

Commercial Education.

PUBLISHED IN PACHEAPPA'S COLLEGE.

Journal of Education.

connection with and so

New Series.

 [No. 1.] JANUARY 1887. [No. 1.]

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MADRAS:

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1887.

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OURSELVES.

It is with great pleasure we have undertaken the task of reviving this well-known Educational Magazine. That a vigorously conducted Journal on the lines we intend to follow is at the present time a desideratum, not only in this Presidency but in India generally, we are well aware. Considerable interest has already been shown in many quarters in our reappearance, and not a few leading educationists have promised to contribute to our pages. We highly value the many expressions of good will with which our prospectus has been received.

Since the first Series ceased to be issued a great change has come over this Presidency from an educational point of view, and we now once more take the field in full expectation of that success which we shall strive to deserve. In 1881 the numbers of candidates at the Madras University Examinations—a fair test of the spread of Education—were as follows, for Matriculation 3,788, for F.A. 749, and for B.A. 270. This year the numbers are, for Matriculation 6,450, for F.A. 1,573 and for B.A. 539. From this it will be seen what enormous strides the higher Education has made within a space of five years.

Commercial Education.

AN ACCOUNT OF WHAT IS DOING IN PACHEAPPA'S COLLEGE.

THE Commercial School Classes in connection with Pacheappa's College have proved so successful, and so many inquiries come from towns where the starting of similar classes is mooted, that a short account of what is doing in the matter will presumably prove of interest to the readers of this Journal. To advocate the advantages—to enforce the necessity—of a special training for those about to engage in business pursuits would be superfluous, even had we space. We accept the existence of the necessity as a postulate; but we must enter a *caveat*. It is not proposed that Commercial Education should prove antagonistic to, or supersede, ordinary University training, which is supposed to impart a 'broad basis of culture.' Nor is it contended that Commercial Education is the only alternative open to those who have neither time, money nor inclination to obtain the basis, which often, like a sheet of ice, despite its glittering breadth, proves treacherously thin. All that is claimed is that people who, to continue the illustration, are compelled or choose to remain on *terra firma* will, in a training for a Mercantile career, find one means of profitably employing their time and equipping themselves for the world's battle. That many are shut out, or had much better be shut out, from a University career who have yet capacity and will to become good and useful citizens, is admitted. Many arts and manufactures and ventures of trade lie before them whence to choose. But an educational system which would supply instruction in all such, cannot spring, Minerva-like, full armed into life, even from the head of heaven-born legislators. Small beginnings have to be made, the most pressing wants have to be first supplied, the less urgent will be met in their own due time. We therefore endeavour at present to fill only one want, but in

responsible as
masters and stu-
dents to know. To this
all Gazette Notifications and
orders of the Director of Public Instruction,
and his countenance to the JOURNAL, and,
with sanction of Government, is prepared to supply the
Editor with copies of his Proceedings, lists of appoint-
ments, and notices of importance to the educational public.
The Proceedings of the Senate will be fully reported in our
pages, and as the services of the best professional shorthand
writers in Madras are at our disposal we hope to give those
interested in the University the greatest satisfaction in this
direction.

Subscribers in the Mofussil will naturally look for news
of what is going on at head-quarters and we shall therefore
devote a few pages every month to short notes on various
topics likely to prove of interest to them.

We shall welcome contributions on any subjects which
come clearly within the scope of such a Magazine as this,
and in our next and following issues hope to have papers on
the course of study at the Teachers' College for the new
L. T. Degree, on the Agricultural College, and on the
School of Arts. In our present issue we give a valuable
contribution on the new Commercial course and the Com-
mercial classes in connection with Pacheappa's College. We
shall not of course neglect the ordinary school courses or
the curricula of the University but keep a watchful eye
upon them with a view to furthering the best interests of
those pursuing their studies for Degrees in Arts.

Female Education will, as occasion serves, receive due
attention. In short everything likely to prove of interest
in connection with Education in this and the sister Presi-
dencies, will find its appropriate place in our pages.

With this number we issue a Supplement containing the
lists of University and Middle School Examiners, the chief
papers set at the recent B.A., F.A., Matriculation, and Mid-
dle School Examinations, and recent Gazette Notifications.

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offering Commercial training we offer an indispensable hand-
maid to all trades and all manufactures, whose kind offices
even Art cannot always afford to despise. Thus much then
by way of preamble to clearly define our position.

The most important factor of the organization is un-
doubtedly the Middle School. It is there that the founda-
tion must be laid, and there that the special subjects must
take the place of others purely academical. The Middle
School Notification of 24th February 1885 made provision
for examination in certain commercial subjects, namely,
(1) Short-hand Writing, (2) Book-keeping and Mercantile
Arithmetic, and (3) Superior Penmanship. These subjects
were not, however, compulsory; they were not even included
among the optional—compulsory branches; they could be
taken up solely as extras. A letter was accordingly
addressed to the Director of Public Instruction, proposing
that a new group of Commercial subjects should be intro-
duced, on a footing similar to those obtaining in Arts, Science
and Industries, and a detailed scheme was indicated, which
need not here be quoted, being practically identical with that
now in force. This communication was supported by letters
in favour of its suggestions from several leading Merchants
and Bankers in Madras, including the Hon. J. A. Boyson,
(Messrs. Binny and Co.) and Mr. Macfadyen (Messrs. Ar-
buthnot and Co.) The proposal met with the approval of the
Director, who passed the following order.

"7th November 1885, No. 7234. The Director much approves the
action which Mr. Adam proposes to take in regard to the opening
of Commercial Classes; and will, at an early date, seek the sanction
of Government for modifying the Middle School Notification in the
direction suggested, in order to afford public tests for students of
these classes, similar to those provided for Science, Art and Indus-
trial Pupils."

The Government sanction thus sought was obtained on
8th December 1885, and the new scheme came into force.
As difficulty has been experienced by some in piecing
together from the Notification the component parts of the
scheme, we give here the exact Curriculum as it now stands,
in the Notification of 31st July, 1886.

Pupils from Schools or Classes recognised by the Director
of Public Instruction as affording efficient instruction in
Commerce, shall bring up:—

BRANCH I.

First Language.

A.—ENGLISH; 180 MARKS.

(a) *Handwriting and Spelling*; 40 marks.

1. *Superior Penmanship*.—As in Vere Foster's Copy Book, No. 9,
and the Holborn Series, Nos. 12 and 13; 20 marks.

2. *Advanced Spelling* with special reference to Commercial terms;
20 marks.

(b) *Grammar and Language*; 80 Marks.

(as for ordinary Middle School Examination.)

(c) *Translation or Composition*; 60 Marks,

(as for ordinary Middle School Examination.)

BRANCH II.

GEOGRAPHY AND INDIAN HISTORY; 120 MARKS.

(as for ordinary Middle School Examination.)

BRANCH III.

ARITHMETIC; 100 MARKS.

(as for ordinary Middle School Examination.)

BRANCH VIII.

COMMERCE; 125 MARKS (each subject.)

(150 Marks if brought up as an extra branch.)

(a) *Mercantile Arithmetic*.—As in Adam and Ramanujachariyar's
Commercial Arithmetic, or any similar work. Problems in practice,
bills of parcels, interest, discount, partnership, profit and loss, tare
and tret, averages and percentage, exchange (between Madras and
London and between London and Paris), commission, and brokerage,
together with rapidity and accuracy in more difficult mechanical
examples in the four compound rules, and in adding up long columns
of figures.

(b) *Commercial Correspondence*.—As in Adam's Commercial Cor-
respondence, or any similar work. Docketing; Indexing; Short
Abstracts; Addresses; Filling in Forms, such as Receipts, Cheques,
Promissory Notes, Bills of Lading, Bills of Exchange, Bank Hypo-
thecations, and Insurance Letter; Short Formal Letters relating to
Orders, Acknowledgments, Advices, Quotations, Circulars; Postal
Rates and Regulations of India and between India and Great
Britain.

Candidates may substitute for *either* VIII (a) *or* VIII (b)
(but *not* for *both*) one of the following.

(c) *Book-keeping*.—As in Inglis' Book-keeping by Single and
Double Entry (Chambers), or any similar work.

(d) *Commercial Geography*.—(1) A general knowledge of the chief characteristics, as regards climate, aspect, and physical resources, of the great commercial countries of the world; their mineral, vegetable, and animal productions—how raised and how disposed of; their manufactures—the markets to which they are sent, and the uses to which they are put; their internal and maritime trades; their exports and imports, and the various channels through which they flow.

(2) A special knowledge of the situation, area, and population of the principal trade centres of the Indian Empire; and also of all subjects falling under the above heads; together with a general knowledge of Indian trade laws and regulations, internal and external.

(A text-book, with T. Ruddiman Johnston's Commercial Atlas of India, will be hereafter prescribed for the Examination.)

(e) *Short-hand writing*.—As in Pitman's Phonography, Odell's, or any other system, of short-hand.

(1) To write in short-hand a passage or passages from an official or mercantile letter with a piece of simple narrative, read out at the rate of 60 words a minute; 40 Marks.

(2) To transcribe the same into long-hand from the candidate's own short-hand writing; 60 Marks.

(3) To transcribe into long-hand a fairly written lithographed example of short-hand written in the corresponding style; 50 Marks.

(f) *Political Economy*.—As in Jevons' Primer (Macmillan) or Mrs. Fawcett's Political Economy for Beginners, or any other similar elementary work.

(g) *Fire, Life, and Marine Insurance*.—Text Books will be prescribed hereafter.

Each of the divisions (a) to (g) may be brought up as extras, and as special subjects by passed candidates. Successful competitors will be specially classed and will receive certificates signed by the Examiners in their respective subjects.

In each of the branches of science, art, industry, and commerce, certificates and prizes will be given as follows:—

The pupil candidate who passes highest in the Presidency, will receive a prize of the value of Rupees 20 and a certificate signed by the Commissioner for the Uncovenanted Civil Service Examinations; provided that the marks gained are not less than 60 per cent. of the maximum.

The pupil candidate who passes second in the Presidency, will receive a prize of the value of Rs. 15 and a certificate signed by the Commissioner for the Uncovenanted Civil Service Examinations; provided that the marks gained are not less than 45 per cent. of the maximum.

The prizes shall be in the form of a medal, or books, or instruments, or money, at the option of the prize-winner, who shall signify his choice within one month after the publication of the lists.

Steps were immediately taken to start a Commercial School. These will be found set forth in the following extracts from

a letter from the Principal of Pacheappa's College to the Acting Director of Public Instruction, dated 9th July 1886. The writing of this letter came about in the following way. The Government of India in a circular letter to the Provincial Governments requested, *inter alia*, information as to what steps were taking to provide extra-academical education and to produce the bifurcation in secondary schools recommended so strongly in the Report of the Education Commission. The local Government called for a special report on this School, in which it had shewn continued interest. To economise space we quote only the pertinent portions of the reply.

2. A commercial branch having been instituted as one of the technical departments of the Middle School Examination, it was considered that Pacheappa's was an Institution in connection with which it would be very appropriate to try the experiment of a Commercial School. Not only could such a school be established under favorable circumstances as regards pecuniary support, but a large proportion of the pupils in the lower departments being sons and wards of local and often well-to-do traders, a sufficient contingent of pupils would probably be available. The trustees were therefore pleased to authorize the establishment of a Commercial School and sanctioned a subsidy of Rs. 200 per mensem, or such less amount as might be required, from the Trust funds of P. T. Lee Chengulvaraya Naicker's estate.

3. The Middle School thus sanctioned was opened on 3rd February, under the title of Chengulvaraya Naicker's Commercial school. A circular was given to all our Middle School pupils to be taken to their parents, and copies were distributed among the trading community in the district. The result was that 105 boys joined the school, 83 of whom were drafted from Pacheappa's Middle School and Govindu Naidu's School, care being taken to obtain the consent of parents and guardians and see that the step was fully understood. The following figures give the monthly state of the roll:—

	February.	March.	April.	May.
Lower IV	38	37	35	33
Upper IV	67	68	70	62
Total...	105	105	105	95

As the holidays commenced on 15th May a few boys who had not paid the May fee on that day were removed from the rolls, which accounts for the slight falling off. A large percentage of these pupils are the sons or wards of merchants and traders.

4. The staff was constituted as follows:—

A head master on a salary of Rs. 75. This is perhaps a higher salary than most schools of this class could bear, but I considered it important in an experimental school to have a master of superior ability. Two assistant masters on salary of Rs. 25 per mensem. One of these is a trained Tamil Matriculate, the other a trained Telugu F.A. A Phonographic master on Rs. 10 per mensem. This master is one of the F.A. students of this college who has obtained a certificate of high proficiency from Mr. T. Luker, the teacher of the Phonographic class of Pachappa's College. A writing master on Rs. 25.

5. English, arithmetic, history, geography and vernacular translation are taught in the school as prescribed for branches I A, II and III of the Middle School Examination. The pupils of the Lower Fourth class are taught branches VIII (a), VIII (b), and VIII (c) that is, mercantile arithmetic, commercial correspondence and phonography (Pitman's system). In the Upper Fourth class all the pupils are taught commercial correspondence. One-third have phonography as their second commercial subject, the remainder have mercantile arithmetic. As these boys had only one year for preparation, it was not thought advisable to urge them to take up any extra subjects. Those selected will go up for the Middle School Examination, Commercial branch, in December next.

6. Evening classes for *passed candidates* were opened on March 1st. The subjects taught are commercial correspondence and phonography, 3 hours a week, from 5 to 6 p.m., being devoted to each. The numbers are as follows:—

	March.	April.	May.
Commercial correspondence ... {	27	35	24
	38	26	16
Total...	65	61	42
Deduct students studying in both classes	17	13	8
Total...	48	48	34

A good many found the phonography class not so easy as they expected, and as will be seen transferred themselves to the correspondence class. The falling off in May is attributed to the fact that many of the students had to prepare for examinations in their own main institutions. Some of these students come from the school and college classes of institutions in Madras, some are students of the School of Arts and the Civil Engineering College, a few are employed, and the rest are unemployed.

7. No special rates of fees having been prescribed by the Director of Public Instruction, such a scale had to be adopted as was thought to be most consonant with the circumstances. Although the technical education and fee Notifications contemplate and provide for the sanction of specially low rates of fees in these schools, it was thought, taking into consideration the circumstances of the population from which our pupils would be drawn, that there was no necessity to secure a

succès d'estime by offering the bribe of reduced fees. The fee in the middle school was accordingly fixed at Rs. 1½ per mensem for each class, and collected during the holiday months as well as during those when teaching was going on. In the extra classes a fee of Re. ½ per mensem is paid for each subject.

On this letter Government passed the following Order dated 18th September 1886.

The Government have read the letter of the Principal of Pachappa's College, Madras, with much interest, and consider that the enterprise which the Trustees of the Pachappa endowments, with Mr. Adam's assistance, have undertaken, is likely to have most useful results in the development of a sound commercial education. The importance of such a beginning in giving a fresh and much-needed direction to native ideas and habits of education, is obvious. The Government are glad to hear that the experiment so far has proved successful and hope that this favorable state of things will continue.

The strengths quoted in the above letter were maintained until the entries were made for the Middle School Examination, when a few of those who failed to secure selection dropped away from the Upper Fourth Class. A few of the pupils of the Extra Classes also left before the end of the year, but not so many as might have been expected from the fact that most were candidates from the Matriculation or F. A. Examinations, and had therefore much work in hand.

The financial result has been satisfactory and exceeded the expectation of the promoters. The average monthly expenditure including contingencies, allowance for rent, and prizes, has been Rs. 200 per mensem, the actual income from fees alone during the eleven months, January to November, was Rs. 1,512 or Rs. 137½ per mensem. The addition of the Government grant, which has been applied for but not yet sanctioned, will render the venture practically self-supporting. The delay in obtaining the grant is, we should in justice explain, not due to the Education Department, for the application was purposely delayed until the organisation of the school was permanently settled.

Of the Upper Fourth Class, 39 were permitted to appear for the Middle School Examination. All these took up Commercial Correspondence as one subject, while 24 took Commercial Arithmetic and 15 Phonography as the other;

of the 39 only 6 are Brahmins, the remainder other Hindus. From the Extra Classes 25 candidates appeared, 9 being Brahmins, 16 other Hindus. Twenty three presented Correspondence, 9 Phonography, 7 Mercantile Arithmetic, 2 Book-keeping, and one Political Economy. One of the Teachers also appeared in Correspondence and Arithmetic. Thus in all, 65 candidates appeared from Chengulvaraya Naicker's School.

In Madras 23 other candidates appeared in various extra subjects. Twelve (of whom six from the C. S. M. School) entered for Phonography, 7 for Commercial Arithmetic, 4 for Correspondence and 2 for Book-keeping. Four Middle School candidates came up in Arithmetic and Correspondence from the Basel Mission School, Calicut, and two or three scattered candidates were found in extra subjects throughout the country.

We reprint in our Supplement, as a guide to those intending to open such classes, the papers set in Commercial Arithmetic, Commercial Correspondence and Book-keeping.

The scheme having been thus fairly and firmly established is now in process of further development in two directions, (1) the holding of night-classes for those who, being engaged in office or other work, cannot attend at ordinary hours, or who are not qualified to compete at the Middle School examination, and (2) the institution of a High School for those who have passed the Middle School (Commercial) Examination, and who instead of reading for the University Matriculation test prefer an advanced curriculum in Mercantile subjects. An account of these extensions will form the subject of a paper in our next issue.

News and Notes.

The Jenkins High School, Royapettah, is to be affiliated to the University as a Second Grade College at no distant date.

The English, Tamil, Telugu and Canarese texts for the Matriculation Examination of 1887, are now procurable at Messrs. Higginbotham and Co.'s

The retention, till 31st December 1888, of the teacher of the Carpentry class attached to the Rajahmundry College, has been sanctioned.

Of the 2,561 candidates who presented themselves for the late Matriculation Examination at the University of Bombay, 526 have been declared to have passed. Amongst these are ten young ladies.

It is notified that the following are the Latin and Greek subjects for the Gilchrist Scholarship Examination of January 1888. *Latin*,—Horace's Odes, Books III and IV; *Greek*,—Euripides' Andromache.

The Regulations for the open competition for the Civil Service of India to be held in June next are in circulation. Copies of these regulations and forms of application may be obtained from the Director of Public Instruction.

Principals of Colleges and College Students will soon be making enquiries regarding the F.A. and B.A. Texts in English for the Examinations of 1888. We refer them to our advertising columns. We understand that the texts of these books are all but ready.

Government have sanctioned the grant to European members of the Fee Conference from the Mofussil travelling allowance at the rates admissible to graded Educational officers, and to all other Mofussil members daily allowance in addition to travelling allowance.

Mr. Frederic Fielden Crossley, B.A., of Trinity College, Cambridge, who for the last six months has been a Master in the Doveton College, has been selected, under the orders of the Government of India, Foreign Department, dated 7th December 1886, for the Tutorship to the young Rajah of the flourishing little State of Pudukota.

Mr. J. H. Stone, B.A., Foundation Scholar of King's College, Cambridge, and at present Principal of the Teacher's College, Madras,

is to be appointed to the vacant Professorship of History at the Madras Presidency College. Mr. Oscar Browning has been asked to select a successor to Mr. Stone at the Teacher's College, and it is rumoured that another King's College man has been selected.

The English Text Book for the Pre-Matriculation classes of 1887 in Government High Schools has been prepared under the orders of the Director of Public Instruction by a Committee consisting of the following gentlemen,—Mr. G. H. Stuart, M.A., Ag. Principal, Presidency College; the Rev. G. Milne Rae, M.A., Secretary, Free Church Mission, and Mr. Cecil M. Barrow, M.A., Principal, Doveton College.

The list of First Grade Colleges affiliated to the University of Madras seems to want some revision, under Bye-law 273. It is, we believe, many years since Bishop Cotton's Schools and College sent up a single candidate for a Degree, and we have no hesitation in saying that it has long since ceased to possess the means of educating up to even the F.A. Standard.

Home Publishers are turning their attention to India as a great field for the sale of scholastic literature. The well-known firms of Messrs. Macmillan and Co., Thomas Nelson and Sons, Griffith and Farran, and Longmans Green and Co., have all recently sent out representatives who are making extended tours to all the chief centres of Education in India.

Mr. W. Sconce, B.A., Head Master of the Government College at Calicut, has been granted a year's furlough. In this connection we may mention that the Calicut College is to meet with the same fate as that of the Bellary College, and to be shortly abolished. This is, we understand, one of the results of the sitting of the Financial Commission in Madras. The Kerala Vidyāsāla, (the Zamorin's College at Calicut,) which has fairly held its own for the last eight years against the competing Government College ought now, if properly managed, to have a bright future before it.

There are at present seven B.As. at the Teachers's College reading for the Degree of Licentiate in Teaching. Four F.As. have also been through the course, and are appearing for the Degree Examination of 1886-87. Should they take their Degrees they will be eligible to appear for the L.T. Degree Examination at the same time as the others. This will be held on the first Monday in March and two following days.

Our new Governor the Right Honorable ROBERT BOURKE arrived in Madras and assumed the reins of Government on the 6th December last. What his views on education in India are we have not yet had any opportunity of knowing, but he spoke some "good words" to the students of the ancient Grammar School at King's Lynn shortly before leaving England. His Excellency himself was educated at Portora Royal School, Enniskillen, and Trinity College, Dublin. Under its late and present Head Master, Portora has long held the foremost place in Ireland as a Classical School, and among its distinguished scholars were Archbishop Magee, Lord Plunket, many Fellows of Trinity College, and Members of the Indian Civil Service, and the present Solicitor General for Ireland.

There have been several recent arrivals of educationists in this Presidency. Among them we may mention Mr. R. H. Piggott, M.A., of Sidney Sussex College, Cambridge, for the Vice-Principalship of the Central College, Bangalore; the Rev. C. W. A. Clarke, B.A., of Emmanuel College, Cambridge, for the Principalship of the Noble College, Masulipatam; and the Rev. A. S. Geden, M.A., Magdalen College, Oxford, for the Vice-Principalship of the Jenkins College, Royapettah, Madras.

It is known that there are now two classes of Examiners;—Chief Examiners (called simply Examiners) who form, with their Chairman, the Board that prepares the papers in their particular subject, and Assistant Examiners, who have only to value papers under the direction of the Board. The Syndicate has recently ruled that gentlemen in the Mofussil who may have been appointed Examiners will be allowed their expenses for two visits to Madras during the Examination period, with a view to attending Examiners' Meetings.

The Secretaries of the Madras Physical Training and Field Games Association have issued a notice regarding the Cricket Trophy presented for competition among Native Schools by the Honorables F. Brandt and P. P. Hutchins. No student will be considered eligible to play in an Eleven "unless he has attended on three quarters of the school days during the term; and in sending up the names of the Eleven the Principal is understood to certify that this condition has been fulfilled." The competition will be held in January next. The Christian College team won the trophy—a beautiful silver vase—at last year's contests. The rules regarding the competition may be obtained on application to Mr. John Adam, Pachappa's College, or Mr. C. Michie Smith, Christian College.

The B.A. Degree Examination of 1886-87 has been divided into two parts (i. *Language Branch*, ii. *Optional Branches*) under Bye-law 159. The Language Branch of the Examination was duly held for the first time on Wednesday 1st December last. Those candidates that pass in the Language Branch will be permitted to appear for their Optional Branches on Monday 17th January. To avoid the inconvenience of bringing the whole body of Examinees to Madras twice, Rajahmundry and Trivandrum have been made extra centres for the Language portion of the Examination, and in order that the candidates who pass at these distant centres in Language may get timely notice, so as to be in Madras by January 17th, the Examiners in Language have, as instructed, valued the papers of these centres first.

The results of the various University Examinations for (1886-87) are likely to be out in decent time this year. A circular letter, from which we extract the following, has been issued by the Registrar of the University to all Examiners:—"To ensure as far as possible the punctual publication of the results of the examinations for the future, the Syndicate have resolved to request all Examiners and Assistant Examiners to undertake in writing to forward their marks to the Tabulator or the Chairman of the group within the time specified for the purpose, and in case of their failing so to do, a reduction of Rupees 20 from their remuneration will be made for each day by which the prescribed period is exceeded.

The latest dates on which the marks should reach the Tabulator are the following:—

Matriculation Examination 21st January 1887.

F. A. Do. 17th do.

B. A. Do. (Language Branch).

the first day after expiration of the Christmas holidays" (6th January.)

As resolved at the Annual Meeting of the Senate held on 30th April last, only those Matriculation Candidates that pass in the 1st Class will be ranked in order of merit; the names of all others will appear in alphabetical order. This will permit of the complete lists being published nearly a week earlier than has hitherto been usual.

The following is a letter written by a Matriculation Candidate to one of the English Examiners at the December Examination of 1885. Such letters are not at all uncommon, but candidates should clearly understand that they are not of the slightest use and that the time they spend over them had far better be spent over their answers to the question papers.

To the Correctioner.

SIR,

I beg to state that I had written in an awkward manner so I hope that your honour will be good enough in excusing me and seeing over the pages with some attention.

This act will be of benevolence towards me and towards the Almighty. Yours Obedient Servant.

Within the last few days the following has been addressed to an Examiner—we will not say in what subject—and, as it is just one of the things Examinees should be most strongly cautioned against indulging in, we give it, after making certain erasures to conceal identity.

"We the undersigned students hear that the papers are all corrected. As our success solely depends on the number of marks we get in the——paper, we very warmly and with due reverence request you if you can kindly let us know the number of marks and free us from tormenting pain, "Suspense in news is torture."

This is a request only on the supposition that it does in no way violate regulations of the Curriculum. If it does you will very kindly pardon us, respected Sir, we fully trust, for our ignorance on the matter. Hoping very earnestly for your kind blessings." &c. &c.

A common, perhaps the most common, criticism passed upon our teaching is that the pupils are deficient in Arithmetic. The criticism is well founded, as any Examiner can testify. This cannot arise from deficiency in the number of Arithmetical manuals, for they are legion. But in this case the multitude of counsellors has produced only confusion. What are the main defects? They are chiefly two:—(1) an inordinate use of vulgar fractions to the exclusion of decimals; and (2) the ignoring of proportion by a blind adhesion to the unitary method. The first point is one on which Educational authorities all over the world are agreed, both as to the evil and the cure. Decimals should be taught as an extension of notation, and be introduced in all rules from simple addition onwards; vulgar fractions should be introduced only as an extra, to be used sparingly and of necessity, not as the be-all and end-all of the subject. Though many advocate this, no educationist, as far as we know (except it be certain Americans whose works we have heard of but not seen), has ventured to bring out an Arithmetic on these lines,—each new manual follows the old, a blind leader of the blind. We suppose this is due to the difficulty of introducing any reform, but we believe here at least, especially with Government support, the difficulty would not be so very great. Great or small, we are glad to hear the attempt is to be made, for the Arithmetic on which Mr. Adam of

Pacheappa's College, is engaged, will give decimals their fitting position and degrade vulgar fractions to their own proper sphere. In the great fight of Proportion *v.* Units we cannot take part here at present, but we understand Mr. Adam is a strong advocate of Proportion and will assign it exceptional prominence. Various other departures from the beaten track will be made, in the hope of at once improving and simplifying the journey which so many of our pupils find such 'a hard road to travel.'

The Examination in method of the Education Department was held on the 21st December at 34 centres. Though now held half-yearly under the new Grant-in-aid Code, this examination is reaching large dimensions, there having been no fewer than 591 candidates registered on this occasion, of whom 466 were male teachers, or Normal students, and 125 females. The following statement gives particulars as to the languages through the medium of which the candidates were examined :—

	Eng.	Tamil.	Telugu.	Malayalam.	Total.
Collegiate & Higher } Male ...	340	...	...	...	340
Secondary Grades } Female.	25	20	...	...	45
Primary Grade } Male ...	83	24	17	2	126
} Female.	7	73	...		80
Total Male Candidates ...	...	...	...	466	591
Do. Female do. ...	...	...	...	125	

The largest number at one station was at Madras, where 104 male and 44 female candidates were registered; and next followed, at a long distance, Palamcottah with 66, Madura with 57, and Tanjore and Negapatam, each with 40 candidates. The examiners are Mr. Fowler and Mr. Bickle for the Collegiate and Secondary Grades, with Mrs. Brander and Miss Carr for the Primary Grade.

Our Observer.

THE FEE CONFERENCE—CONFERENCES—COMMERCIAL TRAINING— TECHNICAL EDUCATION.

It will be known to most of our readers that, in response to the many memorials and complaints presented to Government with reference to its late Educational policy, a Conference was appointed with very ample powers of discussion. A brief record of the constitution of this body will prove of historical interest, both on account of the important changes likely to result from its labours and because it was the first Conference of the kind held in this Presidency. Such meetings were strongly advocated in the Report of the Education Commission, and the Government of India has more than once asked the local authorities what steps were being taken to give effect to the recommendation. The Director of Public Instruction could not see his way to arranging for a Conference; so that it was left to our present Acting Director to popularize his administration by inviting, on a burning question, the opinions of those practically engaged in the work of education.

The Conference consisted of twenty-one members :—Six Officials, eight representatives of Missionary bodies and seven representatives of Local associations. The majority of the latter two classes were nominated by the bodies they represented, so that no possible excuse was left for subsequent fault-finding. The following are the names :—

OFFICIALS.

G. H. Stuart, Esq., Acting Principal, Presidency College.
J. B. Bilderbeck, Esq., Acting Principal, Kumbakonam College.
P. Runganadham, Esq., Prof. of Mathematics, Presidency College.
J. T. Fowler, Esq., Inspector of Schools, Presidency Division.
A. Munro, Esq., Inspector of Schools, Third Division.
G. Bickle, Esq., Inspector of Schools, Second Division.

REPRESENTING MISSIONARY BODIES.

Rev. William Miller, LL.D., C.I.E., Madras Christian College.
Rev. James Cooling, Wesleyan Mission High School, Madras.
Rev. M. G. Goldsmith, C. M. S.
Rev. W. Joss, London Mission.
Rev. W. Schmolck, German Lutheran Mission.
Rev. J. D. W. Sewell, S. J., Manager, St. Joseph's Col. Trichnopoly.
Rev. J. A. Sharrock, Principal, Caldwell College, Tuticorin.
Rev. G. T. Washburn, American Madura Mission.

REPRESENTATIVES OF INDEPENDENT BODIES.

J. Adam, Esq., Principal, Pacheappa's College, Madras.
 Cecil M. Barrow, Esq., Principal, Doveton College, Madras.
 C. C. Flanagan, Esq. Principal, Coimbatore College.
 M. D. Gopalacharyar, Esq., Manager, A.-V. High Schl., Triplicane
 A. Krishnaswami Iyer, Esq., (representing) Hindu College, Tinnevely.
 S. Krishnaswami Iyer, Esq., Town High School, Kumbakonum.
 T. Subba Row, Esq., (representing) Coconada College.

The Conference at its first meeting on the 13th of September, chose the Rev. Dr. Miller as its President. Government had reserved to itself the appointment of a Secretary and nominated Mr. Adam, of Pacheappa's College, to that post. The sittings continued until the 22nd of the month; and in addition to the full day sittings of the Conference a large amount of detail work was done by Committees. The Report was drafted by the Secretary, revised by a small Committee, and circulated to all the members for suggestions. The final Report was sent in early in November, and is now under the consideration of Government. We must naturally defer criticism until orders have been passed on its contents. Such orders will probably be published ere these lines are in the hands of our readers but at too late a date to enable us to refer to them.

We may, however, advert to the great and in some quarters unexpected unanimity which was found to exist among an assemblage of representatives of so many diverse interests. Twenty-one men, some of them with notorious hobbies, could not of course be expected to agree on all points of detail, and opposite opinions were freely expressed on at least one important point of principle; a principle, however, which is underlain by sentiments which always have divided, and doubtless always will divide, educationists into two camps. But even where the lines of cleavage, were most marked, a cordiality of feeling and disinterestedness of motive were exhibited which cannot fail to produce good fruit.

This result is by no means the least weighty in estimating the value of such Conferences. They bring together men who have judged of each other very much by tittle-tattle (newspaper or otherwise), the outcome being that each is surprised to find that his neighbour is not so bad as he has been painted. A much needed *entente cordiale* between the various Educational Institutions is thus promoted, and the competition—which must perforce exist—is conducted in a spirit of fairness and honour, becoming thus a

healthy and invigorating stimulus instead of an irritating and painful disease. The bringing of this about is not a little aided by the opportunities of social intercourse such a gathering presents.

The Acting Director of Public Instruction, with a view to Conferences in the future, has drawn up Regulations for their organization which we reprint in full in our supplement. The departmental Conferences and the lower grades of General Conferences will probably be occupied mainly with the discussion of administrative detail, and the obtaining of local or departmental opinion upon questions to be submitted to the Provincial General Conference. With regard to the latter, it is to be held at such time and place as the Governor in Council may direct. We trust the opportunity will be taken to hold one occasionally in some Mofussil centre. Were the next Conference held say in Trichinopoly or Tanjore it would be good both for Mofussilites and Madrassese.

We can hardly however look with favour upon the proviso in Para. 8. Any machinery better calculated to strangle open discussion and the free expression of opinion than the rules for procedure and debate of the Senate of the Madras University, it would be hard to devise. Had the late Conference adopted these rules it would have been sitting now, its business hardly commenced. A fair and strong Chairman and the ordinary rules of courteous debate are alone required. Boredom and bumptiousness can be far more easily suppressed thus than by the most intricate plexus of rules and regulations. It will be far safer, also, to continue the practice of permitting the conference to present its own Report, instead of having its proceedings reported by the Director. Let him report on the Report by all means.

If we might suggest work for coming conferences, we should recommend the exorcising of the twin demons, the Grant-in-aid Code and the Examination Regime. The extraordinary complexity of the former is like the night mare which comic artists are wont to represent as following Christmas, while the ever recurring rigidity of the latter has become an intellectual strait-waistcoat, likely to cause permanent and irremediable injury to the victim.

We have described in another page the steps which have been taken in this Presidency to provide training for those engaged in mercantile pursuits. This subject has begun to attract much attention at home, and far-seeing members of the mercantile classes are feeling well-founded alarm at being supplanted by well-trained and well-informed Frenchmen and Germans. Mr. Howard Vincent, M.P.,

who recently made a tour round the world, has written several letters in the *Times* advocating the establishment of a University of Commerce, and Mr. Lawson, M.P., questioned the President of the Committee of Council, that is, the English Director of Public Instruction, on the subject. That official's reply was—as official replies for the most part are—vague; but he went so far as to offer to consider any “well defined scheme.” If all the reformers in the world had waited for “well-defined schemes,” we wonder where we should be now. Civilization would have never had a chance of becoming a failure.

THE following remarks on this matter are from the *Chamber of Commerce Journal*, the well-known organ of the London Chamber. They apply, *mutatis mutandis*, to India, which has however to make, and not merely strive to maintain, a great mercantile position. India should aim to become in trade and manufactures the Germany of the East. “It is remarkable and instructive as regards the position at which the country has arrived, that we have been content up to the present in the matter of education to proceed by rule of thumb. For the professions, for the church and the sciences—even for literature—we admit the advantages to be obtained through special training, and a suitable curriculum has consequently been provided for each. But for commerce, which is the mainstay of the country, we have not instituted any special preparation or higher grades of teaching. We have no examination standard for a commercial degree, and the whole training of our men of business has been left to the vagaries of individual fancy. If, however, we condescend to study the methods by means of which our foreign competitors have succeeded in slowly and patiently destroying our commercial monopoly by almost unobserved steps, the aggregate result of which is to-day apparent in our recognition of their successful competition, we may summarise them in one word—thoroughness. Their education is thorough, their practical technical training is thorough, and their application of the knowledge thus acquired (theoretical and practical) is again equally thorough. Our entire middle-class education calls for alteration. Pressure of time will not allow for the study of both the ancient and modern languages; the teaching of Latin and Greek, therefore should be confined to the classical schools and universities, while the commercial languages, extra as well as intra-European, should take their places. Special higher commercial colleges are urgently required, in which technical as well as business curricula should be combined, and the training should culminate after a severe examination in the granting of a degree, such as Doctor of Commerce. The training of a few generations of Englishmen on a basis such as that thus

roughly sketched would produce a race of men able and willing to meet all requirements. Such a system also would relieve us from relying on foreigners for much of the routine work in our offices, in which that precision, method, and discipline are necessary which our own training fails to give, and which we are, therefore, to our discredit, obliged to hire from abroad.”

THE subject of Technical Education continues, notwithstanding what has been done, to agitate people in England. The following is the resolution which Mr. George Howell proposes to move in the House of Commons. “That in the opinion of this House it is essential to the maintenance and development of our manufacturing and agricultural industries, in view of the rapidly-increasing competition of other nations, both at home and abroad, and in consequence of the almost universal abandonment of the system of apprenticeship, that our national scheme of education should be so widened as to bring technical instruction, the teaching of the natural sciences, and manual training, within the reach of the working classes throughout the country.” The very wording of this resolution shows how different is the problem from that we have to deal with here, and how futile it is to think that the mere importation of a cut and dry scheme from South Kensington or elsewhere will suffice for all needs. For the system of apprenticeship exists in its strongest form in India, the hereditary and caste form. Efforts at technical improvement should not neglect but make full use of this system; and any practicable scheme—difficult enough to devise, we admit—must contemplate the grafting of more advanced intellectual training upon the existing machinery for practical instruction. The day may not be far distant when every village school will have its technical department, teaching, directing and improving local arts and manufactures.

WE may remark, *en passant*, how, owing to its geographical position, Madras loses much of the credit due to its enterprise and foresight. The Bombay scheme for technical education is notoriously founded on that of Madras, on the work done and the experience gained here, and yet both in the North and in England the praise is generally awarded to the sister Presidency. One home paper, for example, begins an article on the subject by remarking that, “the Bombay Government deserves credit for being the first local government to address itself seriously to a subject of great importance for India,—namely, technical education.” There may be a covert sneer under the word *seriously*, but we prefer to ascribe the reading of Bombay for Madras to sheer ignorance. We may not have much to ‘boast of down South,’ but we ought not be ashamed to let the world find ‘our single talent well employed.’

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Reviews.

THE MADRAS COMMERCIAL PRIMERS. No. 3.—THE COMMERCIAL ATLAS OF INDIA, by T. RUDDIMAN JOHNSTON, F.R.G.S.—

This small Atlas, which is priced at the remarkably low sum of 4 annas, should prove of great assistance to teachers of Geography in our Schools. It forms one of the series of Madras Commercial Primers being brought out to meet the requirements of the Middle School Examination; but the name 'Commercial' does not limit its usefulness. It can be employed and most profitably employed with Duncan's or any other Geography now in use. It includes Political, Physical, Industrial and Meteorological maps of India, maps showing the River Basins, Population, Railways, and Canals, and a chart of the Indian Ocean showing the steamer routes from India to the East, South, and West. The workmanship is up to the usual high standard of the firm. The outlines are clearly marked, the colours are artistically selected, and the page is not overloaded with names. The maps are also published on a large scale for walls, containing many additional illustrative diagrams. A Primer of Commercial Geography, to serve as a text-book for Middle School candidates and others, and which these maps will illustrate, will we understand be prepared by Mr. Stone, Principal of the Teachers' College, who is thoroughly at home in the modern methods of Geographical instruction, and may be expected to produce a work of great interest and permanent value.

THE FIRST EUCLID.—Containing Book I. The Definitions, Axioms, and Props. I.—XVI. with Notes and Exercises, by JOHN ADAM, M.A., Principal, Pacheappa's College, Madras. Addison and Co., 158 Mount Road.

It seems to us that this little book of 54 pages is very well adapted for the purpose for which it has been prepared, namely, use in Lower IV classes of Middle Schools. The vernacular (Tamil and Telugu) translations of the enunciations and the Vernacular Glossary, which are distinctive features of the book, should be found very helpful to native students. We would also draw attention to the valuable "Hints on Writing out Proposi-

tions" to be found on pages 16 and 17. The book is strongly bound, and does credit to the printers.

CLASS BOOK OF ALGEBRA EXAMPLES FOR MIDDLE AND HIGH SCHOOLS.—Part I. for Middle School Classes, By JOHN COOK, M.A., Principal, Central College, Bangalore. Madras: Lawrence Asylum Press, R. 1-0.

If we are to judge from the number of books that are written at the present time for the benefit of Middle and High Schools, we should imagine that the interests of these young people form a very general object of solicitude. But in most cases we find that these interests have been trifled with. The books written are unsatisfactory and do more harm than good, and their *raison d'être* is to be found in the amount of profit they bring to the authors. This is not the case with the volume under review. It may, most probably it will, prove a source of gain to the author, but the book is a good one and will admirably serve the purpose intended by him, namely, to give the pupils of Middle Schools a good foundation in the subject. The work begins with a summary of the usual rules and formulæ. The various terms and expressions used in Algebra are given, but the work of explaining and defining is left to the teacher. Attention is drawn to the correct use of the sign of *equality*. This is very necessary, as there is no sign perhaps that is so ill-used as this, especially in Arithmetic. It seems to be employed by some students as an abbreviation for any relation between two quantities. We have seen it used to indicate ratio, thus:— $a = b = c$, for $a:b:c$, &c. Special importance is attached, and rightly too, to the Rules for Multiplication and Division by inspection. No student can hope to acquire facility in working examples involving the ordinary Algebraical processes, without thoroughly mastering these rules. This remark applies also to the Rules for Resolution into Factors. These are not usually given in works in Algebra, or at all events not as fully as Mr. Cook has stated them. There is, it is true, an air of complexity about them as expressed by him, but this is probably due to the nature of the rules themselves, and it is doubtful if they can be put in a much clearer manner. They are of the highest importance, and Mr. Cook has evidently endeavoured to express them as briefly and in

as clear a form as possible. Several "useful formulæ" are given under this Section; it will be observed, however, that formulæ (4) is only a particular case of (3), as also is the second under (IX) of the first. We come next to the rules for G. C. M. Mr. Cook retains the old expression *Greatest Common Measure*. We believe the term *Highest Common Factor* is now generally preferred. The method of Factors in finding the H. C. F. and L.C.M. of quantities is explained, and, in the latter case, illustrated by a symbolic example. In finding the L. C. M. by this method students generally fail in cases where the same factor is repeated in any one of the expressions. Thus the L. C. M. of $a. b. c$; $b. c. d$; $c. d. e$; is given as $a. b. c. d. e$. In the rule it is stated that each component factor of the L. C. M. should be repeated as often, and only as often, as it occurs in any one of the expressions, but students, we find from experience, are apt to over-look this point, and special attention might therefore have been drawn to it. The rest of this Chapter calls for no remark.

The remaining portion of the book consists of exercises, and it is these that, in their design and arrangement, constitute the distinguishing feature of the work. Each exercise is divided into three parts, each containing the same number of questions, enough for one lesson, of practically equal difficulty, and with each exercise a model solution is given. The object of this arrangement is, as the author explains in his preface, to secure independent effort and promote self-reliance in the pupils. The plan is a good one, and calculated to serve the purpose intended. There is the difficulty, of course, that the pupils may have recourse to the answers, but this may be obviated by proper supervision.

The first seven exercises are devoted to the interpretation of Algebraic signs and symbols, and will serve, especially the last three, to familiarize the student with the processes he will thereafter have to employ in solving problems producing equations.

Of the exercises that follow, a great many deal with 'Resolution into Factors.' Mr. Cook thus accentuates the importance he has in the first Chapter attached to this part of Algebra. The exercises on Multiplication and Division by inspection are perhaps rather scanty. The form of the question, "Write down the product of $(2x+3y)^2$, $(x+11)(x+7)$," is we think objectionable, but what is meant is of course evident.

Mr. Cook suggests that the operation of Division be arranged thus:—Dividend } Divisor.
 } Quotient.

This method of arrangement is for obvious reasons decidedly better than the usual one. The exercises on G.C.M., L.C.M. and Fractions call for no remark. The concluding chapter is devoted to "General Middle School Tests," which we think might in a subsequent edition be made more numerous.

On the whole we consider the book an excellent one, and the best of its kind that has yet been published in this country. We congratulate Mr. Cook on the way in which he has done his work, and we feel sure that his book will soon be in general use in the schools of this Presidency. Part II is yet to come, and we may fairly hope it will be in no way inferior to Part I.

COMMERCIAL CORRESPONDENCE by JOHN ADAM, M.A.—The prescribed text book for the Middle School Examination Branch VIII. (b) Madras: V. J. Manickavaloo and Co. Price One Rupee.

About a year ago Mr. John Adam, the Principal of Pacheappa's College, represented to the Director of Public Instruction the desirability of providing, in connection with the Middle School Examination, some alternative branches for pupils who looked forward to trading or mercantile pursuits in after-life, and did not intend to read for the University Examinations. The Director cordially approved of the suggestions that were offered, and introduced "Commercial" subjects into the Middle School Curriculum. It was found, however, that suitable text books were not available and Mr. Adam, accordingly, determined to prepare a series of "Commercial Primers."

The book under review is intended to embrace the subjects included under Branch VIII (b) of the Middle School Notification, viz: "*Docketing, Indexing, Short Abstracts; Filling in Forms, as Receipts, Cheques, Promissory Notes, Bills of Lading, Bills of Exchange, Bank Hypothecations and Insurance Letters: Short Formal Letters relating to, say, Orders, Acknowledgments, Advices, Quotations, Circulars. Postal Rates and Regulations of India and between India and Great Britain.*"

The Primer consists of Four Parts. Part I treats of *the Office*, and contains a considerable amount of information, condensed into a small compass, as to the proper methods of beginning and ending Official, Commercial and Private letters, and how to index, file, and docket them. Part II, which forms the main portion of the book, contains specimens of the various blank forms which a clerk is likely to have to fill up, such as *Receipts, Cheques, Promissory Notes, Bills of Exchange, Bills of Lading, &c.*, and in addition there are given very carefully prepared instructions as to the meanings of the various technicalities connected with Commercial Documents, such for instance, as Crossing Cheques, Notice of Dishonour, Noting and Protesting. Part III is very short and contains a list of the abbreviations commonly used in business, and a Glossary of Commercial terms. Part IV is an abstract of the Postal Rates and Regulations of India and between India and the United Kingdom.

The author has had the advantage of having his proofs revised by well-known business men in Madras, so that the Primer may be confidently placed in the hands of anyone who wishes to fit himself for employment in any of our Merchants' offices. Mr. Adam has supplied a long-felt want, and we predict for his book a large sale and deserved popularity. It ought to be on the desk not only of every clerk but of every one who has anything to do with business matters. It is a store-house of information, in a small compass, on a variety of subjects that constantly puzzle the uninitiated, and a reference to it will prevent many a blunder now perpetrated even by those who ought to know better.

THE COTTAR'S SATURDAY NIGHT by ROBERT BURNS.—With Memoir, Criticism, and Explanatory Notes, by GEORGE MADDOX, B.A., Assistant Professor of English and Classics, Dorseton College. Madras: V. J. Manickavaloo Moodelliar and Co., 163, Popham's Broadway.

We have been favoured with a locally printed and annotated copy of this well-known Poem, which is one of the B. A. Selections for the Language Examination of 1887. The text occupies 6 pages, while the Memoir, Criticism, and Notes extend over 22 pages. We have read the Notes with considerable care. They are not meant for B. A. Students only but we feel sure

that such students must find the Scoto-English of the Poem very difficult to understand, and will thank Mr. MADDOX for the pains he has been at in preparing these Notes, which may fairly be described as 'good' and upon which *five annas*, the price at which the little book is published, may be very profitably laid out.

Extracts from English Journals.

PHYSICAL EDUCATION.—The subject of the fifth Circular of Information, for 1885, published by the United States Bureau of Education, is *Physical Education*. It directs attention to the four different ideas of manly excellence,—the Greek, or æsthetic; the Monkish, or ascetic; the Military, or knightly; and the Medical, or scientific. The recent war popularised the third in America, and reports of work of that class are accordingly to be found here. The teachings of the fourth, down to the most recent day, are, of course, the essence of the paper, and more than once attention is called to the great tendency of such teaching to return to the old standards of the first. It is, however, suggested that games and exercises should be supervised and made a part of education, to be carefully controlled by a competent M.D., who shall be one of the Faculty, on a par with the other masters. Rugby foot-ball is condemned by the great Harvard University, as a "brutal and dangerous" game. Many strong objections to much that attends public games are recounted, and many careful restrictions on games generally have been agreed to by the highest authorities, both scholastic and medical. The Code, and the books of Mr. Maclaren, of Oxford—a prophet too little honoured in his own country—are highly praised, but Germany carries the palm for science and laborious thoroughness. The manual labour, which has been so successful in the lower-grade schools, is naturally not found popular in the colleges. A warning voice is raised against the high pressure at which girls live, both at work and pleasure, and the necessity of more regular rest and exercise is insisted upon. A large part of the Circular consists of plans and elevations of gymnasiums. S.G.

WORKSHOPS AT PUBLIC AND PRIVATE SCHOOLS.—A head-master, newly appointed to a public school, in his inaugural speech remarked to the assembled boys that one thing he would promise them, and that was a workshop. This is an observation which we (*Builder*) should like to see made by every head-master of every public and private school in England. In some schools workshops already exist, and it may be hoped that some day or other a workshop will be considered as necessary an appurtenance of a school as a sanatorium. It is not so very many years ago that the latter would not have been regarded as a necessity; now, in some form or other, such a place is part of every well-regulated school. The advantage of having a workshop attached to a school is almost too obvious to need pointing out; but the fact that there are many schools which do not possess one seems to show that the advantages, though obvious, are not so generally

recognised as they should be. The usefulness of a knowledge of tools, and of the way to apply them, is continually of benefit in after-life. No boy can tell in what he may require them. It may be that, like Mr. T. Hughes's nephew, whose letters he has published in "Gone to Texas," he may have to leave school somewhat suddenly, and in no long time have to go to some new country to earn his livelihood. The advantage of having acquired even the smallest dexterity in the use of tools is then most clear. But everyone who lives in the country, and also in the town, may every year save himself a no inconsiderable sum of money by knowing how to handle tools.

A BURMESE SCHOOL.—The Khyoung is the Board school of Burma, though a school where the national religion is not omitted from the daily lessons. All the Burmese male children are taught to read and write in their native language in the khyoungs. The boy who misses his education is looked down upon as no better than a girl; there being no schools for female children in Burma. My first introduction to a khyoung was curious. Its arrangement was very similar to that of an English boarding-school, with this difference—that economy was aimed at in the housing of the pupils rather than comfort. Besides several large rooms for teaching and "feeding" in, there were the dormitories which opened off them. The children slept on planks raised from the floor. Although reading, writing, and religion were the "three R's" taught to the rank-and-file, there were some advanced scholars there training for the Burmese priesthood. They had taken the usual course of instruction and proved apt scholars; and their parents had been persuaded to let them enter for the "yellow cloth." The khyoungs are "self supporting"—that is to say, they are maintained by the fees of the pupils, by bequests, and by subscriptions which the priests collect. Numbers of the children are educated gratis at khyoungs where the wealthy neighbours are liberal. The Burmese do not neglect the body. At the khyoungs a time is set apart for play, and the pupils engage in it with ardour and apparently with skill. A form of foot-ball is very popular. Among the feats of strength I saw them perform at Henzada and elsewhere was one which reminded me of the favourite Highland exercise known as "flinging the hammer." The "hammer" in Burma is a large earthen ball. The children roll it themselves with wisps of straw in it, and harden it in the sun. The straw then serves as a handle; and the sport, as in Scotland, consists in whirling it round your head and casting it as far as possible. They have some more sedentary recreations too. I saw them, for instance, making balloons of silk in preparation for the rice harvest. These are sent up from the khyoung amid much excitement; for if the balloon ascends rapidly and disappears it is the best of signs; but should it hang about or flop ignominiously there will be a bad harvest. The pupils—though on this point I was too casual a visitor to speak with authority—seemed quite happy and bright. The worst of the teaching in these native schools, perhaps, is that it encourages the boys to look upon the other sex as inferior animals—beasts of burden, in fact. When the boys are at school their sisters are already toiling in the fields. *St. James's Gazette.*

University Terms.

FIRST AND SECOND GRADE COLLEGES.

THE following letter has been addressed by the Registrar of the University to the heads of all First and Second Grade Colleges.

The Syndicate have considered the replies to their circular of September 1886 on the subject of terms in Colleges. They are glad to find that their proposals are such as suit nearly all affiliated institutions. With some few changes which have been suggested, these proposals now stand as follows:—

(a) For the Calicut College, the High School of Ernakulam, the Kerala Vidyasala, the Mangalore College, the Salem College, and St. Aloysius' College at Mangalore:—

The first term begins on the Wednesday after the 24th of January and closes on the afternoon of the Thursday after the 12th of April, or on the 12th of April when that date falls on Thursday. The second term begins on the Wednesday after the 12th of June and closes, in the case of the first and third classes, on the afternoon of the Friday before the 15th of December and in the case of the second and fourth classes, on the afternoon of the Friday before the 1st of December.

(b) For the Berhampore College, the High School of Shimoga, the Hindu College at Vizagapatam, the Lutheran Mission College at Guntur, the Maharajah's College at Mysore, the Noble College, the Pittapur Rajah's College, St. Joseph's College at Bangalore, the Hyderabad College the Maharajah's College at Vizianagaram, and the Rajahmundry College:—

The first term begins on the Wednesday after the 24th of January and closes on the afternoon of the Thursday after the 19th of April, or on the 19th of April when that date falls on Thursday. The second term begins on the Wednesday after the 19th of June and closes, in the case of the first and third classes, on the afternoon of the Friday before the 15th of December, and in the case of the second and fourth classes, on the afternoon of the Friday before the 1st of December.

(c) For the C. M. S. College at Tinnevely, the Coimbatore College, the Hindu College at Tinnevely, the Jaffna Central School the Lutheran Central School at Tranquebar, the Madura College, the Pasumalai College, St. Joseph's College at Cuddalore, the W. M. College, at Negapatam, the Caldwell College, the Kumbakonam College, the S. P. G. College at Trichinopoly, St. Joseph's College at Trichinopoly and St. Peter's College at Tanjore:—

The first term begins on the Wednesday after the 24th of January and closes on the afternoon of the Thursday after the 30th April or on the 30th of April when that date falls on Thursday. The second term begins on the Wednesday after the 30th of June and closes, in the case of the first and third classes, on the afternoon of the Friday before the 15th of December, and in the case of the second and fourth classes on the afternoon of the Friday before the 1st of December.

(d) For Pacheappah's College, St. Mary's College at Madras, the Madras Christian College, the Maharajah's College at Trevandrum, and the Presidency College.*

* By an oversight the DOVETON PROTESTANT COLLEGE, MADRAS, has been omitted from this list.

The first term begins on the Wednesday after the 24th of January and closes on the afternoon of the Thursday after the 12th of May or on the 12th of May when that date falls on a Thursday. The second term begins on the Wednesday after the 12th of July and closes in the case of the first and third classes, on the afternoon of the Friday before the 15th of December and in the case of the second and fourth classes on the afternoon of the Friday before the 1st of December.

It will be observed that the Maharajah's College at Pudukottah and the Central College at Bangalore are not noticed in this list. These are the only institutions in which any serious difficulty seems to be felt with regard to the proposals recently made. In both institutions it is desired to give in the middle of the terms short vacations, which when taken together will extend over a much longer period than the eighteen days which the Syndicate suggested as the proper maximum, and to make up for these vacations by a corresponding shortening of the intervals between the terms. To this arrangement the Syndicate do not object. They request the heads of these colleges to be good enough to state how they propose to fix the time for beginning and ending their terms. The Syndicate will agree to their proposals provided they are not such as to make the time during which instruction is given materially shorter than in other affiliated institutions.

In view of some minor points that have been raised, the Syndicate wish to make the following explanations.

1. They have not the slightest wish to compel any college to give vacations as long as those suggested above. College authorities are free to extend the period of instruction as they please. The only wish of the Syndicate in the matter is to secure that it be not *shorter* than they have laid down.

2. They do not mean that the exact days specified for opening and closing must be adhered to every year and in all circumstances. They consider it desirable for many reasons that there should be a standard; but when by force of circumstances a college opens a day or two later than the appointed time, or gives one or two more than the usual number of days as occasional holidays, they will understand that this shortening of the time of instruction has been made up for by the college closing somewhat later than the appointed day. Such details of interpretation the Syndicate leave with full confidence to the heads of individual institutions.

3. Similarly they leave it to the heads of the colleges concerned to determine the exact time that may be required for students to travel comfortably and without injury of any kind to examination centres. The authorities of each college are best able to decide points of this description; and the Syndicate will, within reasonable limits, uphold any decision they may come to.

4. It has been pointed out that a few days are given in some colleges for private revision immediately before the terminal college examinations. This also is a detail with which the Syndicate have no wish to interfere. When the authorities of a college deliberately judge that a few days can be best spent in private study these days may be legitimately counted as days of attendance. It is only when students take such time for revision *without permission*, that the

Syndicate would interpose, and then only with the view of supporting the authority of the college.

5. It may be added that the periods of study have been fixed on the understanding that there are five working days in each week. But if in any college it is wished to have two half holidays rather than one entire holiday the Syndicate offer no objection. The Syndicate are willing to consider any difficulties of interpretation which the heads of colleges may from time to time refer to them. But all they aim at for the present is to establish a general understanding, leaving details of administration to colleges themselves.

On hearing from the Principals of the Maharajah's College at Pudukottah and the Central College Bangalore, the Syndicate will publish the arrangements agreed on as those that will be in force in *ordinary circumstances*; and the certificates presented by students from the different colleges will be accepted on the understanding that these arrangements have been adhered to substantially, though not necessarily in every minute particular.

Examination Papers.

THE F. A. AND B. A. ENGLISH SUBJECTS FOR 1887.

F. A. CLASS.

Selections from the English Anthology; Milton's Paradise Lost Book I;

Macanlay's History, Chapter I, (part.)

I. Re-write in idiomatic prose (a), and either (b) or (c).

- (a) "Men, high-minded men,
With powers as far above dull brutes endued
In forest, brake, or den,
As beasts excel cold rocks and brambles rude;
Men, who their duties know,
But know their rights, and, knowing, dare maintain,
Prevent the long-aimed blow,
And crush the tyrant, while they rend the chain:—
These constitute a state!
And Sovereign Law, that State's collected will,
O'er thrones and globes elate,
Sits Empress, crowning good, repressing ill."
- (b) "For me, be witness all the host of Heaven,
If counsels different, or dangers shunned
By me, have lost our hopes. But he who reigns
Monarch in Heaven, till then as one secure
Sat on his throne, upheld by old repute,
Consent, or custom; and his regal state
Put forth at full, but still his strength concealed.
Which tempted our attempt, and wrought our fall."

- (c) "Forthwith upright he rears from off the pool
His mighty stature; on each hand the flames,
Driven backward, slope their pointing spires, and, rolled
In billows, leave in the midst a horrid vale.
Then with expanded wings he steers his flight
Aloft, incumbent on the dusky air,
That felt unusual weight; till on dry land
He lights, if it were land, that ever burned
With solid, as the lake with liquid, fire."

II. Answer either (a) or (b), and (c).

- (a) "What are ye, monarchs, laurelled heroes, say,
But *Aetnas* of the suffering world ye sway?"

Explain these lines by giving a very brief summary of the poem in which they occur.

(b) The reverend sage tells us 'that man was made to mourn,' but yet there is 'some recompense to comfort him.' By what line of thought does the old man come to these conclusions?

- (c) "In the beginning...the Heavens and Earth
Rose out of chaos."
"Such place eternal Justice had prepared...
As far removed from God and light of heaven,
As from the centre thrice to the utmost pole."

On what theories as to the movement of the heavenly bodies and the relative positions of Heaven, Hell and the Earth, are these passages based?

III. Explain the references in the following, pointing out their appropriate use in the text, and the special force of the italicised phrases.

- (a) "And sure the eternal master found
The *single talent* well employed."
(b) "And Ceres laughs, with *golden fillets* crowned."
(c) "Or whom Biserta sent from Africa shore."
(d) "Equalled with one stroke
Both her first born and all her *bleating gods*."
(e) "And o'er the *Celtic* roamed the *utmost isles*."
(f) "The church has many times been compared by divines to the ark of which we read in the book of Genesis."
(g) "Their whole history.....would rather seem to indicate that younger brothers are under the special protection of heaven."

IV. Explain the following:—

- (a) "Echoing praises such as friends might earn
And folly pays."
(b) "Dupe of to-morrow even from a child."
(c) "Freeman stand or freeman fa."
(d) "For one restraint, lords of the world besides."
(e) "Whereof so rife
There went a fame in heaven."
(f) "In their own dimensions like themselves."
(g) "The sacred oil had been poured on his head."

V. Explain the following phrases, adding special notes on the italicised words:—

(1) The *pastoral* house; (2) for his tithes distraining; (3) the grounded hat; (4) a *specious* prayer; (5) a horrid front; (6) our afflicted powers; (7) our *grand* parents; (8) with *ordered* spear and shield; (9) the mystical Babylon; (10) the *vulgar* tongue; (11) the power of the keys; (12) the apostolical orders.

VI. (a) Give examples of two Latin constructions (different) from Milton, Book I.

(b) Milton is fond of a punning jingle upon words, different in meaning but similar in sound. Quote two instances from Book I.

(c) What is the peculiarity, if any, in Milton's use of the following words?

(1) Rhyme; (2) ensigns; (3) affront; (4) reign; (5) engines.

(d) Macaulay, having made a general statement, is fond of enforcing it by repetition, substituting particular instances for his previous generalities. Give two instances of this practice.

(e) What is the meaning of these words:—

(1) Oyster-boards; (2) paramount; (3) franchises; (4) villenage; (5) jargon; (6) weltering; (7) unctuous; (8) pioneers.

VII. (a) Give the dates of the Parliaments of Charles I.

(b) What are the doctrines of 'original sin' and 'election'?

(c) "Both Calvinists and Papists maintained that subjects might justifiably draw the sword against ungodly rulers." Give instances from three different countries where (previous to the reign of Charles I) the sword was thus drawn.

(d) Why did some of the Puritans object to painting and some to the *Latin Grammar*?

(e) What is the 'doctrine of Divine right'?

VIII. Paraphrase so as to show clearly the meaning, explaining any peculiarities;—

(a) "Condemned to Hope's delusive mine,
As on we toil from from day to day,
By sudden blasts or slow decline,
Our social comforts drop away."

(b) "—More endearing still than all,
Thy constant flow of love, that knew no fall,
Ne'er roughened by those cataracts and breaks,
That humour interposed too often makes."

(c) "Princes, Potentates,
Warriors, the flower of Heaven! once yours, now lost:—
If such astonishment as this can seize
Eternal Spirits; or have ye chosen this place
After the toil of battle to repose
Your wearied virtue, for the ease you find
To slumber here, as in the vales of Heaven?
Or in this abject posture have ye sworn
To adore the Conqueror?"

(d) "In times when men were scarcely ever induced to travel by liberal curiosity or by the pursuit of gain, it was better that the rude

inhabitant of the North should visit Italy and the East as a pilgrim, than that he should never see anything but those squalid cabins and uncleared woods in which he was born. In times when life and when female honour were exposed to daily risk from tyrants and marauders, it was better that the precinct of a shrine should be regarded with an irrational awe, than that there should be no refuge inaccessible to cruelty and licentiousness."

IX. Answer any THREE of the following (a) to (g).

(a) What three constitutional principles limited the prerogatives of the English Sovereigns? How were these principles evaded,—(1) By the Sovereigns generally, (2) by Charles I in particular?

(b) Enumerate the main differences finally existing between the Churches of Rome, England, and Scotland, as regards,—(1) Government, (2) doctrine, (3) ritual. (Do not give the history of the Reformation).

(c) Compare the personal and public characters of Queen Elizabeth and James I.

(d) "One after another, the great national councils of the continental monarchies sank into utter insignificance." Explain how this came about and how the English Parliament escaped a similar fate.

(e) Macaulay says, speaking of Britain under the Romans, "She was subjugated by the Roman arms; but she received only a faint tincture of Roman arts and letters;" and of Britain under the Saxons, "In Britain the conquered race became as barbarous as the conquerors." On what evidence does he base these assertions?

(f) Enumerate the chief historical facts in the relations between, (1) England and Ireland, (2) England and Scotland, up to the time of the meeting of the Long Parliament; and thence indicate the attitude of the countries to each other at that time.

(g) What character does Macaulay give to King John? Show how far his view agrees with or differs from that given by other historians.

B. A. CLASS.

Scott's Essay on Chivalry: Milton's Arcopagitica, (part.)

I. (1) Mention one very important feature of chivalry, and (2) two or three of its minor practices, that may be traced to the customs of the German tribes.

II. Quote any facts which show,—(1) The extensive rights possessed by women among the German tribes; (2) the great influence exercised by them and the high regard in which they were held.

III. Refer to any incidents which show in a ludicrous form the following characteristics of the knights of chivalry—(1) Their fanatical hatred of infidels, (2) their fanatical love of glory.

IV. What is meant by a judicial combat. Explain the statement that this law was "absurd in itself" but that its injustice was mitigated by the institutions of chivalry. Was there anything to deter a knight from taking up a bad cause?

V. Give the etymology of 'esquire' and the primitive sense of the word. Enumerate the personal exercises in which he was disciplined.

VI. State the circumstances in which a knight might be degraded.

VII. At what time and in what circumstances was the *Arcopagitica* written? Explain the name.

How long before it was *Comus* written? How long after, *Paradise Lost*? What other work did the author write in the same year with it?

VIII. What method of treating his subject is adopted by Milton in the *Arcopagitica*? What does he say of the literary freedom of Athens, of Rome, of the Italy of his day? What results does he declare sure to proceed from the appointment of licensers? Give the substance of his remarks on the futility of them. On what prime consideration does he oppose them?

IX. Explain:—

(a).....did they but know how much better I find ye esteem it to imitate the old and elegant humanity of Greece, then the barbarick pride of a Hunnish and Norwegian statelines.

(b) But that other clause of licencing books, which we thought had dy'd with his brother *quadragesimal* and *matrimonial* when the prelat expired, I shall now attend with such a Homily, as shall lay before ye. * * *

Give what follows in the original, or the substance of it in your own words.

(c) Sometimes 5 *Imprimaturs* are seen together dialoguewise in the Piatza of one Title page, complementing and ducking each to other with their shav'n reverences, whether the Author, who stands by in perplexity at the foot of his Epistle, shall to the Presse or to the spunge.

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By THE ACTING DIRECTOR OF PUBLIC INSTRUCTION.

T. R. Venkatarama Aiyar, 4th Assistant, to act as Head Assistant, Saidapet High School.

C. R. Subba Rau, 6th Assistant, to act as 4th Assistant, Saidapet High School.

K. Venkataramanaya, to act as 3rd Assistant, Berhampore College.

Mr. H. M. Winfred, 1st Assistant, Chittur High School, to be Deputy Inspector of Girls' Schools, Central Range, in the 5th Class.

K. Bashyam Aiyangar, B.A., Acting 2nd Asst., Cuddalore College, to be 1st Assistant, Chittur High School, *vice* Mr. Winfred.

T. Somasundara Rau, Deputy Inspector of Schools, Fifth Class, to be Deputy Inspector of Schools, Fourth Class, *vice* Muhammad Azam Sahib.

- C. S. Swami Aiyangar, B.A., First Assistant of the Cuddalore College, to be Deputy Inspector of Schools, North Arcot, East, in the Fifth Class, but to act as Deputy Inspector of Schools, South Coimbatore.
- S. Melagiri Rau, Probationary Deputy Inspector of Schools, to be Deputy Inspector of Schools, Sixth Class.
- T. Krishna Rau, Probationary Deputy Inspector of Schools, to be Deputy Inspector of Schools, Sixth Class.
- K. Krishnamurthi Pantulu, Probationary Deputy Inspector of Schools, to be Deputy Inspector of Schools, Sixth Class.
- P. Vadantachari, B.A., Deputy Inspector of Schools, Fifth Class, to act as Deputy Inspector of Schools, Fourth Class, during the absence of T. S. Krishnaswami Aiyar on leave.
- C. Pranutharthachari Aiyar, 2nd Assistant, Cuddalore College, to be 2nd Assistant, Berhampore College, but to continue to act at Bellary.
- K. R. Durasami Aiyar, 3rd Assistant, Cuddalore College, to be 4th Assistant, Mangalore College, but to continue to act at Madura.
-
- A. V. Bhima Rau, Deputy Inspector of Schools, Cumbum, privilege leave for 11 days.
- G. Lakshmenarayana Pantulu, Deputy Inspector of Schools, Venukonda, privilege leave for 1 month.
- M. Singaravelu Mudaliar, Deputy Inspector of Schools, Salem, privilege leave for 1 month.
- C. Ramalinga Aiyar, Deputy Inspector of Schools, Trichengode Range, privilege leave for 1½ months.
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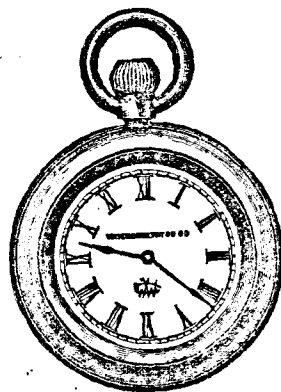
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