or run to."—*Holes*.

40. '*Ask for this great deliverer now and find him.*' I. e., if you ask &c., you will find.

42. '*Himself in bonds.*' He also being in bonds himself. "His birth had been foretold from heaven by an angel, the way in which he was to be brought up had been minutely prescribed; but these things had produced no good result. So far from having answered the expectations of the Israelites that he would deliver them from the yoke of the Philistines, he was himself a prisoner in their hands. Samson appears inclined to blame God for his ill success; but he speaks in a different spirit immediately afterwards."

47. Who could not keep under the seal of silence in what part (where) this high gift of strength which was committed to me was lodged, nor how easily it could be taken from me.

'*Could keep.*' Governs the preceding line.

'*Must reveal it.*' I. e., I had so little self-control that I foolishly revealed it.

52. '*O impotence of mind in body strong.*' "*Mens sana in corpore sano*," (a sound mind in a sound body) is rightly regarded as the greatest of blessings. Samson laments that, in his case, in a strong body, there was found a weak mind.

54. '*Vast, &c.*' I. e., it (strength) is vast, &c.

55. '*Secure.*' Here used in its literal sense of careless, free from anxiety.

57. '*Subserve.*' To obey, lit. serve under.

58. '*Withal.*' Here = at the same time.

61. 'Highest dispensation.' Providence, called, "divine disposal" in line 210.

65. 'Apart.' Separately.

66. 'Would ask a life to wail.' Would require a lifetime for adequate lamentation. (The student should note how poor is the Latinized paraphrase we here give, compared with Milton's own terse Saxon.)

62. 'Haply had ends above my reach to know.' Perhaps had objects in view above my comprehension.

63. 'Suffices that to me strength is my bane, &c.' It is enough for me to know that strength is my bane, &c.

'Proves' = has been.

66. 'But chief of all.' I.e., chief misery.

68. 'Blind among enemies.' To be blind among enemies.

72. 'Annulled.' Annihilated, blotted out.

'In part.' I.e., partly, to some extent.

73. 'Inferior to the vilest now become,' I.e., I am now become.

75. 'I, dark in light, expos'd' = while I, being dark in light, am exposed. "Scarce half I seem to live." The subject I is repeated.

80. 'Oh dark, dark, dark.' This repetition expresses the most awful despair.

82. 'Without all hope of day.' Entirely without hope of ever again beholding the day.

84. 'Let there be light.' See Genesis i. 3.

87. 'Silent.' Silent here means dark. "Silens luna is the moon, at or near the change, and in conjunction with the Sun."—Meadowcourt.

89. 'Her vacant interlunar cave.' "The interlunar cave is called vacant, 'quia luna ibi vacat opere et ministerio suo,' because the moon is idle and useless and makes no return of light"—Meadowcourt.

91. 'And almost life itself.' And is (i.e., light) almost, &c.

93. 'She all in every part.' And that she is all in every part. The soul animates the whole body. (In accordance with classical usage the soul is regarded as feminine.)

95. 'Obvious.' In the way, exposed.

96. 'And not, as feeling, through all parts diffused.' And why was it not, as feeling is, through, &c.

102. 'Myself.' I.e., my own body.

106. 'Obnoxious.' Liable, exposed.

108. 'Life in captivity.' Life is in apposition with life in the preceding line.

110. 'For with joint pace I hear, &c.' I hear the sound of many footsteps coming this way.

112. 'Perhaps my enemies.' This is Samson's own answer to his question 'Who are these?' in verse 110.

113. 'To insult.' To insult my affliction, to scoff at my misery.

114. 'Their daily practice to afflict me more.' Which (staring at and insulting me) is their daily practice in order to add to my misery.

(To be continued.)

CORRESPONDENCE.

[The Editor is not responsible for Correspondence.]

TO THE EDITOR OF THE JOURNAL OF EDUCATION.

SIR,—The figures given by you in your February number, page 76, show the following percentages of passed to examined in Tamil in the Matriculation examination.

Percentage passed in December...	1871	...	36.15	
Do.	do.	...1872	...	50.3
Do.	do.	...1873	...	72.4
Do.	do.	...1874	...	82.2

It seems to me that these results demand more notice than they have received. I have, as far as my opportunities have gone, tried to find out how such a number got through, more than double the number that used to pass in the language. One reason given is that the examiners had been frightened by the outcry raised in previous years and so "let 'em down easy." This explanation throws all the onus on the two Tamil examiners. But I have heard a different explanation, namely, that at the meeting of examiners, when the Tamil papers were discussed, the general body carried a distribution of the marks against the decided objections of the Tamil examiners. For instance, I am told that the 40 marks assigned to one of the papers were distributed as follows:—

A.	translation of a passage from the Text-book from English into Tamil	...	10
B.	Do.	do.	Tamil into English ... 10
C.	Do.	do.	of an unseen passage ... 10
D.	Original Composition	...	10
Total...			40

Now if this information is correct, I see but little difficulty in understanding how 82.2 per cent of the candidates passed. Who ever heard or dreamt of giving the same number of marks for the translation of a piece out of a Text-book, that may even have been learnt, as for the translation of an unseen passage. Again, who does not know that, to a Tamil boy, translation into English is vastly more difficult than translation into his own vernacular. Taking the 40 marks I should distribute them somewhat as follows:—

A	...	...	...	...	5
B	...	...	...	...	10
C	...	...	...	...	15
D	...	...	...	...	10
Total...					40

I invite discussion.

HEAD MASTER.

[We are sorry to say that we believe our correspondent's information as to the distribution of the marks is correct. How such a distribution could

have been come to by any body of educational men we are at a loss to conceive. Head Master's distribution is much nearer giving proper weight to the different exercises.—ED.]

SIR.—Will you or any of your numerous readers inform me, whether the "English Journal of Education," exists at present, and if so, who are the publishers of, and what is the price of it?

I am, Sir, Yours,

CURIOUS.

BOMBAY, 21th May 1871.

[We believe it was discontinued years ago.—ED.]

SIR,—As your journal is the only medium of obtaining any information upon educational topics, I request that you will do me the honor of enlightening me upon the subjects to be specified below.

The Government order on the report of the School Book Revision Committee contains the Resolutions I. that "measures be taken at once with reference to the wants of this Presidency." II. That "the work be entrusted to one or more selected officers of the Educational Department." III. That these officers be nominated by the Director of Public Instruction. IV. That "the papers (then) considered, be printed as a selection from the Government records and made available to the general public at a reasonable price."

I wish to know, Mr. Editor, (1), if all or any of the above resolutions have been, or are being carried out; (2), if private schools are recognized as institutions belonging to the Educational Department, and men employed in private schools as officers of that Department; (3), whether Vernacular books are already under revision; (4), and whether the papers alluded to in the Resolution IV. are printed and sold.

I shall feel thankful if you mention the price of the papers and the place where they are procurable.

A SUBSCRIBER.

[See the Month. We reply to the last four queries.

1	Some.
2	No.
3	No.
4	Yes.

Ed.]

QUESTIONS FOR SOLUTION.

[Proposed by "A Subscriber," Trichinopoly.]

I. If the equations $ax^4 + bx^3 + c = a + bx + cx^4 = 0$ has a common root, show that $b^2c = (a+c)(a-c)^2$.

II. (a) If n be odd, prove that $|n|$ is greater than $\left(\frac{n+1}{2}\right)$

(b) Solve:—
$$\begin{cases} p^x + y + q^{x-y} = a \\ (pq)^{x-y} = b \end{cases}$$

III. (a) Construct the angle whose tangent is $3 - \sqrt{2}$.

IV. Prove that $\cot \theta = \cot A + \cot B + \cot C$.

Having given $A + B + C = \pi$ and $\sin^3 \theta = \sin(A - \theta) \sin(B - \theta) \sin(C - \theta)$.

V. A chord which cuts off $\frac{1}{4}$ th of the area of a circle subtend an angle α at the centre. Show that $\alpha - \sin \alpha = \frac{\pi}{2}$.

VI. The middle point C of a straight line AB being the centre of a semicircle of any radius, if any third tangent $A'B'$ to the semicircle cut the tangents to it from A and B at the points A', B' , prove that $AA' \cdot BB' = AC^2$.

VII. The ratio between the perpendicular drawn from the vertex of a regular tetrahedron on the opposite face and that drawn from its own foot on any of the other faces is 1:3.

[MORE ELEMENTARY BY "A MASULIPATAMIAN."]

I. Divide the difference between

$2(x+y+z)\{(x+y)(x+z) + (y+z)(2x+y+z)\}$ and $(x+y)(x+z)(y+z)$ by $(x+y+2z)(x+2y+z)$.

II. Show that $a^6 - 2a^4 + a^2$ is divisible by 36; and $(9a^4 + 6a^2 + 1)^n - (3a^4 + 3a^2 + 4)^n$ is divisible by $3^3(a^2 + a + 1)$.

III. Simplify—

$$(1) \frac{1}{(1+a)(1+2a)} + \frac{1}{(1+2a)(1+3a)} + \frac{1}{(1+3a)(1+4a)} + \frac{1}{(1+4a)(1+5a)}$$

$$(2) (a+1)^2 + 2(b+c-2) \text{ into two factors when } \frac{a}{a-1} + \frac{b}{b-1} + \frac{c}{c-1} = 3.$$

$$\text{IV. (1) If } 9(3a^3 - 1) = 1 - \frac{1}{a^3}$$

$$\text{then } 3a(2 - 3a) = \left(1 - \frac{1}{a}\right)^3$$

$$(2) \text{ If } \frac{a}{b}(m+n) = \frac{m}{n}(a+b) = \frac{a+b}{m+n}$$

$$\text{Show that } n = m \sqrt{\left(1 + \frac{b}{a}\right)^b}$$

$$\text{V. If } a^3 + b^3 + c^3 = 3abc$$

$$\text{then } (a+b)^{n+a} = (b+c)^{n+b} = (a+c)^{n+c}$$

$$\text{and also then } \frac{a-c}{a-b} + \frac{a-b}{a-c} = 1$$

$$(a) \quad a^3 + \frac{1}{a^3} + 2$$

(c) Show that the denominator in the result of III (1) is equal to the difference of two squares.

$$(a) \frac{(3^{2x+1} + 1)(3^{2a} + 3)}{(3^{2a+1} + 1)(3^{2x} + 3)} = 3^{x-a}$$

$$(b) \sqrt{\left(\frac{x}{a}\right)^4 + \left(\frac{a}{b}\right)^4} = \sqrt{\left(\frac{x}{a}\right)^4 - \left(\frac{a}{b}\right)^4} + 2\left(\frac{a}{b}\right)$$

(c) $x(y+z) = a$, $y(x+z) = b$ and $z(y+x) = c$. o

VIII. Find all the numbers having two digits, that are equal to $\frac{1}{2}$ of the numbers formed by inverting the digits in them.

[*Last December's Papers.*]

ARITHMETIC. Examiner:—GEORGE THOM, M.A.

II. A wine merchant mixes together one pipe (126 gallons) of wine at £80, one at £90 and one at £100, and sells one-third of the mixture at 13s. 4d. a gallon: at what price per gallon must he sell the remainder so as to gain £34 by the transaction?

III. Simplify :—

$$(a) \left\{ \frac{\frac{2}{3}}{1 - \frac{1}{3}} - \frac{1}{3} \text{ of } \left(5 - \frac{2}{4 - 1} \right) \right\} \div \frac{\frac{1}{2} + \frac{1}{2}}{1\frac{1}{2}}$$

$$(b) \frac{.1 \times .1 \times .1 + .01 \times .01 \times .01}{.2 \times .2 \times .2 + .02 \times .02 \times .02}$$

V. *A* barter sugar with *B*, for rice which is worth $1\frac{1}{2}$ annas a measure, but on weighing his sugar uses a false maund weight. *B* discovers this, and to make the change fair, raises the price of his rice to $2\frac{1}{2}$ annas a measure. Find the real weight of the false maund which *A* uses.

VII. A person pays an income tax of 4d. in the £ during the first half of the year and of 3d. in the £ during the second half, and finds that owing to an increase in his income he pays the same amount of tax for the second as for the first half of the year. If his gross income for the year is £700, find his net income.

VIII. A cistern measuring 13 feet in length, 5 feet in breadth and 4 feet in depth has a tap which, not being properly opened, discharges 54 gallon;

IX.^a Gold costs £3-17-10½ per oz. and silver 5s. 6d.; in what proportion must these metals be mixed that a lb. of the mixture may be worth £32-5.

X. A peon walks from A to B at the rate of 3 miles an hour, and after transacting some business which occupies him an hour, returns to A by the tramway at the rate of 5 miles an hour. He then finds he has been absent 2 hours 20 minutes. Find the distance from A to B.

[Solutions.]

I. The required number must divide 201 leaving a remainder; therefore it must exactly divide $201 - 6 = 195$. Similarly, it must also divide exactly $671 - 8 = 663$. The greatest number that will divide 195 and 663 exactly is their G. C. M. which is 39; therefore 39 is the required number.

The least number which will be exactly divisible by 5, 7, and 9 is their L. C. M. which is 315. Therefore the required number is $315 + 4 = 319$. Ans.

number is $315 + 4 = 319$. Ans.

II. The merchant buys 3 pipes or 3×126 gals. one at £80, one at £90, and one at £100; therefore, 3 pipes of the mixture cost $\text{£}80 + \text{£}90 + \text{£}100 = \text{£}270$. Of this mixture one pipe is sold for

$$126 \times 13s - 4d = 126 \times \frac{13}{20} = \text{£}84.$$

By selling the whole the merchant must make £270 + £34 10s = £304 10s. He has made £84 by the sale of one pipe, so selling the remaining 2×126 gals. he must make £304 10s - £84 = £220 10s. Therefore, the selling price of a gal. is 17s. 6d.

$$\text{III. (a.) } \left\{ \frac{\frac{2}{3-1} - \frac{1}{3} \text{ of } \left(5 - \frac{2}{3-1} \right) \right\} \div \frac{\frac{1}{2} + \frac{1}{4}}{1\frac{1}{2}} = \left\{ \frac{2}{3-2} - \frac{1}{3} \left(5 - \frac{2}{3} \right) \right\} \div \frac{5}{3} = \left(2 - \frac{7}{6} \right) \div \frac{5}{6} = \frac{5}{6} \div \frac{5}{6} = 1$$

$$(b) \frac{.1 \times .1 \times .1 + .01 \times .01 \times .01}{.2 \times .2 \times .2 + .02 \times .02 \times .02} = \frac{.001 + .000001}{.008 + .000008} = \frac{.001001}{.008008} = \frac{1}{8} = .125.$$

IV. 428571 of £1.05 = $\frac{3}{7} \times \frac{21}{20} = 9$ } sum = 9s
 7d =
 115d }
 £43.2.6d
 39 of 1.55 = $\frac{35}{90} \times \frac{3}{2} = \frac{7}{12} \text{ s} = 7\text{d.}$ } = 10350d

Therefore, the required fraction equals $\frac{115}{10350} = \frac{1}{90} = 0.0111$

Tm 211, M39
M-59-17

*V. When the value of rice is raised to $2\frac{1}{2}$ annas per measure, the exchange becomes fair; therefore, when $2\frac{1}{2}$ annas is the value of rice he gets full weight.

$$\begin{array}{rcl} \dots & \dots & 1 \dots \dots \dots \frac{2}{5} \text{ of the full weight} \\ \dots & \dots & 1 \frac{7}{8} = \frac{15}{8} \text{ annas} \dots \dots \dots \frac{2}{5} \times \frac{15}{8} = \frac{3}{4} \end{array}$$

$\therefore$ the false weight used must be only $\frac{3}{4}$ of the proper weight.

VI. Amount of a certain sum at Comp. Interest in two years is £ 270.4, and at the end of three years it is £ 281.216; therefore, £ 281.216 - £ 270.4 is the Interest on £ 270.4 for one year; i. e., Interest on £ 270.4 for 1 year is £ 10.816

$$\begin{array}{rcl} \dots & \dots & 1 \dots \dots \dots \text{is } \frac{10.816}{270.4} \\ \dots & \dots & \text{£ 100} \dots \dots \text{is } \frac{10.816}{270.4} \times 100 \\ & & = \text{£ } \frac{1081.6}{270.4} = \text{£ } 4. \text{ Ans. 4 per cent per annum.} \end{array}$$

At Comp. Int. £ 100 amounts to £ $(104 \times \frac{104}{100})$ in two yrs.
at 4 per cent.

therefore £ 104 $\times \frac{104}{100}$ is the amount of £ 100

$$\therefore \dots \text{£ 1} \dots \dots \dots \frac{100 \times 100}{104 \times 104}$$

$$\begin{array}{rcl} \therefore \text{£ 270.4} & \dots & \frac{100 \times 100}{104 \times 104} \times 270.4 \\ = \frac{27040 \times 100}{104 \times 104} = \frac{260 \times 100}{104} = \frac{5 \times 100}{2} = 5 \times 50 = \text{£ } 250. \end{array}$$

VII. A person pays income-tax 4*l* in the £; therefore pays £ $\frac{4}{240}$

$= \frac{1}{60}$ of £ for every one £; i. e., $\frac{1}{60}$ of his income, during the first half of the year. Again, during the 2nd half of the year, he pays £ $\frac{3}{240} = \text{£ } \frac{1}{80}$ for each £ i. e.,

$\frac{1}{80}$ of his whole income; therefore by the question $\frac{1}{60}$ of his income during the first half of the year $= \frac{1}{80}$ of his income dur-

ing the 2nd half; i. e., $\frac{1}{2}$ of his former income $= \frac{1}{2}$ of his latter income; therefore, 4 times the first income $=$ 3 times the 2nd, i. e., £ 300 and £ 400 are his incomes during the first and 2nd halves of the year respectively.

$$\begin{array}{rcl} \text{Income-tax during the first half is } 4d \times 300 = 1200d = 5\text{£} \\ \text{2nd} \dots \dots 3d \times 400 = 1200d = 5\text{£} \end{array}$$

Total income tax paid is £10; therefore net annual income is £700 - £10 = £690.

VIII. The cistern contains cub. feet $13 \times 5 \times 4$ of water = cub. feet 260. This is discharged in 6 hours when the tap is

fully open; i. e., the tap discharges $\frac{260}{6} = 43\frac{1}{3}$ cub. feet of water, when fully open;

Similarly it discharges $\frac{260}{15} \times 2 = 34\frac{2}{3}$ cub. feet, when partially open.

Difference $= 8\frac{2}{3}$ cub. feet = 54 gals. by the question.

$$\begin{array}{rcl} \therefore 1 \text{ gal} & = & \frac{26}{8.54} \times 1728 \text{ inches. } \frac{13}{27.3} \times 1728 = \frac{13 \times 64}{3} \\ & = & \frac{832}{3} = 277\frac{1}{3} \text{ cub. inches.} \end{array}$$

XI. 1*lb*. mixture costs £35.5*s*; i. e., 1*oz*. costs £2.13.9. For 1*oz*. gold in the mixture £3.17.10 $\frac{1}{2}$ - £2.13.9 = £1.4.1 $\frac{1}{2}$ is lost; but for 1*oz*. silver there is a gain of £2.13.9 - £0.5.6 = £2.8.3 = 579*d*.

579*d* is gained by putting 1 *oz*. silver

$$\begin{array}{rcl} 1 & \dots & \frac{1}{579} \\ \frac{579}{2} \text{ d} & \dots & \frac{579}{2} \times \frac{1}{579} = \frac{1}{2} \text{ oz. silver.} \\ \therefore \text{g} : \text{s} = 1 : \frac{1}{2} = 2 : 1 \text{ ans.} \end{array} \quad \left[\begin{array}{r} \text{£ } 1.4.1\frac{1}{2} \\ 579 \\ \hline = \frac{1}{2} \text{ d.} \end{array} \right]$$

GEOMETRY. Examiners:—{ J. MARSH, Esq.
T. GOPALA ROW, B.A.

PART I.

I. Define the centre of a circle, an acute angled triangle, a complement of a parallelogram, and a gnomon.

II. If, at a point in a straight line, two other straight lines, on the opposite sides of it make the adjacent angles together equal to two right angles, these two straight lines shall be in one and the same straight line.

(a) Two parallelograms $ABCD$ and $CFGH$ having the angle BCD in the one, equal to the angle FCH in the other, are placed so that the side DC is in the same straight line with the side CF , show that BC is in the same straight line with CH .

(b) What mode of demonstration is used in the above proposition? When does Euclid chiefly use it? What other examples are there of its use in the 1st Book?

III. Triangles on the same base, and between the same parallels, are equal.

(a) ABC is a triangle, BD is drawn from B to meet CA produced in D , AE is drawn from A parallel to BD meeting BC in E , and CF is drawn parallel to BD or AE from C meeting BA produced in F ; show that the triangles BEF and CED are equal to one another.

IV. If a straight line be divided into two parts, the squares on the whole line and one of the parts are equal to twice the rectangle contained by the whole line and that part together with the square on the other part.

PART II.

V. Describe a square that shall be equal to a given rectilinal figure.

(a) Deduce from the figure a method of applying to a given straight line a rectangle equal to a given figure.

[Give the construction only: no proof required.]

VI. In equal circles, the angles which stand on equal arcs are equal to one another, whether they be at the centres or circumferences.

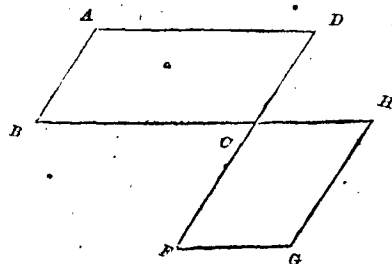
VII. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.

(a) State the converse of this proposition.

(b) From the middle point of the side AB of an isosceles triangle ABC , a straight line is drawn at right angles to it, meeting the base BC produced at D ; show that a circle drawn through the points A, C, D will touch AB .

II. (a) Let $ABCD$ and $CFGH$ be two parallelograms, having the angle BCD in the one equal to the angle FCH in the other; and then be so placed that the side DC is in the same straight line with the side CF .

Then the side BC shall be in the same straight line with the side CH .



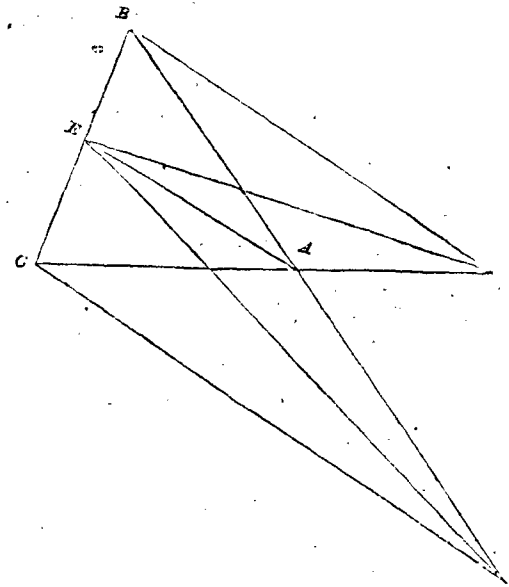
Because DCF is a straight line and BC makes with it on one side the angles BCD and BCF ; therefore, $BCD + BCF = 2 \text{ rt. angles}$ (I. 13); but $BC = FCH$; $\therefore FCH + BCF = 2 \text{ rt. angles}$; $\therefore BCF$ is a straight line. (I. 14)—Q. E. D.

JUNE 1875.]

CORRESPONDENCE

255

III. (a.)



Join ED and EF .

$$\triangle BEF = \triangle BEA + \triangle AEF.$$

The whole is equal to the sum of its parts.

$$\text{but } \triangle BEA = \triangle AED$$

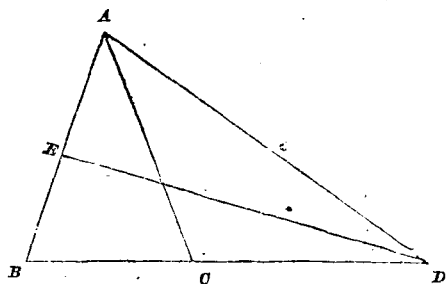
$$\text{and } \triangle AEF = \triangle AEO$$

$$\therefore \triangle BEA + \triangle AEF = \triangle AED + \triangle AEO = \triangle OED$$

$$\therefore \triangle BEF = \triangle OED.$$

VII. (a.) If from any point in the circumference of a circle two straight lines be drawn, one of which cuts the circle and the other meets it at that point; and if the angles which the cutting lines make with the meeting line be equal to the angles in the alternate segments of the circle, then the meeting line touches the circle at that point.

(b.)

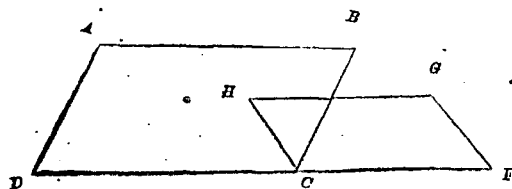


Join AD . In the $\triangle$ s BED and AED , the two sides $BE, ED = AE, ED$ each to each, and $\angle BED = \angle AED$; $\therefore BD = AD$. $\therefore$ remaining $\angle EBD = \angle EAD$; but $\angle EBD = \angle ACD = \angle ADC + \angle CAD$; $\therefore \angle EAD = \angle ADC + \angle CAD$.

Take away the common part CAD , therefore the remainder BAO is the remainder ADC . Now describe a circle round the points A, C, D . In the circle ACD , from the point A , two straight lines AB and AC are drawn, AB meets the circle and AC cuts it; also the angle which AC makes with AB , (BAC) is equal to the angle ADC in the alternate segment of the circle; therefore the circle ACD touches the straight line AB at the point A .— $Q.E.D.$

The proposition is true also in the case when ED meets BC .

Remark. It looks to me that Mr. Marsh's rider in II. (a.) is not always true; it is not properly worded. To show where the fault lies I annex the following figure from which it is impossible to prove the proposition:—



The angle $BCD =$ angle FCH and DC and FC are in the same straight line. BC and CH are not in the same straight line.

BELLARY.

THETA.

Questions in Algebra and Trigonometry.

I. Find a formula to solve the equation $x^2 + y^2 + z^2 = a^2$ in positive integers.

II. And also to solve the equation $w^3 + x^3 + y^3 + z^3 = a^3$

III. Solve the equations. i. $\frac{x+1}{x+5} + \frac{x+2}{x+8} + \frac{x+3}{x+11} = 1$.

ii. $\frac{x+1}{x+7} + \frac{x+2}{2x+7} + \frac{x+4}{3x+7} = 1$.

IV. Simplify. $\frac{b}{a} - \frac{d}{c} \cdot \frac{y}{n} - \frac{x}{m} \cdot \frac{b}{n} + \frac{d}{m} \cdot \frac{y}{a} + \frac{x}{c} \cdot \frac{b}{n} + \frac{d}{y} \cdot \frac{a}{n} + \frac{c}{x} \cdot \frac{a}{m}$

V. Show that the following is an exact square:—

$$(4x^2 + 4xy - y^2)^2 + (2y^2 + 4xy - 2x^2)^2 + (4x^2 - 2xy + 2y^2)^2$$

VI. Shew that—

i. If $ab + ac + bc = 0$, then $\frac{1}{2a + 2b - c}$

$$+ \frac{1}{2b + 2c - a} + \frac{1}{2a + 2c - b} = 0.$$

ii. If $xyz = abc$, then $\frac{(x+a)(y+b)}{(x-a)(b-y)}$

$$+ \frac{(y+b)(z+c)}{(y-b)(c-z)} + \frac{(z+c)(x+a)}{(z-c)(a-x)} = 1.$$

VII. ABC is an equilateral triangle; P is a point within it; if the angle $PAB = \alpha$; $PBC = \beta$; and $PCA = \gamma$; shew that the following results are true:—

i. $\frac{\cot(\alpha-30^\circ)}{\tan(30^\circ-\beta)} + \frac{\cot(\beta-30^\circ)}{\tan(30^\circ-\gamma)} + \frac{\cot(\gamma-30^\circ)}{\tan(\alpha-30^\circ)} = \tan^2 60^\circ$

ii. $\frac{1}{\cot \alpha + \cot(60^\circ-\beta)} + \frac{1}{\cot \beta + \cot(60^\circ-\gamma)} + \frac{1}{\cot \gamma + \cot(60^\circ-\alpha)} = \sin 60^\circ$

iii. $\frac{\sin(\alpha+\beta-\gamma) + \sin(\beta+\gamma-\alpha) + \sin(\alpha+\gamma-\beta)}{\cos(\alpha+\beta-\gamma) + \cos(\beta+\gamma-\alpha) + \cos(\alpha+\gamma-\beta)} = \tan 30^\circ$

iv. $\frac{\sin \alpha \sin \gamma}{\sin(60^\circ+\gamma-\alpha)} + \frac{\sin \alpha \sin \beta}{\sin(60^\circ+\alpha-\beta)}$

$$+ \frac{\sin \beta \sin \gamma}{\sin (60^\circ + \beta - \gamma)} = \sin 60^\circ$$

VIII. Given $\frac{x}{\sin (\delta + \gamma)} = \frac{d}{\cos \gamma} = \frac{c}{\cos \delta}$

$$\frac{y}{\cos (\alpha + \delta)} = \frac{a}{\sin \delta} = \frac{d}{\cos \alpha}$$

and $\frac{y}{\cos (\beta + \gamma)} = \frac{b}{\sin \gamma} = \frac{c}{\cos \beta}$

Shew that i. $\tan \alpha \tan \gamma = \tan \beta \tan \delta$

ii. $a^2 + c^2 = b^2 + d^2$

iii. $\frac{x}{\sin (\alpha + \beta)} = \frac{b}{\sin \alpha} = \frac{a}{\sin \beta}$

COLOMBO,
June 6th, 1875. }

(Signed) AMBROSE V. THOMAS.

"A candidate" asks "Whether an F. A. candidate neglecting Trigonometry altogether is allowed to pass if he makes up his minimum in the other Mathematical subjects, namely, Arithmetic, Algebra, and Euclid."

Yes. Ed.

Our Madras Correspondent will find the information he requires on page 271 of our Journal for June 1874. (Vol. xvi.)

UNIVERSITY OF MADRAS.

NOTICE.

THE following subjects in Languages for the Matriculation Examination of 1876, the First Arts Examination of 1877, and the B.A. Degree Examination of February 1878, (together with the selected portions of History for the F.A. of 1877, the B.A. of 1878, and the M.A. of 1877) are published for general information :—

MATRICULATION—1876.

English.

Cowper—John Gilpin.
Crabbe—The Parting Hour.
Wordsworth—Hart-Leap Well.
Scott—Rosabelle, Fibroch of Donald Dhu, The Coronach, The Outlaw, The Brooch of Lorn, Flora MacIvor's Song, Lay of the Last Minstrel, Canto VI. lines 1—36.
Scott—Tales of A Grandfather, Chapters VI. to X. inclusive.
Lamb—Tales from Shakspeare—Macbeth and the Merchant of Venice.

Sanskrit.*

Rāmāyana—The first Canto, 14th to 25th Chapters inclusive. (Bombay Edition).
Panchatantra—The first Chapter, 37 pages. (Vidyasagara's Edition, Calcutta).

* In the Deva Nāgari character only.

Greek.

Euripides—Medea.
Xenophon—Anabasis, Lib. III. and IV.

Latin.

Virgil—Æneid, Lib. IV.
Cæsar—Comm. de Bello Gall., Lib. III.

Persian.

Gulistan—Chapters 1, 2 and 3.
Bostan—Chapters 1 and 2.

Tamil.

Nidi-neri Vilakkam—First 50 stanzas.
Kural—First 10 Chapters.
Bhāratam—Bishma's defence of Krishna (Umābathi Madaliar's Edition).
Sabhā Parvam—40 pages, beginning with the description of the Mantapam.

Telugu.

Harischandropākhyānamu—Cantos 3 and 4.
Niti Chāndrika—Vigrahāmu—First Part, 53 pages.

Kanarese.

Sōmēśvara Sataka.
Padyasāra—Sita Kalyāna, pp. 21 to 41.—Spring, pp. 68 to 71.
Kathāsangraha—Bhārata.

Malayalam.

Manipravālam—Sargams II., III., and IX.
Vijnana Manjari—Part I., 114 pages (published by the Trivandram Book Committee).

Hindustani.

Gulistan—(School Book Society's Edition).
Musnavi Hasan—(Edition published at the Government Depot).

Uriya.

Mahābhārata—Birāt Parva.
Raghuvansa.
Batris Singhasan.

FIRST ARTS EXAMINATION—1877.

English.

Milton—Paradise Lost, Books VII. and VIII.
Byron—The Siege of Corinth.
Dō. —Ode to Napoleon Buonaparte.
Tennyson—Morte D'Arthur (As originally published in the Poems).
Macaulay—Essay on Clive.
Ancient Classics for English Readers—Cicero.

Sanskrit.*

Raghuvansa—Cantos I. to IX. inclusive.
Uttarāmācharitra—(Prākrit passages to be omitted.)

* In the Deva Nāgari character only.

Greek.

Sophocles—Electra.
Herodotus—Lib. VI. and VII.

Latin.

Virgil—Georgic., Lib. IV.
Terence—Hautontimoroumenos.
Cicero—Pro Milone.
Livy—Lib. XXVI.

Persian.

Gulshan-i-Saadat.
Sikandar Namah—to the end of the Chapter Jasn-i-Noushabah.
Guldasta-i-Sukhun.

Tamil.

Bhāratam—Udhyogaparyam. First half of Krishnan Tūdu.
Nāladīyār—First 10 Chapters.
Rāmāyanam—5 Pādalams, from the Gungai Pādalam.

Telugu.

Bhāratamu—Virata Parvamu, 1st Canto.
Manucharitramu—4th Canto.
Vigraha Tantram—(by K. Venkataratnam Pantulu.)

Kanarese.

Channa Basava Purāna—3rd Kānda, Chapters 1 to 5 inclusive.
Prākkāvya Mālika—pp. 353—368.
Panchatantra—5th Tantra.

Malayalam.

Rāmāyanam—Aranya Kādam.
Kīrāta—Katha Kali (Drama.)
Keralotpatti—First 100 pages (2nd Edition, Mangalore.)

Hindustani.

Diwan-i-Vazir—to Radif-i-Dal inclusive.
Suroor-i-Sultani—to the death of Rustum.
Nasr-i-Benazir.

B. A. DEGREE EXAMINATION—1878.

English.

Shakspeare—Coriolanus.
Milton—Comus.
Pope—The Rape of the Lock.
Ancient Classics for English Readers—Æschylus, Chapters I., II., III., and VII.
Sidney—Apologie for Poetrie.
Carlyle—Lectures on Heroes—The Hero as King.

Sanskrit.*

Kirātārjuniya—Chapters I. to XIV. inclusive.
Mālatimādhava.

Greek.

Sophocles—Philoctetes.
Demosthenes—De Coronā.

* In the Déva Nāgari character only.

Latin.

Lucretius—De Rerum Naturā, Lib. II.
Horace—Epistolæ.
Cicero—De Finibus, Lib. III. and IV.
Tacitus—Annal, Lib. XII. and XIII.

Persian.

Jahan Kushai Nadiri of Mirza Mahdee Khan.
Diwan-i-Ghani.

Tamil.

Rāmāyanam—Kishkinda Kādam, from Arasiyal Parvām.
Bhāgavatam—From the 201st to 400th stanza.
Alankāram—Porulani.

Telugu.

Vasucharitramu—2nd Canto.
Hariyamsamu—5th and 6th Cantos, Part II.
Pārijāthapaharanamu—3rd and 4th Cantos.

Kanarese.

Jaimini Bhārata—Chaps. 3, 6, 23, 29, 30, and 31.
Rajasekhara Vilasa A'svasā 6th.

Malayalam.

Bhāratam—Bhishma Parvām.
Daksha Yāgam—Katha Kali.
Panchadasāprakaranam—Prose.—Parts 9, 10, & 11.

Hindustani.

Diwan-i-Nasikh—First and Second Diwan.
Araish-i-Mahfil.
Jama-ul-Akhlaq (Translation of the Akhlaq-i-Jalali).

HISTORY.

F. A. EXAMINATION—1877.

Plutarch's Lives—Themistocles, Nikias, and Alexander.

B. A. DEGREE EXAMINATION—1878.

The age of Charles V.

M. A. DEGREE EXAMINATION—1877.

The French Revolution and Empire, from 1789 to 1815.

(By order.)

D. DUNCAN, M.A.,

Registrar.

Registrar's Office, 1st June 1875.

NOTES ON JOHNSON'S LIFE OF ADDISON.

(Concluded from page 216.)

151. 'Implicitly.' By inference or implication; the word is opposed to 'expressly.'

'Chorus.' A company of dancers and singers on the Greek stage who by their actions and songs expressed their joy or sorrow at the various events of the drama enacted before them.

'Catastrophe.' The concluding event of a drama. See Note on 145.

'Tis.' A colloquial contraction of *it is*. Such contractions are now considered inelegant, and are not used except in familiar conversation; but in Johnson's time they are frequent even in the writings of good authors.

'As we have taken notice above.' As we have already remarked.

'But since there are no express rules, &c.' The style of this concluding part of para 151 is very careless and inelegant, and is so far unlike Johnson's usual manner. The adverbial sentence of reason, "since we have no chorus," is awkwardly made to depend on the preceding adverbial clause "(since) we are under no compulsion to keep it." The whole passage is moreover loose and disjointed.

'Monstrous.' Unnatural.

152. 'Bully.' A blustering bragging fellow. 'Bully' was a cant word in frequent use in Shakspeare's time. Cf.

"Discard bully Hercules." *Merry Wives of Windsor*. Marcia calls Sempronius "that loud boisterous man."

'With all his ears.' A humorous phrase for 'attentively.'

153. 'Fain.' Gladly. This word is now nearly obsolete. It is constantly used by old writers both as an adverb and as an adjective. Cf. "He would fain have filled his belly with the husks that the swine did eat," and

"The knight was fain a feast was made
For a knave child that he had."

'Harbour.' Here used in the sense of shelter, refuge.

'They had hardly been talking.' It is improbable that they had been talking.

'To pleasure Sempronius.' In Shakspeare and some later writers *pleasure* is frequently used as a verb in the sense of *please*. Some editions here read 'please,' but probably the correct reading is *pleasure*.

154. 'Halloo.' A hunting cry.

'Is upon the guard.' Is officer of the watch. We should now say rather "is upon guard," omitting the definite article.

'She would certainly prove an impediment, &c.' There is here a play on the words *impediment* and *baggage*: *Impedimenta* is the Latin word applied to the baggage of an army, because the progress of the army was impeded by the baggage. In the English of the last century the word 'baggage' was often applied playfully or contemptuously to a flirt or to a young woman of light character, e. g., "She was an arch baggage."—*Taller*.

'Whimsies.' Whimsical fancies, mad notions.

'The young Numidian.' I. e., Juba. Numidia was a country of North Africa. It was conquered by the Romans B. C. 106, but they allowed the government to remain in the hands of the native princes till B. C. 46, when Juba who had espoused the cause of Pompey was defeated and dethroned by Julius Cæsar.

'Glad.' Used for 'gladden.'

'Barbarian.' The term *barbaros* was originally applied by the ancient Greeks to any one who spoke a foreign language. It afterwards came to have the meaning of rude, uncivilized, cruel.

155. 'At present.' Up till now.

156. 'Or by yon azure heaven.' Sempronius' speech is interrupted by the approach of Juba.

'Representing Mr. Spectator's sign of the gaper.' Looking on the scene as gaping spectators.

'Mr. Bayes.' See note on para. 146.

157. 'In the world.' A phrase often used colloquially to intensify the superlative.

'Upon Lucia and Marcia's coming in.' When two substantives joined by a conjunction are governed in the possessive case by a following substantive, the 's of the possessive case is for the sake of euphony used only after the latter substantive;—e. g. "Beaumont and Fletcher's Plays;" "Crosse and Blackwell's Pickles;" "Day and Martin's Blacking."

'Returns upon her.' 'To' is the appropriate prep. after the verb 'return,' but in speaking of suffering from bodily or mental affections, the prep. 'upon' is frequently used, perhaps from an old notion that such affections were caused by some external or supernatural agency; e. g., "a fit of coughing came upon him."

'Should thy brothers for my sake.' Lucia's thought is that Portius and Marcus are fighting a duel on her account.

'There can be no cutting of throats but it must be for her.' 'But' used as a Relative for a negative restriction is a very emphatic form. The *it* is here unnecessary; 'but must be for her' = *that must not be for her*. In this construction, however, a pronoun is often redundant. Cf.

"There's ne'er a villain dwelling in all Denmark
But he's an arrant knave"—*Hamlet*.

"There was not a bay or a haven but it was freer to our forefathers than the natives." See BAIN.

'The habit.' The dress. Cf. Shakspeare in *Hamlet*:

"Costly thy habit as thy purse can buy."

'The face is muffled up.' Cf. Shakspeare in *Julius Cæsar*:

"Then in his mantle muffling up his face"

Great Cæsar fell."

'Marcia falls a raving.' "In Old English writers after the Conquest we find the verbal noun with *on*, *an*, *in*, *a*, employed (1) after verbs of motion, as he went *on hunting*; 'he fell *on sleeping*, &c.; (2) after the verb *is*, *was*, to form present and imperfect tenses with *passive* signification, as 'the church was in building,' 'as this was a doing,'—'he rode in hunting.'—*MORRIS*. Cf. also "Whither were you a-going."—*HENRY VIII.* "The slave that was a-hanging there."—*KING LEAR*.

'Passion.' Love, affection.

'Juba enters listening.' The stage direction is "Enter Juba listening." By a pitiful quibble Dennis affects to understand the participle 'listening' as modifying the verb *enter* adverbially rather than as qualifying the noun Juba.

The construction in the stage direction is a common Latinism. Cf. "To me much reflecting on these things it has seemed a worthier honour."—LORD BROUGHAM.

The participial construction is courted for the advantage of perfectly uniting the act with the person. This is strikingly shown in the following sentence from Cicero:—

'*Aranti Quintio Cincinnato nuntiatum est eum dictatorem esse factum.*' We cannot translate literally; we must say 'as he was ploughing,' 'in the act of ploughing,' 'at the plough.'—It was announced to Cincinnatus as he was ploughing.—BAIN.

'*A candle snuffer.*' A candle snuffer was one of the necessary stage attendants before the invention of gas. Cf:—

"I have no particular spleen against the fellow who sweeps the stage with the bosom, or the hero who brushes it with his train. It were a matter of indifference to me whether our heroines are in keeping or our candle-snuffers burn their fingers."—GOLDSMITH.

"The first lion was a candle-snuffer, who being a fellow of a testy, choleric temper, overdid his part."—Tatler.

'*Let us regard him listening.*' Dennis here uses a Latinism similar to the one on which he has just remarked. As Bain observes in a similar instance, we could not here use the possessive case and say 'let us regard his listening,' for it is not the listening itself, but Juba as he listened that is to claim our observation.

'*His apprehension.*' Here used for 'his wits.'

'*Eaves-dropping.*' Listening secretly to private conversation. The 'eaves' are the edges of the roof that project over the walls. Eaves dropping is, therefore, literally the water that drops from the eaves. An eaves-dropper is literally one who stands just under the eaves close to a window in order to overhear the conversation of those within the house.

'*Discovers.*' Reveals, discloses.

'*Cuckolded.*' This word is said to be derived from the name of the Cuckoo (Sanskrit *kokila*) whose habit it is to deposit its eggs in the nest of other birds.

'*Fondly.*' Foolishly, from *fon* foolish, then foolishly attached to any one; a very common sequence of ideas. So we speak of doting on one. Cf. Chaucer:—

"When age approacheth on
And lust is laid, and all the fire is quent
As freshly then thou shalt begin to fenne
And dote in love."—(From *Wedgwood*.)

'*Driven upon all these absurdities.*' We should now say 'led into' instead of 'driven upon.'

158. PLATO. B. C. 429—347. This great Greek philosopher was a pupil of Socrates; many of his philosophical works are still extant.

'*Bernard Lintot.*' A famous bookseller and publisher. He first printed and published Pope's translation of the *Iliad*.

'*Whimsical.*' Here used in the sense of foolish, crazy.

'*Had a design upon, &c.*' Intended to kill them or to kill himself.

159. 'A lecture.' 'Lecture' is here used in its literal sense of a reading. Cf. the word *lesson* as applied to the portions of Scripture read aloud in church. Cf. also, "I must, for my own quiet, desire the critics to refrain from the lecture of this curious tract."—Tatler. See note on para. 141.

'*Improbable, incredible, impossible.*' Note the climax.

160. 'The censure.' The opinion or criticism. 'Censure' now means an unfavourable opinion, but it once meant opinion generally. Cf:—

"Take each man's censure but reserve thy judgment."—*Hamlet*.

'*Too much horse-play in his raileries.*' Dryden uses this expression in complaining of the unfavourable criticism of Collier.

'*Horse-play.*' Rough, boisterous mirth. Cf. *horse-laugh*. Horse is here probably a corruption of hoarse or harsh.

'*In the conduct.*' I. e., in the conduct of Cato in Addison's play.

162. 'The parallel of the princes and gods, &c.' As the minor poems of Addison are not now so well known as they were in Johnson's time, it may be necessary to inform the reader that the poem here referred to is Addison's verses to the great painter Sir Godfrey Kneller on his picture of King George I. The artist had already painted several of the preceding sovereigns of England, and the poet takes the occasion to enumerate them, comparing each very happily to some one of the classical deities, and concluding with the high compliment of likening the reigning king to Jupiter.

163. 'His translations.' Addison translated portions of Virgil, Horace and Ovid from the Latin into English verse.

'*Compared them.*' I. e., with the originals.

'*Want the exactness of a scholar.*' Are deficient in the accuracy we should expect from a scholar.

'*Too licentiously paraphrastic.*' Being far too free paraphrases of the originals.

'*What is the first excellence, &c.*' In this anticipatory or prospective use of 'what' we have a trace of its origin. In old English *who*, which and *what* were not Relative but Interrogative pronouns; as Abbott observes, the transition from the interrogative to the relative can easily be explained:—Thus the sentence:

"O now *who* will behold

The royal captain of this ruin'd band?

Let him cry 'Praise and glory on his head.'"—SHAKESPEARE.

may easily become "Now let *him who* will behold," &c.

Cf. "What we fear (that) we avoid."

In these cases the relative mostly retains a trace of its interrogative meaning by preceding the antecedent clause:—

Cf. "Who steals my purse (he) steals trash."

In Tamil there are no Relative pronouns; but their deficiency is often supplied by the use of the interrogatives in a construction precisely similar to that given above; e. g., என்னதற்கு அபாயம் சொன்னதோ, அவனை உபாயம் சொல்லுவான் *Panchatantra*, Book I. Who has told us of our danger, he will show us, the means of escape = He who has told us of our danger will show us, &c.

164. 'In the whole.' Generally. We now say "on the whole."

'*He was however one of our earliest examples of correctness.*' Johnson originally wrote "But he was our first example of correctness."

165. 'Georgic.' Addison translated from the Latin into English Virgil's Fourth Georgic. See note on para. 13.

'*Broken lines.*' The classical name for such a line is *hemistich*.

'Triplets and Alexandrines.' These had been much used by Dryden, and in Addison's time were looked upon rather as ornaments than as irregularities:

Triplet is a name given to three lines of verse rhyming together, e. g.,

"When the under world is seized with cold and night
And summer here descends in streams of light
The bees through woods and forests take their flight."

Addison's Translation of the Fourth Georgic.

'Alexandrine.' A name given to a verse of six iambic feet rhyming with a preceding verse. The second line of the following couplet affords an example of an Alexandrine verse:

"A needless Alexandrine ends the song
That like a wounded snake drags its slow length along."—POPE.

The verse is said to be so named from an old French poem on Alexander the Great in which it was used. It is employed at the close of the Spenserian stanza by the poets Spenser, Beattie, and Byron. Dean Swift wrote some lines to ridicule the use of the Triplet and the Alexandrine, and Johnson also condemned their frequent use, although he did not altogether disallow them.

'The mere structure of verses, &c.' It has been justly observed that Addison had not the natural genius of a poet, nor had he studied with sufficient care the best English models. His poetry is only prose put into verse. He had no facility in rhyming, and so was obliged frequently to use a weaker word or phrase than its place in his verse required. In his prose he was under no such restraint; and his exact taste always led him to perfection.

'His lines are very smooth in Rosamond and too smooth in Cato.' The Hindu student very frequently confounds the words 'too' and 'very.' This sentence affords a good illustration of the proper use of each. BAIN remarks that *too* is a word greatly contributing to terseness of expression. Its value fully appears when translating into other languages as the Latin or the Tamil. 'He is too old to learn' is a happy abbreviation of 'he is so old that he is unable to learn.' When the Infinitive phrase expressing the comparison is suppressed, we must understand the word in the sense of more than enough, more than what is just, right, convenient, fitting or desirable; e. g., 'Oh, that this *too too* solid flesh would melt.' That '*too*' and '*very*' are not interchangeable may be seen from such examples as this in the text and from the following:—"If you would wish to learn to speak a language fluently you cannot begin *too* young;" "He arrived at the station *too* late for the train." In the last sentence, *too late* implies that the train had already departed; if we had merely said that 'he arrived *very* late for the train; we might understand that although he was very late, still he was not *too* late, and he was therefore able to travel by the train.

166. 'Addison is now to be considered as a critic.' We have now (i.e., in this place) to consider what rank Addison is entitled to take as a critic.

'Tentative or experimental.' Empirical; governed only by his own individual experience.

'By taste rather than by principles.' Taste is the personal and often arbitrary predilection of the individual. Principles, on the other hand, are laid down by the induction of numerous facts, by many individuals, at different times and in different places.

167. 'Overlook their masters.' Contemn their teachers.
'His instructions.' His moral teaching.
'As the characters of his readers made proper.' Another reading is—"as the state of his own time made necessary."
'Men not professing learning.' Men who did not look to learning as a profession by which they were to gain a livelihood.
'The female world.' I. e., the female portion of the world. Here world is used by metonymy for its human inhabitants. Of the expressions 'the fashionable world;' 'the musical world.'

'Distinguished.' Noticed.

'To infuse into.' Another reading is 'to diffuse among.'

'Literary curiosity.' A love of literature.

'Conveyance.' Instrumentality, means.

'To infuse literary curiosity by gentle and unsuspected conveyance into the gay, &c.' This affords a good example of Johnson's inflated phraseology, and of his love for words of Latin origin. "By a pleasing style to spread abroad a love of reading among the gay," &c., would have expressed Johnson's meaning.

'Their defects.' Their deficiencies.

'Comprehension.' Here used in the sense of intelligence.

'An emulation of intellectual elegance was excited.' The *belles lettres* (polite literature) began to be assiduously cultivated.

'Life has been gradually exalted.' The tone of society has been growing nobler.

168. 'His prefaces.' Johnson elsewhere informs us that Dryden often accompanied his dramas "with a preface of criticism; a kind of learning then almost new in the English language." Dryden may in fact be "properly considered as the father of English criticism, as the writer who first taught us to determine upon principles the merit of composition."

'For those that were learning to write.' For those who wished to become authors.

169. 'Superficial.' Popular; with no parade of learning.

'More.' This word seems here to be used in its literal sense of "greater."

'With all the form of system, &c.' Formally, and according to strict scientific rules.

'By the blandishments of gentleness, &c.' Compare this and the remarks in para. 167 with what Sir Philip Sidney says of the true art of the poet:—

"He beginneth not with obscure definitions which must blur the margin with interpretations and load the memory with doubtfulness, but he cometh to you with words set in delightful proportion, either accompanied with or prepared for the well-enchanted skill of music; and with a tale, forsooth, he cometh unto you with a tale which holdeth children from play and old men from the chimney corner; and pretending no more, doth intend the winning of the mind from wickedness to virtue; even as the child is often brought to take most wholesome things by hiding them in such other as have a pleasant taste: which if one should begin to tell them the nature of the aloes or rhubarbarum they should receive, would sooner take their physic at their ears than at their mouth: so it is in men; (most of whom are childish in the best things till they be cradled in their graves;) glad they will be to hear the tales of Hercules, Achilles,

Cyrus, Æneas; and hearing them must needs hear the right description of wisdom, valour and justice: which if they had been barely, that is to say, philosophically set out, they would swear they be brought to school again."

170. '*The beauties of Chevy Chase.*' The ballad of Chevy Chase so named from Cheviot Chase a preserve for game on the Cheviot Hills in Northumberland is one of the finest of the old English Ballads. It professes to give an account of a battle between Percy Earl of Northumberland and the Scotch Earl Douglas. Later critics than Johnson and Wagstaffe have better appreciated the merits of this grand old ballad, and have fully justified Addison's panegyric. Hallam says: "It may possibly have been written while Henry VI was on the throne. The style is often fiery, like the old war songs and much above the feeble though natural and touching manner of the later ballads. One of the most remarkable circumstances about this celebrated lay is, that it relates a totally fictitious event with all historical particularity and with real names. Hence it was probably not composed while many remembered the days of Henry IV, when the story is supposed to have occurred."

Macaulay says: "No essays in the *Spectator* were more censured and derided than those in which Addison raised his voice against the contempt with which our fine old ballads were regarded, and showed the scoffers that the same gold, which burnished and polished gives lustre to the *Æneid* and the Odes of Horace, is mingled with the rude dross of Chevy Chase."

"The first considerable collection of old English Ballads was published with most agreeable and valuable notes by Bishop Thomas Percy in 1765, and it is to his example that we owe not only the preservation of these invaluable relics, but the immense revolution produced by their study and imitation in the literature of the present century. It is no exaggeration to say that the old English ballads had the greatest share in bringing about that immense change in taste and feeling which characterizes the revival of romantic poetry; and that the relics of the rude old moss-trooping rhapsodists of the Border, in a great measure, generated the admirable inspirations of Walter Scott."—SHAW.

WAGSTAFF. A physician who is now chiefly known as the author of some annotations on the Tatler. He died in 1725.

'*Tom Thumb.*' The name of a fairy tale very popular among young children in England.

'*The fundamental position of his criticism.*' The chief argument on which he (Addison) founds his criticism.

'*Tumour.*' This word is here used for an inflated style; it is now applied only to a diseased swelling on some part of the body.

'*The story cannot possibly be told, &c.*' The opinion of Sir Philip Sidney is diametrically opposite to this dictum of Johnson's. He says: "I never heard the old song of Percy and Douglas, that I found not my heart more moved than with a trumpet; and yet it is sung by some blind Crowder (*fiddler*) with no rougher voice than rude style."

171. '*Profound.*' Johnson is here slyly sarcastic. '*He founds art in the base of nature, &c.*' Addison justly observes that "it is impossible that anything should be universally tasted and approved by a multitude, though they are only the rabble of a

nation, which hath not in it some peculiar aptness to please and gratify the mind of man. Human nature is the same in all reasonable creatures, and whatever falls in with it will meet with admirers amongst readers of all qualities and conditions."

172. '*Peculiar.*' This word is derived from the L. *Peculium*, private property; originally cattle. The L. *pecu*, applied to cows or sheep, is the same word as the Sansk. *Pasu* (पशु) generally in Tamil, applied to a cow, and sometimes to a sheep, as in the phrase யாபுசு (Yagu pasu) a sacrificial animal. '*Pasu*' by Grimm's Law, becomes the English '*Fee*,' the German *Vieh*.

Cattle formed everywhere the chief wealth of nations at an early stage of the world's history, money being then unknown. See Pope's *Iliad*, Book VI, 292—5. The word *capital* formerly meant heads, i. e., of cattle, a man's wealth being then reckoned by his cattle. 'Cattle,' next came to mean moveable property (chattels). Of the common phrase "goods and chattels." It was afterwards used to denote money or property in general; in Wiclif's Bible we read:—"a woman that had spendid all her catel in leechis" Luke viii. 44. In *The Voyage and Travails of Sir John Mandeville*, we read: "For more precious catelle ne gretter raunson ne myghte he (Christ) putte for us than his blessed body." In High Tamil, the word யாபு, cattle, is similarly used in the sense of செல்வம், wealth in general.

'*Domestic scenes.*' Another reading of domestic manners.

'*O'ersteps the modesty of nature.*' See note on para. 142.

'*Figures.*' Characters and descriptions.

'*Distortion.*' Caricature.

'*Aggravation.*' Exaggeration.

'*His exhibitions.*' His creations.

173. '*She wears a thousand dresses, &c.*' We have here a personification of Truth as displayed in the pages of Addison.

'*Mills habet ornatus, &c.*' This is translated in the preceding sentence.

174. "Addison was long held up as the finest model of elegant yet idiomatic English prose; and even now, when a more lively, vigorous, and coloured style has supplanted the neat and somewhat prim correctness of the eighteenth century, the student will find in Addison some qualities that can never become obsolete—a never-failing clearness and limpidity of expression, and a singular appropriateness between the language and the thought."—SHAW.

175. The concluding paragraphs of Johnson's Life of Addison have been often quoted as affording good illustrations of Johnson's own balanced style, and 'diligently rounded' periods.

Lord Macaulay observes that for a long time it was a disputed question as to whether the style of Johnson or that of Addison was the more perfect, but posterity has pronounced a final decision in favor of the simple and idiomatic English of Addison, and has lost a great part of its admiration for the inflated, artificial and half Latinized sentences of Johnson. "The characteristic faults of Johnson's style" says Macaulay, "are so familiar to our readers, and have been so often burlesqued, that it is almost superfluous to point them out. It is well known that he made less use than any other eminent writer of those strong plain words, Anglo-Saxon or Norman French, of which the roots lie in the inmost depths of our language, and that he felt

A vicious partiality for terms which long after our own speech had been fixed were borrowed from the Greek and Latin and which therefore even when lawfully naturalized, must be considered as born aliens not entitled to rank with the Queen's English. His constant practice of padding out a sentence with useless epithets till it became as stiff as the bust of an exquisite, his antithetical forms of expression constantly employed even when there is no opposition in the ideas expressed, his big words on little things, his harsh inversions, so widely different from those graceful and easy inversions which give variety, spirit and sweetness to the expression of our great old writers, all these peculiarities have been imitated by his admirers and parodied by his assailants till the public has become sick of the subject."

'*The Lives of the Poets*,' the same great writer pronounces to be the best of Johnson's works. The criticisms contained in them are "often excellent, and even when grossly and provokingly unjust, well deserve to be studied. For, however erroneous they may be, they are never silly. They are the judgments of a mind trammelled by prejudice and deficient in sensibility, but vigorous and acute. They, therefore, generally contain a portion of valuable truth which deserves to be separated from the alloy; and at the very worst, they mean something, a praise to which much of what is called criticism in our time has no pretensions."

Cunningham remarks that in these *Lives of the Poets* the style of Johnson is freer from inflation and sesquipedalian terms than in his other works. His sentences are not so long, and are close, forcible and sounding. The style throughout is peculiarly good Johnsonian, modulated to a march never monotonous. The life of Addison contains some of Johnson's happiest characteristics. Disliking Addison for his politics, he loved him for his humour, his exquisite English, and the moral tendency of his pages. *Vide* Cunningham's Edition of Johnson's *Lives of the Poets*.

GOVERNMENT NORMAL SCHOOL, VIZAGAPATAM.

On Friday 15th May prizes were distributed to the students and pupils of the Vizagapatam Normal School by E. O. Thomas, Esquire, the Judge of the District. This being the first occasion on which a public distribution of prizes had taken place in the school, the headmaster in addressing the chairman and visitors, gave a slight sketch of its history as follows:—

"This being the first occasion on which a public distribution of prizes has taken place in this school, it may be well to say a few words on its history.

A good many years ago the Government wishing to do something in the way of educating the people committed to its charge, established in Madras a High School in which it gave a high class education to those who chose to avail themselves of it, hoping that these young men when they left the school and went into the world mixing with their fellow-men, would, by their words and deeds, spread the wholesome influence of the education they had received among their fellow-countrymen. But after a great many years' experience it was found that this one High School had very little effect indeed beyond producing a few well educated young men fit to take responsible situations under Government, but unfortunately not at all desirous of promoting the education of any of their fellow-countrymen except their own immediate relatives. The Government then, about the

year 1854, determined on establishing a number of schools of different grades throughout the Presidency. It was then found that there was a great paucity of teachers, and even of those available, very few indeed had any idea of teaching, most of them considering it a teacher's duty to tell their pupils to learn so much of each of their respective lessons, to hear them repeat like parrots the portions learnt, granting approval as the child gabbled along, and thrashing him soundly when he hesitated. Then it was that the Government Normal School was established in Madras. There had previously been a private institution of the nature set on foot through the generosity of some English Ladies and Gentlemen, for the young men educated at the High School had up to that time done nothing, and there was no generous Prakash Rau family in Madras ready to aid in such works with heart and hand, with mind and mofirs. This private institution, however, trained only European and East Indian young men and women, and was obliged to close. Then the Government started the Madras Normal School in 1856, from which large numbers of young men with different certificates were annually sent out, and schools for little boys as well as young men, for villages as well as towns, were set up in different parts of the country. The masters of the Madras School being all Europeans, the general education was in English; but the great mass of the people have very little need of a knowledge of English, and therefore Vernacular Normal Schools were established in the Tamil and Malayalam districts in 1858. A great difficulty, however, was experienced in getting the trained young men from the south to come to the Northern Circars, and therefore in 1861 the Government set on foot a Normal School at Vizagapatam, appointing Mr. Bickle of the Madras Normal School as its first Principal. The Normal classes were first conducted in connection with the then recently established Hindu School, the classes of which served as a practising school; but it was soon found that this divided authority gave rise to unpleasantnesses, the masters of the school finding it very convenient to charge all shortcomings to the Normal Students, which the Principal of the Normal School rightly would not allow, the fact being that Normal Students, as a rule, take more pains while teaching than the vast majority of permanent masters at that time did. The work is new, and therefore they are more eager and zealous in its discharge,—they are more on their mettle being more liable to criticism from their pupils than fixed teachers,—and they are constantly subject to be hauled over the coals for every shortcoming.

In 1866 the building in which we are now assembled was completed, and in July of that year the Normal School was removed here, a lower school being opened at the same time to enable the Students to carry into practice under the eye of an experienced master the principles and rules for teaching which form the main subject of the lessons they themselves receive from the Head Master and his assistants. This juvenile school is called the practising school, and as its main object is not the direct education of as many boys as can be got to join, it does not enter into competition with the ordinary schools for a show of numbers. Its classes are purposely kept small, so that our young teachers may be able to do full justice to the little fellows they have to teach, and this, I believe, they do. On this point some people seem to entertain a plausible, yet, nevertheless, mistaken opinion. They seem to think that boys in a Practising School are not so well taught as in other schools, where there are fixed teachers of more or less lengthy experience; and this would seem at first sight to be a reasonable conclusion, yet my lengthened experience has shown me that such is rarely the case in this country at any rate, and there are certain good reasons why it is not the case. In an ordinary school the permanent assistant masters, whether good, bad, or indifferent, are very little interfered with, if, therefore, they are inclined to take things easily, they do so; whereas Normal Students in a Practising School, have to work under the eye of an experienced master, who is held responsible for the welfare of

the whole school, and whose duty it is to point out errors of any kind made by the student-teachers, so that they cannot go on long in a wrong road without being stopped and set right; and both they and their young pupils knowing that they are pupils, it is taken as a matter of course and no disgrace for one of the masters to interrupt a student and set him right; whereas the majority of permanent teachers, be they ever so wrong, would be greatly offended if the head master were to point out their failings and try to set them right. Again, students are so little above pupils in status, that if the latter catch them tripping they are very likely to hear of it in a way they don't like, and this keeps them on their mettle. Beside being liable to be interrupted by the master of the Practising School, they are also liable to be hauled over the coals by the Principal, both privately and in front of their compeers. And lastly they have daily to study and discuss the various principles and methods to be employed in their profession; and having these so constantly brought before them, it cannot but make them do their work better. In England, indeed, experienced teachers of all classes, have found it conducive to their own comfort and the welfare of their pupils to form associations, to meet at regular intervals to deliver essays and to discuss all sorts of school matters, just such as are brought regularly before Normal Students in their special studies, and I believe, that it would be advantageous for the teachers of this town so to meet, say once a month, or once a quarter, and for my own part I am sure I should like to see some of them present occasionally at our Saturday discussions in the Normal Schools. From what I have said I think parents and guardians will see that there is no fear of their charges who are sent to the junior department of the Normal School being at all neglected.

The Normal School Proper, however, has its special work to perform, that is, to prepare young men to become teachers. From the foundation of this school, this has been its main object, but combined with this, hitherto, it has also prepared its students for the public examinations by giving them instruction in the subjects taught in ordinary schools as well as in those more particularly professional. In this part of its work, as well as in its special work, the Vizagapatam Normal School has hitherto done its duty. The number of students who passed the F. A. Examination up to 1871 was 12, when the F. A. Class for general education was abolished; the authorities considering that the two great schools of Masulipatam and Rajamundry ought to do all that was needed with that class in this neighbourhood. Since then the High School of Vizianagaram, that of the London Mission, the Hindu School, and St. Aloysius, have all made a considerable advance in the Matriculation Examination, and the Government have now decided that the Normal School shall retire from that field also, confining itself more strictly to its special work of giving instruction to young men in the science and art of education who have already passed the public examinations and are desirous of qualifying themselves for the office of teachers. The number of young men who have passed the Matriculation Examination from this school since 1864 is 53, which, although the class has been limited by the Director, and the students have had in addition to pass their professional examination, places the school next in rank to the Rajamundry and Noble Schools, among those in the Northern Circars.

Henceforth, however, the Normal School will not compete in the University Examinations, but will readily receive young men who, having passed, are desirous of being grounded in the principles of teaching in order to qualify themselves as schoolmasters. If the managers of Mission or other schools wish to employ their own pupils, the Normal School will be open to receive such young men as they may select, and to give them a course of training extending from six to twelve months according to circumstances. The scholarships allowed to these young men will be the same as have hitherto been given. An entrance examination will be held periodi-

cally to test candidates for admission who come forward on their own responsibility.

The prizes now about to be distributed by our respected Chairman have been awarded on the results of the examinations, combined with those obtained by the daily work in the school, and may, therefore, be regarded as certificates of good character, and persevering industry, much more than those awarded upon the mere results of an annual examination, when frequently impudence and self-assertion gets a great advantage over modest merit."

The Chairman then distributed the prizes. After which he addressed a few words to the Normal students pointing out to them that though their profession is not a very lucrative one, yet it is one of the most honorable that a man can adopt, as the beneficial influence of a good zealous schoolmaster is incalculable; and he trusted that having adopted the profession they would throw their hearts into their work, for without heartiness but a very limited amount of good can be done, while with it the schoolmaster is a blessing to his neighbourhood and his work is a source of happiness to himself. He was glad to hear of the success the Vizagapatam Normal School had hitherto obtained, and wished it equal in its new and more limited career.

SELECTED EXAMINATION PAPER.

KING HENRY V.

- I. Does any passage in this play afford a clue to the date of its composition? What is known of any earlier play on the same subject?
- II. Define the period of time comprised in the action, and assign dates to the principal events related or noticed.
- III. How far does the play illustrate the state of home affairs in the earlier part of Henry V's reign?
- IV. Point out some of the difficulties of dramatising war; and consider how far, and by what means, Shakspeare has overcome these difficulties in Henry V or other plays.
- V. Discuss the text in these places.
 - (a.) Than amply to imbar their crooked titles (i. 2, 94.)
 - (b.) Yet that is but a crash'd necessity (i. 2, 175.)
 - (c.) Linger your patience on, and we'll digest.
The abuse of distance; force a play. (Prologue to Act ii.)
 - (d.) His nose was as sharp as a pen, and a' babbled of green fields (ii. 3.)
 - (e.) Edward, Black Prince of Wales:
Whiles that his mountain Sire, on mountain standing (ii. 4, 56.)
 - (f.) O ceremony, shew me but thy worth?
What is thy soul of adoration? (iv. 1, 261.)
 - (g.) Mount them, and make incision in their hides,
And dont them with superfluous courage (iv. 2, 9.)
 - (h.) We will suddenly
Pass our accept and peremptory answer (v. 2, 81.)
- VI. Comment on these passages:
 - (a.) 'There's nought in France
That can be with a nimble galliard won. (i. 2, 251.)
 - (b.) In cases of defence 'tis best to weigh
The enemy more mighty than he seems:
So the proportions of defence are filled;
Which of a weak and niggardly projection
Doth like a miser spoil his coat with scanting
A little cloth (ii. 4, 43.)
 - (c.) He hath stolen a pax, and hanged must a be, (iii. 6, 42.)
 - (d.) A beard of the general's cut (iii. 6, 80.)

- (e.) 'Tis a hooded valour, and when it appears it will bate (iii, 7, 121.)
 (f.) The forced title running 'fore the king, (iv. 1, 280.)
 (g.) Thou diest on point of fox (iv. 4, 9.)
 (h.) A mighty whiffler 'fore the king (v. Prol.)
 VII. Explain these allusions :
 (a.) The law salique that they have in France (1, 2, 11.)
 (b.) To kill us here in Hampton (ii. 2, 91.)
 (c.) O not to-day, think not upon the fault
 My father made in compassing the crown (iv. 1, 310.)
 (d.) This day is called—the Feast of Crispian (iv. 3, 40.)
 (e.) From Ireland coming, bringing rebellion broached on his sword,
 (v. prol.)
 What historical authorities has Shakespeare chiefly followed ?

MEMO. REGARDING THE "AGGREGATE NUMBER OF MARKS" IN THE UNIVERSITY EXAMINATIONS.

In examining the printed lists and considering the regulations for classifying students, a difficulty presents itself. I observe that, in the F.A. list, the heading is printed as follows :—

Subject.	English.	Optional Language*	History and Geog.	Mathematics.	Optional Subject.	Total number of marks.	* 100 allowed for Greek, Latin & Sanskrit.
Maxima.	150 ...	80 ...	120 ...	120 ...	70 ...	540 $\begin{cases} \frac{1}{2}=270 \\ \frac{1}{3}=180 \end{cases}$	

And the rule for classifying runs ;—"The 1st class to consist of those who have obtained not less "than one-half of the aggregate number of marks."

2. Now the total as given in column 6 above is not "the aggregate number of marks" for a student taking up a Classical language, the aggregate for him being 560, one-half of which is 280, and not 270 as given—the aggregate being altered, of course half the aggregate is proportionally altered.

3. As, however, I found no reference to this altered aggregate, it occurred to me as possible, that the figures as given above might, by some oversight, have been adopted as applying generally, instead of only to non-Classical students; and I thought it better to ask the Registrar a question on the point. The reply is that 270 has always been taken as half the aggregate for every candidate.

4. How such a practice came to obtain I do not know. I remember, however, that, one year, when I was an Examiner (in the Matriculation), and the Examiners met to arrange the candidates, the number as given was taken for granted as correct. Indeed no word was said on the matter. It did not certainly occur to me then to consider the question, but, when, a few days ago, I began to prepare for the work of Tabulating, and went into the figures and regulations, with the responsibility of the work

before me, this point was the first that attracted my attention; and unwilling as I am to occupy the time of the Syndicate, I feel that I cannot, without their distinct instructions, act against my own judgment, and follow the plan said to have been hitherto adopted.

5. The real question is, of course, as to what is the plain meaning of the regulation. If the practice said to have been followed hitherto has not been in accord with this plain meaning, then, evidently, it should not be continued. The fact that, for a series of years, nine out of ten candidates have had an injustice done them (unintentional as it may have been) can be no argument for continuing the injustice (if it is one) after its existence has been brought to light.

6. It has been said by the Member of the Syndicate to whom the Registrar referred my question that,—"If (my) views were adopted there would be great difficulty in arranging the order of merit as "between Classical and non-Classical candidates"—This I venture to think beside the question—even were the fact so, which, however, I do not think it is (See para. 9). The administrators of a law cannot alter the plain meaning of that law. Their finding it difficult of execution cannot justify them in putting a wrong construction on it. The remedy, in such a case, lies with the Legislative authority and not with the Executive.

7. Hitherto the proportion of Classical boys to the whole number of candidates has been small. Suppose, for the sake of illustration, that the proportions had been reversed; that, instead of one-tenth, nine-tenths of the candidates had taken up a classical language. The heading of the book would then also have been printed for the majority, and might have run thus :—

Subjects.	English.	Optional Language*	History and Geog.	Mathematics.	Optional Subject.	Total number of marks.	* 80 only allowed for a Vernacular language.
Maxima.	50 ...	100 ...	12 ...	120 ...	70 ...	560 $\begin{cases} \frac{1}{2}=280 \\ \frac{1}{3}=186\frac{2}{3} \end{cases}$	

And the line of argument that defends our now taking 540 as "the aggregate number of marks" for a Sanskrit boy, while his actual aggregate is 560, would, in the supposed circumstances, warrant our taking 560 as "the aggregate number of marks" for a boy taking up his Vernacular language, while the actual "aggregate number" obtainable by him would be 540.

8. Notwithstanding that the actual "aggregate number of marks" has not hitherto been taken, I am informed that the minimum of marks demanded for a boy's pass in Sanskrit has been 25, or one-fourth of 100. That is, the extra 20 marks have been recognized in determining his passing or failing in the single subject. It seems to me that, as a Logical sequence, the

20 marks ought also to have been recognized as part of the "aggregate number of marks" in determining his class. If the 20 marks cannot be left out of the account in the one case, how can they be in the other?

9. As regards the anticipated "difficulty" mentioned in para. 6, it seems to me to be easy of solution. The 20 marks being recognized as a part of the 'aggregate number of marks,' boys would be classed (in i. or ii.) with reference to their having, in accordance with the regulation, gained a-half, or a-third of this aggregate. *This is by far the most important part of the classification, and involves no difficulty whatever.*

10. A subordinate point is the order of students in the two classes, the ruling as to which is as follows:—

"The candidates shall be ranked in the order of proficiency as determined by the total marks obtained by each."*

The candidates having, then, been classed according to the proportion of their marks to the "aggregate number," their order in their class would be determined by their absolute total; and here would come in one gain from the extra 20 allowed in a Classical language. As a single illustration—a Classical boy with 271 marks would rank in class ii. above a Non-Classical boy with 269, though 269 is a larger proportion of 540 than 275 is of 560—in other words, in determining the order in a class, simply the absolute total gained by each boy would be considered without reference to his "aggregate number."

11. For the sake of brevity I have spoken throughout simply of class i. of the F. A.—The principle, I need hardly say, applies to all classes of all the Examinations into which languages with varying maxima enter.

12. As I have felt compelled respectfully to ask the attention of the Syndicate to this matter, I have felt further bound to go somewhat into particulars to show the considerations on which my action is based; and I have thought it might save both time and trouble to put these remarks into type.

SOUTH END HOUSE,
Jan'y. 2nd, 1875.

(Signed) J. T. FOWLER,
Tabulator.

[A wish that we should give the above, having been expressed by some who have heard of the existence of the paper but have not seen it, we do so. We may, at the same time, state that the Syndicate decided on continuing the former practice.—ED.]

* It may be observed that nothing is here said as to the proportion of the marks gained to the "aggregate number"—a particular distinctly mentioned when the reference is to the class in which a candidate shall be placed, as distinguished from his order in that class—a distinction which implies that the regulation had in view the fact that the "aggregate number of marks" is a variable quantity.

JOHNSON'S LIFE OF COWLEY.

1. 'Dr. Sprat.' Bishop of Rochester, and historian and poet, was born in 1636 and died in 1713. Besides the 'Life of Cowley,' he wrote the "History of the Royal Society," the "History of the Rye-house Plot," a volume of sermons, and a few poems.

'Pregnancy of imagination.' Great inventive power.

'A funeral oration.' It was customary among the Romans when a distinguished man died, for one of his friends to deliver a speech in his praise. Hence 'a funeral oration' means a panegyric on some dead person. Such a discourse would only dwell upon those incidents in the man's life that would tend to raise his character in the estimation of others.

2. 'A grocer.' One who sells tea, coffee, sugar and similar articles of domestic use. Originally it signified a wholesale dealer, as distinguished from one who sells by retail. The word is derived from the Fr. *gros*, large; *en-gros*, wholesale, in the lump.

'What would probably not have been less carefully suppressed.' The construction of the following passage is defective, as it does not clearly express the antecedent of *what*. The reader is left to supply the antecedent, "that Cowley's father was a sectary," for himself. Moreover the connection of *what* with the preceding sentence is not clear. We are left in doubt whether the construction is:—"and Dr. Sprat conceals what, &c." or "and his father was what, &c." Probably the latter was meant. Hence the passage might be written:—"and what would probably have been not less carefully suppressed, a sectary, as we have reason to suspect from the omission of his name in the register of St. Dunstan's parish."

'A sectary.' A dissenter, one not belonging to the Church of England. The word is derived from the Lat. *seco*, to cut. A 'sect' is a body of people cut off by their religious tenets from the Established Church.

'Wood.' An eminent English biographer and antiquarian, born 1632, died 1695.

3. 'Spenser's Fairy Queen.' Edmund Spenser, one of the most illustrious of the early English poets, was born in London about 1553. He was educated at Cambridge. In 1580 he accompanied as Secretary Lord Grey de Wilton to Ireland, where he obtained a grant of an estate in the county of Cork. Here he resided until the breaking out of the rebellion in 1597, when he was obliged to fly with such precipitancy that he had to leave his infant son behind him. He reached England broken-hearted with his misfortunes, for his child perished in the flames when the rebels set fire to his house. He died in 1599. The first part of the "Fairy Queen" was printed in 1590 and presented to Queen Elizabeth, who gave the poet a pension of £50 a year. The poem was never finished.

'Genius.' Johnson has here used this word in a sense somewhat different from that in which it is used in the present day. It now signifies creative, or inventive power.

'Sir Joshua Reynolds.' The most celebrated English painter of his age, a contemporary of Johnson, Goldsmith, Burke, &c. He was born in 1723, and died in 1792.

'Richardson's treatise.' Richardson was originally a scrivener, but

he quitted that profession for that of painting, in which he succeeded in attaining distinction. He wrote several treatises on art. The one referred to in the text is probably his, "Essay on the art of criticism in Painting." He was born about 1665, and died in 1745.

5. 'That concocted the pulp of learning but refused the husks.' That digested all that was really useful in learning, but rejected the useless. By the *husks* of learning Johnson here especially refers to such learning as *grammatical rules* which has no value in itself, but is only useful in so far as it enables a man to acquire knowledge which is valuable in itself.

6. 'Learned puerilities.' 'Puerilities,' here simply means boyish productions, and does not imply anything of contempt, as it invariably does in the present day.

'The tragical History of Pyramus and Thisbe.' Thisbe was a beautiful Babylonian maiden, beloved by Pyramus. The lovers living in adjoining houses, often secretly conversed with each other through an opening in the wall, as their parents would not sanction their marriage. Once they agreed upon a rendezvous at the tomb of Ninus. Thisbe arrived first, and while she was waiting for Pyramus, she perceived a lioness which had just torn to pieces an ox, and took to flight. While running she lost her garment, which the lioness soiled with blood. In the meantime Pyramus arrived, and finding her garment covered with blood, he imagined that she had been murdered, and made away with himself under a mulberry tree, the fruit of which henceforth was as red as blood. Thisbe, who afterwards found the body of her lover, likewise killed herself.—SMITH'S Classical Dictionary.

7. 'Is of the pastoral kind, which requires, &c.' The characters represented in the play are shepherds and shepherdesses, and their manners and sentiments are such as are supposed to have prevailed in the age of rural simplicity described by the ancient pastoral poets Theocritus and Virgil. Cowley must have drawn the materials for his play from the ancient authors and not from experience in the living world.

8. 'The Davideis.' An epic poem on the sufferings and glories of David, King of Israel: A detailed examination of it is given by Johnson further on in the life.

9. 'Sir Kenelm Digby.' (1603—1665.) He held several offices of State under Charles I. On one occasion he commanded the fleet in an attack upon the Venetians. He was the author of several philosophical works.

'Naufragium Joculare.' The comic shipwreck.

10. 'A comedy which Cowley says, &c.' Observe the corresponding parts of this sentence:—Not written but rough-drawn by him, not acted but repeated by the scholars.

11. 'By the prevalence of parliament.' 'Prevalence,' is not now used, as here, for the victory of one party over its adversaries in war. It is now only used in connection with a custom, habit, or some natural phenomenon as a disease, &c.

'Sheltered himself at St. John's College in Oxford.' Oxford remained loyal to the King long after Cambridge had joined the Parliament.

'Lord Falkland.' (1609—1643). During the quarrel between Charles I. and his Parliament, Lord Falkland first joined the parliamentary leaders; but when he saw what the designs of the patriots were he zealously supported the king. He was killed at Newbury in 1643.

12. 'About the time when Oxford surrendered, &c.' Oxford surrendered to Fairfax in the summer of 1646.

'In ciphering and deciphering the letters.' The letters between the King and Queen appear from this to have been written in a sort of secret character. Any character of this kind is usually called a cypher.

13. 'Freemen of their company.' Men entitled to all the rights and privileges of the order to which they belong. As regards poets the language is, of course, figurative; it is literally applicable to members of corporate bodies such as a city, a great trading company.

14. 'This obligation to amorous ditties.' 'Obligation' is usually construed with an infinitive, not with a noun. Thus we may speak of 'an obligation to write verses,' but not of 'an obligation to verses.'

Wedgwood gives the following derivation of *ditty*. O. Fr. *dicté*, *ditté*, recitation of an adventure, story, poem, work of imagination. Lat. *dicere*, *dictum*, to say.

Then said I, thus it falleth me to cesse
Either to rime or ditties for to make.

CHAUCER. *Belle Dame sans merci.*

'Petrarch.' One of the most celebrated Italian poets. He was educated for the profession of the law, but his taste for literature led him to abandon his legal studies. On the death of his father he devoted himself to literary pursuits. Having settled at Avignon he became inspired with a lasting passion for the beautiful Laura de Noves, in praise of whose charms he wrote the odes and sonnets by which he is now chiefly known; but he never married her.

"His literary reputation attracted the regard of princes: he was invited to Paris, to Naples; and to Rome; and received the laureate crown in the latter city, wherein the title and prerogatives of poet-laureate were revived, after a lapse of 1300 years." Petrarch was born in 1304 and died in 1374.

15. 'This consideration.' That Cowley's love poems are mere empty fictions not based upon truth.

'Airy nothing.' Taken from "Midsummer Night's Dream."

'And gives to airy nothing
A local habitation and a name.'

'Pindar.' The most celebrated lyric poet of Greece; born at Thebes about B.C. 518, died B.C. 439.

16. 'An elaborate purgation of his character.' A carefully laboured defence of his innocence. 'Purgation,' which is now obsolete, is derived from the Lat. *purgo*, to cleanse, to purify.

'Sometimes invited, and sometimes forsaken.' That is, by his mistress.

17. 'Mr. Bennet.' As Earl of Arlington, he was a member of the Cabal, the infamous ministry that sold their country to France. Born in 1618, died in 1685.

'Miscellanea Aulica.' Miscellaneous matters connected with the Court. The Court was that of Charles I.

19. 'The Scotch treaty.' The treaty between Charles II. and the Presbyterian party of Scotland. The chief demand of the Presbyterians was that Charles should subscribe the Covenant. This he did in 1650, and he was crowned king at Scone in Perthshire in 1651. He was not able, however, to maintain his position long. Cromwell took the field against him almost immediately; but Charles eluded

him in a rapid march into England. He penetrated as far as Worcester, where he was overtaken by Cromwell. In the battle which ensued Charles's army was entirely cut to pieces, but he succeeded in escaping to the southern coast, whence he embarked for France.

'*Virgil has told me, &c.*' See the foot note in the life on *Sortes Virgilianæ*.

23. '*American plantations.*' Plantations = colonies.

25. '*Which being done to his mind.*' Having gained what he desired.

'*On Oliver's death.*' On the death of the Protector, Oliver Cromwell, which happened on September 3rd, 1658.

29. '*Till the general deliverance.*' The deliverance of England from the power of the republicans by the restoration of Charles II. in 1660.

31. '*In the commencement of the Royal Society.*' The Royal Society was organised in 1660, and constituted by Charles II. a body politic and corporate, by the appellation of "the President, Council, and Fellows of the Royal Society of London, for improving natural knowledge," April 22, 1662.

'*Dr. Birch.*' An English divine. Besides many other works he wrote a "History of the Royal Society." Born 1705, Died 1766.

33. '*Of opposite principles.*' Cowley was a royalist and a member of the church of England; Milton was a republican and a puritan.

35. '*Both Charles the First and Second.*' More correctly, 'both Charles the First and Charles the Second.'

37. '*Bryden.*' (1631—1700.) One of the greatest English poets.

'*Dennis.*' A dramatist and critic noted chiefly for his attacks on Pope and Addison, 1657—1734.

39. '*The prompter.*' A man employed in a theatre to assist the actor by suggesting the word when the actor falters from forgetfulness.

40. '*His pretensions.*' His claims to be rewarded by the king for his past services.

42. '*Apollo.*' Here alluded to as the god of song and music, one of the characters in which he was worshipped by the Greeks and Romans.

'*Some notable folly.*' 'Folly' is here a concrete noun meaning a foolish act.

43. '*For their money.*' By means of their wealth.

44. '*He was satiated with the arts of a court.*' He was disgusted with the mean, cunning, deceitful arts practised to win favour at court. At the lewd, immoral court of Charles II, men rose into favour by flattering the great, and by pandering to their vicious tastes.

'*Which sort of life.*' The life of a courtier.

'*Nothing could make it quiet.*' He could not but observe the constant endeavours of courtiers to supplant each other.

45. '*Hum of men.*' "Towered cities please us then
And the busy hum of men."—*L'Allegro*.

'*As that he might easily find his way back.*' The sentence introduced by '*that*' is a noun sentence indicating the place to which he went. But the construction is awkward. The passage would read better thus:—"Wisely went only so far from the bustle of men as to find it easy to return, when solitude should grow tedious."

'*An ample income.*' The income arising from his estate was about £300 a year.

46. '*Peck.*' A learned antiquary, born in 1692, died in 1743. His chief works are:—"The Antiquarian Annals of Stamford," "Desiderata Curiosa," "Memoirs of Oliver Cromwell" and "Memoirs of John Milton."

47. '*Defluxion of rheum.*' A flowing down of moisture, that is, from the head. This is a common effect produced by cold in the head, which is hence called *catarrh*.

'*You have broke your word.*' The use of the preterite for the perfect participle was not uncommon among writers of the 16th and 17th centuries.

'*Monstri simile.*' Like an omen.

'*To recover my late hurt.*' It should be *recover from*, &c. A man recovers his health, but he recovers from sickness.

'*Methinks.*' An impersonal verb, derived from the Anglo-Saxon *methincan*, to seem. The pro. *me* is in the dative case. Hence *methinks* means it seems to me.

'*Hampton Town.*' Usually called 'Hampton Court,' a town about twelve miles from London.

'*Verbum sapienti.*' The full expression is *verbum sat sapienti*, meaning "a word is sufficient to a wise man."

48. '*Chertsey.*' A town in Surrey.

49. '*Chaucer.*' The father of English Poetry. Born 1328, died 1400. His chief work is his "Canterbury Tales."

50. '*To pass over many transactions in general expressions.*' In his accounts of many transactions he avoided entering into details for fear of giving offence. He was obliged to content himself with barely mentioning the transactions in general terms.

'The student will observe that Johnson has before, in para 1, censured Dr. Sprat for writing "with so little detail," but he there attributes it to his zeal of friendship, or ambition of eloquence, and not, as here, to his fear of giving offence.'

52. '*Wit.*' Perhaps no word has been used in a more loose manner by English writers than the word *wit*.

54. '*The father of criticism.*' Aristotle. (B. O. 384—322.)

55. '*Wits.*' Men skilful and ingenious in the combination of ideas.

'*Donne.*' A learned divine, the founder of the English school of metaphysical poets. Born 1573, died 1631.

56. '*That which has been often thought, &c.*' Essay on Criticism lines 297, 298.

"True wit is nature to advantage dress'd,
What oft was thought, but ne'er so well express'd."

'*To be singular in their thoughts.*' Note the contrast between this and 'what oft was thought.' The metaphysical poets endeavoured not to think as others did but to be singular in their thoughts.

* 57. 'Wonders how he missed.' The object of missed, i.e., it should have been expressed.

* 58. 'Discordia concors.' A harmonious discord. An example of *Orymoron*, a name given to those combinations of words in which the meaning of the adjective contradicts that of the substantive to which it is attached, e.g., *cruel kindness, pleasing melancholy, solemn farce, &c.*

'Though he sometimes admires.' 'Admire' is here used in its original sense of 'wonder without pleasure or approbation.' (Lat. *miror*, to wonder).

"Let none admire
That riches grow in hell."—*Paradise Lost*.

59. 'As epicurean deities' Epicurus represented the gods as consisting like everything else of Atoms. "They were and always had been in the enjoyment of perfect happiness, which had not been disturbed by the laborious business of creating the world; and as the government of the world would interfere with their happiness, he conceived them as exercising no influence whatever upon the world of man." Epicurus was born B. C. 342 in the island of Samos. He spent the greater part of his life at Athens, where he died in B. C. 270. 'Their courtship.' That is their descriptions of courtship, or wooing.

60. 'Sublimity aggregation dispersion.' 'Aggregation' means wide, general views, 'dispersion' minute particulars. 'Exility of particles.' Exility = smallness, slenderness. Lat. *exilis*, small, thin.

'Their slender conceits.' Conceits = conceptions, thoughts. The word is now obsolete in this sense.

'Dissects a sunbeam with a prism.' If a beam of sunlight be made to fall upon a triangular glass prism in a dark room, on passing through it, it expands into a wider pencil of light variously coloured. The colours formed are violet, indigo, blue, green, yellow, orange, red. If the light thus divided be allowed to fall on a convex lens, it is again condensed into a white ray of light.

(To be continued.)

EXAMINATION PAPER ON THE MERCHANT OF VENICE.

1. In what metre are Shakespeare's plays mostly written? State the rules that govern its construction, with their most important modifications, illustrating your theory by examples when possible.

2. When do you suppose the Merchant of Venice to have been written? What is the date and what the form of the first printed edition? For what purpose do you suppose it was first printed, and how do you account for copies of the first editions of Shakespeare's plays being so scarce? From what original do you imagine the play was first printed? Give reasons for your supposition.

3. From what sources is it probable that the plot of the play was derived? Was there any play previously existing upon the same subject?

4. Write a brief essay upon one of the following subjects:

(1.) The plot of the play. (2.) The character of Shylock.

5. "The Venice of Shakespeare's own time, and the manners of that city, are delineated with matchless accuracy in this drama. * * * They (certain passages) go far to prove that Shakespeare had visited Italy. Mr. Brown has justly observed, 'The Merchant of Venice' is a Merchant of no other place in the world."—*Knight's Shakespeare*.

How far do you consider that this criticism is really borne out by the play? Support your opinion by references.

6. Give any instances of words and expressions from which it might be inferred that Shakespeare and the translators of the authorised version of the Bible were contemporaries. Mention also any passages which seem to you to indicate an acquaintance with Scripture or with theological topics.

7. Explain the following words and passages, commenting upon the reading where necessary:

(a.) And see my wealthy Andrew docked in sand (i. 1, 27.)

(b.) What think you of the Scottish lord, his neighbour? (i. 2.)

What is the difference between the readings of the quartos and folios in this line, and how do you account for it? What has been supposed to be the allusion in the passage to which it belongs.

(c.) Upon the Rialto (i. 3, 20.)

(d.) To eat of the habitation which your prophet the Nazarite conjured the devil into (i. 3, 34.)

(e.) That slew the Sophy (ii. 1, 25.)

(f.) Dobbin my fill-horse (ii. 2, 100.)

(g.) A livery
More guarded than his fellows' (ii. 2, 163.)

(h.) If any man in Italy have a fairer table which doth offer to swear upon a book, I shall have good fortune (ii. 2, 166.)

(i.) Black Monday (ii. 5, 25.)

(k.) Wrynecked life (ii. 5, 30.)

(l.) That 'many' may be meant (ii. 9, 25.)
By the fool multitude, that choose by show.

(m.) And these assume but valour's excrement
To render them redoubted (iii. 2, 87.)

(n.) From whom he bringeth sensible regrets (ii. 9, 89.)

(o.) It was my turquoise; I had it of Leah (iii. 1, 126.)

(p.) Beshrew your eyes,

They have o'erlooked me (iii. 2, 14.)

(q.) Signior Antonio
Commends him to you (iii. 2, 234.)

(r.) A woollen bag pipe (iv. 1, 56.)

(s.) Some men there are love not a gaping pig (iv. 1, 47.)

8. Paraphrase the following passage, adding a note where a word or a reading seems to require it:—Look on beauty To entrap the wisest (iii. 2, 88—101.)

MISCELLANEOUS.

A LIBERAL AND ENLIGHTENED MEASURE.—The following is a letter from Major W. Hay, Acting Resident in Travancore and Cochin, to the Hon. D. F. Carmichael, Officiating Chief Secretary to Government, Fort St. George, dated Travancore, 18th May 1875:—I have the honor to report, for the information of Government, that His Highness the Maharajah has been pleased to sanction an annual allotment of Rupees 15,000 for grants-in-aid to schools unconnected with the Government, and that the Dewan has invited representatives of the several Missionary Societies in Travancore to a conference with him with a view to consider and adopt rules for the distribution of the grants. The Travancore Government confidently hopes that, with the assistance and support from the State thus afforded, those gentlemen who have, with singular devotion and zeal, labored in the cause of education in the country from times when there was no system of State education, will be able to enlarge their system of usefulness and bring under instruction many who have now means of obtaining it. The Government will observe that this measure is one that will not fail to have a beneficial effect in the advancement of elementary education in Travancore.

The Acting Resident has been desired to express to His Highness the Maharajah the high appreciation with which the Governor in Council regards this liberal and enlightened measure.—*Times*.

ANOTHER good Geography lesson.—Mr. Grant Duff writes in the *Contemporary Review*:—"I leave Bombay with a much stronger impression than I had of its great Asiatic, as distinguished from merely Indian importance. It is, and will be more and more to all this part of the world what Ephesus or Alexandria were (*sic*) to the eastern basin of the Mediterranean in the days of the Roman Empire." On this, the *Friend of India* remarks:—"We have been telling the world this for a good many years past. It is a very curious fact that Bombay is as nearly as possible geographically the centre of the old world, and is plainly marked out as the future capital of Asia. Its curious position is well worth a half-hour's study over a good map. Calcutta will never be more than the capital of India. Bombay, a generation or two hence, will be the capital, not of Asia only, but of the Old World."

Lake Titicaca.—One of the University Examiners got a good deal chaffed a year or two ago for desiring candidates to give him some information regarding this interesting physical feature of ancient Peru. The following extract will show that the lake is not devoid of interest, and that the examiner had very good grounds for putting a question regarding it:—

The *Scientific American* states that Lake Titicaca, on the crest of the Andes, is the highest large body of fresh water, and that the lake never freezes over. Two little steamers of 100 tons each do a trifling business. Steam is generated by llama dung, the only fuel of the country, for there are no trees within 150 miles. The steamers actually cost their weight in silver, for their transportation (in pieces) from the coast cost as much as the original price. A steam-boat company has asked from Bolivia the exclusive right of navigating Titicaca and the Rio Desaguadero to Lago Pampa, with a guarantee of 6 per cent on the capital and a share in all new mines discovered. Professor Orton, the latest traveller in the region, calls attention to the fact that Lake Titicaca is not so high as usually given in geographical works by about 300 ft. Its true altitude is 12,493 ft., and in the dry season it is four ft. less. This fact has been revealed by the consecutive levellings made in building the Arequipa railway, just finished, which reaches

from the Pacific to Lake Titicaca. Lake Titicaca is about the size of Ontario, shallow in the west and north, deep towards the east and south. On an island within it are the imposing ruins of the Temple of the Sun, and all round it are monuments which attest the skill and magnificence of the Incas. There are also the remains of burial towers and palaces which antedate the crusades, and must therefore have existed before the Incas ruled.

A short time ago the Hon'ble Mr. Justice Markby of the Calcutta High Court, addressed a letter to the President of the Law Faculty attached to the Calcutta University, in which he proposed to dissociate the law education from the Presidency College, and to form it into a separate branch by itself as in England. In order to carry out this project more effectually, he suggested that six professors should be appointed, whose salaries would be paid out of the tuition fees. If the latter were raised to Rs. 10 per mensem all round, irrespective of the class which the students attended, and calculating three hundred students as the lowest number on the list, the proceeds of the fees would amount to Rs. 36,000 annually, a fund sufficient for keeping up the required number of professors who would have to lecture in the University Hall, and not in the College building as at present. The Lieutenant-Governor of Bengal, in a letter addressed to the Senate of the University, does not approve of the idea of dissociating the legal education from the Presidency College, but at the same time expresses his willingness to follow out the plan when matured. A committee, consisting of five members, has been appointed to consider the matter and report thereon. The report is said to be looked forward to with great interest by the public in Bengal.

MALAYALAM SCHOOL-BOOKS REVISION COMMITTEE.—The first meeting of this Committee came off at Calicut on the 29th ultimo. Seven Members out of the eight nominated by Government were present, Mr. J. R. Thomas, B.A., the so-called "Malayalam Examiner to the Madras University" having thought it prudent to withdraw himself from the Committee. Those present were Revd. J. H. Bishop, B.A., Principal of the Cottayam College, Revd. H. Schaufliker, a Basel Missionary, the two Deputy Inspectors of Schools, Mr. J. P. Lewis, Head Master of the Calicut Normal School, and a late Munshi of the Provincial School, under the Presidentship of Mr. L. Garthwaite, the Inspector of Schools. At this meeting some of the points settled were the books that were to be examined and reported on; (about fifty in number, of school books now used, and which had been in use, were selected;) the manner in which the books are to be circulated amongst the members, and the points to be kept in view in report on the books. The next meeting will be held about the end of the year at Cannanore. Members travelling for the meeting will have all their *bona fide* expenses paid to them by Government. A similar Committee has been ordered for South Canara to examine the Canarese School books, also under the Presidentship of Mr. Garthwaite.—*Calicut and Wynad Observer*.

MOREHEAD LAW SCHOLARSHIP.—The Director of Public Instruction submitted for the sanction of Government the following rules for the revival of the Morehead Law Scholarship which has been in abeyance since the closing of the Presidency College Law Class in 1870:—I.—The interest of the Morehead Endowment of Rupees 5,000, four and a-half per cent, and of any further investments made from unappropriated interest, shall be the stipend

payable under the conditions hereinafter mentioned to the Morehead Law Scholar. II.—The Scholarship shall be tenable for two years. III.—To be eligible for the Scholarship a candidate must be a Bachelor of Arts of the University of Madras and must be a member of the Law Class of the Presidency College. IV.—The Scholarship shall be awarded upon the results of the Professor's Examination in May 1875, and subsequently on the results of the May Examination immediately succeeding a vacancy. V.—The Scholarship shall be awarded to that Member of the Law Class who at the May Examination stands first among the Students who at the time of their examination are attending the first course of lectures, and the stipend shall be payable from the first day of January preceding. VI.—The Scholar shall be required to attend at least two-thirds of each course of lectures delivered by the Professor of Law at the Presidency College; he shall also be required to attend and to pass the examination held at the close of each course. VII.—The Scholarship shall be paid to the holder at the rate of Rupees 20 per mensem, and the balance of interest, if any, accruing during the tenure of an individual scholar, shall be paid to him if he takes the Degree of B. L. at the first Convocation of the University after the close of his two years' course. VIII.—All balances of interest remaining unappropriated shall accumulate, with the view of the capital of the endowment being increased by the purchase of additional Government paper. IX.—It shall be competent to the Director of Public Instruction, with the sanction of the Government of Fort St. George, to modify the foregoing Rules should circumstances seem to call for such modification. The modified Rules, however, shall always be of a nature to secure the possession of a good general education by the scholar as a preliminary to the commencement of the special study of Law, and to induce the Scholar to aim at a Degree in Law on the termination of his legal studies at the Presidency College. The Government have sanctioned the Revised Rules.

THE LATE DR. SINCLAIR.—Robert Sharpe Sinclair was born in Ireland in May 1822. As to his early education no information is obtainable here but from his brilliant career at Trinity College, Dublin, it can be safely inferred that he was a youth of more than ordinary ability. He took his degree of B. A. in 1845, and that of M. A. in 1847, but did not sever his connection from the College and the University studies for four years more, during which time he distinguished himself in both Literature and Science, and he was the best Greek scholar and an excellent musician. In 1853 he came out to India as Professor of Mathematics in the Elphinstone College, Bombay, and served there with characteristic zeal and energy for nearly ten years. During three years he held the post of University Registrar. In 1863 when share speculation was in full swing, Dr. Sinclair, like most of his contemporaries, became involved to a considerable extent. His more intimate friend in Bombay was Dr. Dallas, who always took his side in the meetings of the Senate and in the discussions of many questions with the Bombay University. On one occasion a question was raised as to the Registrar's right to a vote in the Syndicates and Senates' meetings: the Vice-Chancellor, Sir A. Grant, and others held, that the Registrar being the paid servant of the University, had no such right, whilst Drs. Dallas, Birdwood, and Sinclair held the opposite view, and after a warm discussion by the majority of the members of the Senate the claim was acknowledged.

On transfer to his new sphere of life as Director of Public Instruction in Benar, Dr. Sinclair had to contend with many difficulties. The new department had to be thoroughly organized to meet the educational wants of the people and means were scant. This task Dr. Sinclair carried out with remarkable ability and success. Before his advent there were only thirty-

three vernacular schools maintained by the Government of the province. This number he raised to 500 in the course of six years, and he so much improved the quality of education in this brief space of time that since 1871 the name of the Benar pupils have begun to appear on the passed candidates of the Matriculation Examinations of the Bombay University. In order to achieve this success he had to induce good masters to migrate from the Bombay Presidency by offering them liberal salaries. This, as a matter of course, has given occasion to his superiors and many others to call the Benar Educational Department "a highly paid one." He was always a steady advocate of higher education, and his educational policy in Benar was shaped accordingly. Dr. Sinclair was a sincere well-wisher of the natives of Benar, and was always liberal and kind to his subordinates. What he has done for the Benarrees in the educational point of view in eight years would not have been done by many men placed in similar circumstances in twenty years.

He had acquired a critical knowledge of Sanskrit in addition to several European languages, of which he was a master, and of late years his attention was devoted to the study of philology. He composed for the use of the Benar pupils three small books on the declensions, and one on the letters and numerals of the Sanskrit language. But it is not in Literature and science only that Dr. Sinclair has attained a high position. He was also an accomplished musician, and his lectures on notation, &c., in Music, delivered in connection with the Mechanics' Institute in Bombay, are known to many. He was several times an examiner for the M.A., B.A., and C.E. degree examinations of the Bombay University in his special subjects, Mathematics and Applied Sciences. The career of this accomplished man closed just when he was beginning to see the fruit of his labours. He died at Chikloda on the 26th May 1875 of an attack of paralysis at the age of 53. In his distant home in the West his aged mother, his wife, two sons and two daughters lament his loss. His comparatively early death in this country may be mainly attributed to the absurdly arbitrary pension rules of the Uncovenanted Service. But we trust that Dr. Sinclair's bright example of intellectual efforts, of geniality and perseverance will not be lost.—*Times of India.*

APPOINTMENTS, &c.

FORT ST. GEORGE GAZETTE.

TUESDAY EVENING, JUNE 22, 1875.

Leave of Absence.

The under-mentioned Officer has obtained leave of absence from his station:—

Educational Department.

Colonel R. M. Macdonald, Director of Public Instruction, privilege leave for three months from and after the 6th July 1875, under section 21 of the Civil Leave Code.

Appointments.

The Governor in Council has been pleased to make the following appointments :—

Mr. Edmund Thompson, M.A., Principal of the Presidency College, Madras, to act as Director of Public Instruction during the absence of Col. R. M. Macdonald on leave, or until further orders.

Mr. W. A. Porter, M.A., Principal of the Provincial College, Combarum, to act as Principal of the Presidency College, Madras, during the employment of Mr. Thompson on other duty, or until further orders.

T. Gopal Row, B.A., to act as Principal of the Provincial College, Combarum, during the employment of Mr. Porter on other duty, or until further orders.

The Director of Public Instruction has made the following appointments :—

P. Venkataramiah, Deputy Inspector of Schools, Chingleput Circle, to be transferred to the Cuddalore Circle.

K. Krishnaswamy Iyengar, Assistant Master, Zillah School, Cuddalore, to be Deputy Inspector of Schools, Chingleput Circle.

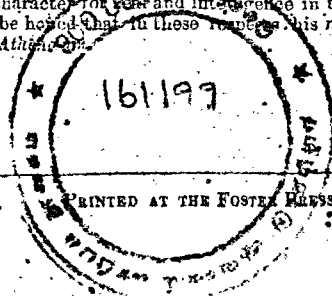
C. V. Kacchayya, Assistant Master, Zillah School, Salem, to be Deputy Inspector of Schools, Chicacole Circle, *vice* C. Gegamah, resigned.

K. Kasturi Rangachari, an Assistant Master in the Hindu Proprietary School, to be an Assistant Master in the Zillah School, Cuddalore, in succession to Krishnaswamy promoted.

The Director of Public Instruction has granted privilege leave of absence to C. Kotiah Chetty, Deputy Inspector of Schools, Nellore Circle, for one month and fifteen days, from the date of availing himself of it.

Mr. Oliver Bensley has been appointed to the post of Inspector of District English Schools rendered vacant by the sad death of Mr. Lafrenais. Mr. Bensley is the son of the late Mr. John Bensley who was for many years the energetic Head Master of Trevandrum High School. He received his University Education in this Institution and took a highly creditable position in the list of Candidates who passed the late B. A. examination of the Madras University. Mr. Lafrenais, the late Inspector, seems to have gained a character for energy and intelligence in the discharge of his duties, and it is to be hoped that in these respects his mantle will fall upon his successor.

—*Editor.*



The certificates and prizes were next distributed.

A new feature was the distribution of CERTIFICATES to all the Teachers who had completed their training, and been passed by the Inspector of Normal Schools. The following is the Certificate List:—

Recipient.	University standing.	Class of Certificate awarded.
P. Vedanta Chari ...	B. A.	Second Class.
K. S. Krishnama Chari ...	F. A.	Do.
G. Subramanya Aiyar... ..	Do.	Do?
S. G. Ranga Chari ...	B. A.	Do.
S. Narayanasawmy Aiyar ...	Do.	Do.
C. S. Bashyam Aiyangar ...	F. A.	Do.
M. N. Raghava Aiyangar ...	Matriculate.	Do.
W. Virasawmi Aiyar... ..	Do.	Do.
K. M. Narasimha Chari ...	F. A.	Do.
G. Narayanaia ...	Matriculate.	Do.
C. Kesavulu... ..	Do.	Do.
M. Aiyasawmi Aiyar ...	Do.	Do.
N. Jacob ...	Do.	Do.
R. Varada Chari... ..	Do.	Do.
S. Vasudevaiya ...	Do.	Third Class.
D. Vedanayagam ...	Do.	Do.
T. Kesavulu ...	Do.	Do.
R. Ramachendrainya ...	Do.	Do.
P. Balasundram ...	Do.	Do.

The following of the Normal Students also received prizes:—

Recipient.	For what awarded.	Prize.
K. S. Krishnamachari...	Ability in Teaching...	Biographical Dictionary.
P. Vedanta Chari ...	do. ...	Webster's Dictionary.
G. Subramanyam Aiyar...	do. ...	Macaulay's History of England, 2 vols.
R. Varada Chari ...	do? ...	Tennyson's Works, 11 vols.
S. Narayanasami Aiyar...	For work in Practising School	Half Hours with the best Authors, 2 vols.
W. Virasawmi Aiyar ...	do. ...	Bain's Mental and Moral Science, and Pope's Works.
N. Jacob ...	do. ...	Macaulay's Essays.
G. Narayanaia ...	do. ...	Hume's History of England.
S. G. Ranga Chari ...	School Examination Papers	Chamber's Cyclopædia, 2 vols.
K. M. Narasimha Chari...	do. ...	Plutarch's Lives, 5 vols.
C. Kesavulu ...	Punctuality and Regularity	Arnold's English Literature.
M. Aiyasami Aiyar ...	do. ...	Macaulay's Essays.

After the distribution, the Chairman addressed the meeting as follows:—

LADIES AND GENTLEMEN.—From what you have already heard from Colonel MacDonald, Director of Public Instruction, and from the report of the School by Mr. Bickle, very little is left for me to say. We see that the Normal School of Madras has, during the past year, done its work satisfactorily, although it appears that the School has failed to attract a number of scholars, for whom scholarships are available, from a mistaken impression that such an Institution is not wanted. Looking at the state of education in this Presidency during the past nineteen years, when this Institution was first established, it appears to be satisfactorily proved that the Normal School of Madras is not only a useful adjunct but a most important Institution in preparing the right sort of material for carrying on the great work of spreading knowledge among the people. There are other similar Institutions in the Mofussil, which, I believe, are also doing good work in their way. Whether we regard the training of pupils in our public Schools and Colleges, or the private tuition of the scions of our native nobility and gentry, the young Rajahs and Zemindars, whose care during their minority, is committed to the Court of Wards, the employment for these important purposes of duly qualified and well trained teachers becomes a matter of the highest consequences.

Now, it is gratifying to see how English education is appreciated all over India. We read of Native noblemen studying in the Rajkumar College, and that one of them has passed the entrance examination. From the *Journal of Education* for last month, we learn that Thakur Jaga Mohan Sinha, the Chief of Bhijaya Raghavagharu near Jubbulpore is receiving a sound education in the Ward's Institution at Benares. In our own Presidency our native rulers have not been backward in showing their appreciation of the benefits to be derived from a sound English education, of which Travancore is a bright example. The youthful Maha Rajah of Mysore is now being trained in all that is requisite for a liberal education, under his able and accomplished guardian, Colonel Malleison. In the same School with the young Prince are studying his own relations, and in this Institution, no doubt, there are trained Native teachers employed such as only the Normal School can be expected to supply.

As I said before, we require specially trained teachers in every direction, whether for Zemindars in our own Presidency or for Native Chiefs in other parts of this extensive Peninsula. Purla Kimidi and Bobilli and other places in our Presidency have already been supplied with qualified Native teachers. A well-trained teacher, be it remembered, is a great boon, and where can such be trained and formed except in our Normal Schools expressly established for the purpose of training educated men how to impart their knowledge to others. It is not every educated man that is a good teacher; for teaching is an art to be acquired like any other art, and the duty of a teacher thus qualified and trained to his work, is not only useful and important, but a very honorable one. Whether for higher or lower education, a teacher trained to the work is highly necessary.

And you, my young friends, who are about to leave this institution and enter upon the important duty of instructing others, remember, that upon your exertions and conduct towards the youth who may be placed under your care, the future of India will in a great measure depend. While you endeavour to cultivate the understanding of your pupils by steady attention and discipline, you will have, at the same time, to form their character, to teach them to cherish high and honorable principles, to know their duty to God and man, besides storing their mind with the varied useful knowledge you will impart to them. This is not an easy task. It requires tact and patience as well as a kind and conciliatory